

**APPROVED**  
**APRIL 2, 2013**

Item #IV-14  
April 2, 2013

**NO CHILD LEFT BEHIND ACT (NCLB):  
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM  
FISCAL YEAR 2013 GRANT ALLOCATION**

**Submitted for:** Action.

**Summary:** This item recommends approval of grants to seven partnerships for the No Child Left Behind Act (NCLB) – Improving Teacher Quality State Grant Program. This federally funded grant program is authorized under the NCLB Act of 2001. The NCLB - Improving Teacher Quality (ITQ) State Grants are provided to eligible partnerships comprised of Illinois colleges and universities and high-need Illinois public school districts.

**Program Purpose:**

- Improve long-term student achievement in core academic subject areas, primarily mathematics and science.
- Increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
- Develop an environment of collaboration among P-12 school districts and universities and their units that prepare teachers and school administrators.
- Improve teacher and principal quality through research-supported innovation in teacher and principal preparation programs.

**Program Benefits:**

- Supports partnerships that improve teachers' knowledge of subjects they teach and improves the abilities of higher education institutions to prepare quality teachers for our schools.
- Enables students to meet the Common Core State Standards and the Next Generation Science Standards in core academic subject areas and teachers to demonstrate the skills, knowledge, and traits of highly qualified teachers.
- Supports activities designed to increase administrator knowledge of instructional and curricular leadership.
- Enhances assessment of learning and teaching at all levels.

**Action Requested:** That the Board approve the allocation of \$2,400,000 in NCLB - ITQ State Grants to seven partnerships specified in this item on Table 1.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

**NO CHILD LEFT BEHIND ACT:  
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM  
FISCAL YEAR 2013 GRANT ALLOCATION**

**Background**

Since fiscal year 2004, the Illinois Board of Higher Education (IBHE) has awarded competitive teacher and principal professional development grants to eligible partnerships comprised of colleges and universities and high-need public school districts located across the State of Illinois. The Improving Teacher Quality (ITQ) State Grant Program, authorized under Title II, Part A, of the No Child Left Behind (NCLB) Act of 2001, supports professional development and teacher and school leader preparation activities across all core academic subject areas to assist schools in increasing the academic achievement of all students through the preparation of highly-qualified teachers and school leaders. The ITQ program is one of many programs under the umbrella of the Elementary and Secondary Education Act (ESEA) administered by the U.S. Department of Education. The NCLB Act of 2001 was signed by President Bush on January 8, 2002, and amends the 1965 ESEA.

**Focus on Common Core and Next Generation Science Standards**

The Improving Teacher Quality (ITQ) State Grant Program federally-funded program aligns with and supports the *Common Core State Standards* (CCSS) and the *Illinois Public Agenda for College and Career Success* strategy to “Strengthen teacher and school leader quality through upgraded standards and professional development.” According to the CCSS web-site, forty-five states including Illinois have adopted the CCSS (<http://www.corestandards.org>). The CCSS create a new imperative for the ITQ State Grant Program. The focus is now on schools and districts and the imperative that everyone prepare for new learning standards that make everyone in the school (i.e., students, teachers, and leaders) new learners in a new world.

In this funding cycle that takes us into September 2014, partnerships must increase their commitment to design and realize rigorous and systematic approaches to collaborative professional learning. (Note that for science grants, we use the CCSS designation to include the Next Generation Science Standards). Partnerships must use ITQ funds to conduct professional development activities for in-service teachers and instructional leaders (i.e., principals, department chairs, grade level team leaders, instructional coaches, and other leaders) to affect systemic changes that increase the state’s capacity for future growth and development.

**ITQ Partnerships Support the Public Agenda**

The ITQ grants directly support Goal One of the *Public Agenda for College and Career Success* – Increasing educational attainment to match best-performing U.S. states and world countries. The ITQ grants will help to eliminate the achievement gap by providing high-quality professional development to teachers in high-need school districts, thus improving student

achievement. Illinois, like the nation, suffers a significant and enduring disparity in academic achievement and educational attainment affecting racial and ethnic minority students. Students suffering from the achievement gap – predominantly students of color – will make up the largest segment of Illinois’ population growth over the next two decades.

### **Eligible Applicants**

As defined by the U.S. Department of Education, applicants eligible for ITQ grant funds must be partnerships comprised of, at a minimum:

- An approved public or private institution of higher education and the division of the institution that prepares teachers and principals;
- A school of arts and sciences, and;
- A high need Illinois public school district. A high need public school district is defined as a school district that (a) serves not fewer than 10,000 families with incomes below the poverty line, or for which not less than 20 percent of the children served by the district are from families with incomes below the poverty line; and (b) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, or for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

### **Funding Priorities for Grant Applications**

Funding for this program has steadily decreased over the years. Priority consideration is given to proposals that target one or more professional development opportunities for:

- Low performing, “high-need” schools;
- Professional development aligned to the CCSS;
- Partnerships that help to provide middle and high school mathematics and science teachers with the tools and knowledge needed for students to meet the standards in order to be prepared for college-level mathematics and science courses;
- Teacher recruitment and/or induction activities;
- Partnerships that increase access for teachers and students from historically underrepresented and underserved groups, and;
- Professional development linked to student achievement.

### **Review Process for Renewal Grants**

A renewal application was released on December 7, 2012, with a due date of February 11, 2013. Seven of the eight renewal projects are recommended for renewal funding. One project is not being recommended for funding due to a low score based on the 100 point criteria for review categories established in the renewal applications. Past project performance as determined by site visits and an interim evaluation report were also considerations for renewal funding. All renewal applications were reviewed by an expert team of three external reviewers and the IBHE staff. All partnerships were reviewed based on the following review criteria.

- **Need for Professional Development:** How well does the proposal provide clear evidence of the need for the proposed professional development project in light of

Illinois' adoption of the *Common Core State Standards, the Next Generation Science Standards*, and addressing key frameworks for project-specific standards and integration of literacy, mathematics, and science?

- **Project Goals:** How well did the proposal provide a comprehensive description of the project goals, along with the theory of change and logic model proposed to accomplish the goals? Did the goals reflect a renewed emphasis on whole school (or other system level) change supporting the CCSS. Did the goals include changes that encompass both school and university to realize the instructional demands implied in the CCSS. Did grant activities include convening all necessary partners to accomplish the goal of a school-level or other system-level focus for all ITQ projects?
- **Collaborative Planning:** How well did the proposal provide clear evidence of involvement of all partners including teachers, administrators, colleges or departments of education, and colleges or departments of arts and sciences, in the collaborative design and implementation of the Improving Teacher Quality State Grant Program and its CCSS imperative?
- **Description of Project Activities:** How well did the proposal explain how the professional development activities can produce long-term, systemic change at a unit of analysis other than the individual classroom and includes goals, objectives, and activities that reflect a program of sufficient duration, size, scope and quality that, if implemented, will yield improvements in teaching and learning sufficient to support the CCSS? Explain how the professional development activities are based on research proven to increase student achievement and align to the implications of the CCSS. How well did the proposal explain how the project's professional development activities, action research, and assessment and evaluation activities will be utilized to inform and improve curricula and pedagogy in teacher and school principal preparation programs?
- **Logic Model:** How well did the logic model clearly represent a viable theory of change based on identified needs with clearly identified intended outcomes? Short-term, mid-term, and long-term outcomes are identified. Did the logic model demonstrate how the project seeks to change schools, colleges, and universities so that enhanced teacher quality and effectiveness can improve student achievement? Did the logic model include feedback loops by which evaluation data will be used to inform project improvements?
- **Final Fiscal Year 2011 Evaluation Report:**

A final evaluation for the Fiscal Year 2011 grant (June 7, 2011 through September 20, 2012) was due December 31, 2012. How well did the final report:

- Provide evidence that the goals and objectives were successfully completed;
- Clearly describe the population served;
- Provide evidence that appropriate evaluation methods were used to determine effectiveness;
- Describe how teachers' learning was assessed;
- Describe how students' learning was assessed;

- Describe strategies to improve and increase teachers’ knowledge in core subjects they teach aligned to state standards?
- **Budget:** How well did the renewal application provide a cost-effective budget and narrative justification that is consistent with the scope of the proposed objectives and activities?

### Overview of Program Outputs

The Illinois Improving Teacher Quality State Grant Program has a number of program Outputs. Outputs are indicators of program implementation and broad program effects. Table 1 provides an overview of key program implementation features gathered in the most recent survey of project directors.

Table 1. Improving Teacher Quality State Grant Program Survey Composite

<b>No. of Districts Served</b>	<b>103</b>
<b>No. of “High Need” Districts Served</b>	<b>56</b>
<b>No. of Schools Served</b>	Elementary: 71 Middle School: 47 High School: 49 <b>TOTAL STATEWIDE: 167</b>
<b>No. of Teachers Served</b>	Elementary: 229 Middle School: 94 High School: 989 <b>TOTAL STATEWIDE: 1,312</b>
<b>No. of Administrators Served</b>	Elementary: 59 Middle School: 8 High School: 50 <b>TOTAL STATEWIDE: 117</b>
<b>No. of Paraprofessionals Served</b>	Elementary: 8 High School: 75 <b>TOTAL STATEWIDE: 83</b>
<b>No. of Students Impacted</b>	Elementary: 13,654 Middle School: 8,345 High School: 29,425 <b>TOTAL STATEWIDE: 51,424</b>
<b>No. of Higher Ed. Faculty Involved</b>	<b>83</b>
<b>No. of Pre-Service Teachers Impacted</b>	<b>787</b>
<b>No. of Teachers Moved Non-HQ to HQ</b>	<b>15</b>
<b>No. of College Credits Earned by Teachers / Administrators</b>	<b>850</b>
<b>Total Contact Hours</b>	<b>31,090</b>
<b>Average Contact Hours</b>	<b>21</b>

<b>Total Dollars Leveraged by Partnership Grant</b>	Business: \$20,250 Faculty Book Donations (Estimated): \$1,000 IHEs: \$256,200 LEAs: \$45,500 State Government: \$69,570 Federal Government \$494,044 Foundations: \$494,044 <b>TOTAL STATEWIDE: \$1,380,608</b>
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### **Evaluation – Project Monitoring**

The IBHE staff, along with evaluators from the Center for the Study of Education Policy (CSEP) at Illinois State University paid with ITQ administration funds, will monitor fiscal and programmatic activities throughout the year. As was done in 2012, partnerships are provided with technical support and suggested interventions throughout the year as part of the grant evaluation and monitoring process. IBHE staff is planning a joint symposium in October with the State Board of Education to showcase the fine work these partnerships have accomplished the past several years and share ideas about best practices for implementing the CCSS along with assessment techniques.

### **Summary**

Each of the partnerships recommended for funding in Table 1 provides high-quality, research-based professional development aimed at improving teacher quality, the academic achievement of elementary and secondary students across Illinois, and teacher preparation programs across the state. While these NCLB grants can support professional development across all core academic subject areas, the majority focus on professional development for teachers of mathematics and science, areas of identified need throughout Illinois. Accompanying this item as Appendix A is a listing of more detailed information for each partnership recommended for funding. This information was provided by each project director.

The informational items include:

- Lead Institution
- Project Title
- High Need School District
- Partnership Members
- Core Academic Areas
- Grade Level
- Grant Amount
- Project Director
- Project Synopsis

The staff recommends the adoption of the following resolution:

*The Illinois Board of Higher Education hereby allocates Fiscal Year 2013 grants totaling \$2,400,000 for the No Child Left Behind - Improving Teacher Quality State Grant Program to the institutions specified and in the amounts shown in Table 1. If funds are reduced by the Federal Government through sequestration or other means, the Executive Director has the authority to reduce grant amounts accordingly. In the event that funds are not requested by a partnership in their entirety or additional funds become available, the Executive Director shall have the authority to re-allocate funds to other partnerships.*

**Table 1**  
**ILLINOIS BOARD OF HIGHER EDUCATION**  
**NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM**  
**FISCAL YEAR 2013 - PROJECT ALLOCATION**

<b>Board Item #</b>	<b>Lead Institution(s)</b>	<b>High-Need District Partner Districts</b>	<b>Project Title</b>	<b>Request Amount</b>	<b>Recommended Award Amount</b>
1	Loyola University Chicago	Chicago Public Schools (Area 10) Pilsen-Little Village Networks Austin-North Lawndale	Supporting Middle Grades Science Professional Development in CPS : Content, Curriculum, Coaching, and Using Data	\$379,622	\$358,095
2	Northeastern Illinois University	J. Sterling Morton (District 201) Morton East High School Morton Freshmen Center Morton West High School	PASAS (Plan for Academic Success for All Students)	\$380,000	\$358,453
3	Northern Illinois University	Rockford Public Schools (District 205) Auburn High School Guilford High School Jefferson High School Rockford East High School	Promoting Achievement through Literacy Skills (PALS)	\$350,000	\$308,500
4	Roosevelt University	Chicago Public Schools Our Lady of the Wayside, Archdiocese of Chicago, Woodlawn	Collaborative Commitment for Continuous Improvement: Aligning Common Core State Standards in Balanced Literacy Schools & Networks	\$379,984	\$353,385
5	S I U - Carbondale	Carbondale School District Murphysboro, Meridian Steelville Emmanuel, Desoto, Chester St. John's Lutheran Learning Technology Center VI South	RAMPD UP: Rural Access to Math Prof. Development: Unparalleled Performance	\$346,180	\$343,000

**Table 1 (continued)**  
**ILLINOIS BOARD OF HIGHER EDUCATION**  
**NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM**  
**FISCAL YEAR 2013 - PROJECT ALLOCATION**

<b>Board Item #</b>	<b>Lead Institution(s)</b>	<b>High-Need District Partner Districts</b>	<b>Project Title</b>	<b>Request Amount</b>	<b>Recommended Award Amount</b>
6	SIU - Edwardsville	East St. Louis, East Alton Belleville, Cahokia, 40 public schools 2 charter schools 14 private schools	Students Learning Science through a Sustained Network of Teachers	\$380,000	\$325,500
7	University of Chicago	Chicago Public Schools Donoghue North Kenwood Oakland	Teacher Leadership for Elementary Mathematics & Science	\$366,611	\$353,067
<b>Total:</b>				<b>\$2,582,397</b>	<b>\$2,400,000</b>

APPENDIX A

ILLINOIS BOARD OF HIGHER EDUCATION

**Fiscal Year 2013  
No Child Left Behind  
Improving Teacher Quality State Grant Program**

**Partnership Profiles**

April 2, 2013

**Lead Institution:** Loyola University of Chicago

**Project Title:** Supporting Middle Grades Science Professional Development in CPS: Content, Curriculum, Coaching and Using Data

**High Need School District:** Chicago Public Schools, District 299

**Partnership members:** Chicago Public Schools (Area 10), Pilsen-Little Village Networks, and Austin North Lawndale

**Core Academic Area(s):** Science

**Grade Level(s):** 6-8

**Grant Amount:** \$358,095

**Project Director:** Dr. Rachel Shefner  
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**Project Synopsis:** The Supporting Middle Grades Science Professional Development in CPS: Content, Curriculum, Coaching and Using Data Project aims to increase student achievement in middle grades science in the Chicago Public Schools’ Austin-North Lawndale and Pilsen-Little Village Networks through improving teachers’ science instruction. In addition to the support for middle grades teachers that we have been engaged in for three years, we will support K-8 teachers in six schools in these networks to implement the Next Generation Science Standards (NGSS) in their science instruction. Our current focus on the ANL and PLV networks meets the need for consistent, coherent professional development in middle grades science for some of CPS’s lowest performing schools. This need is heightened by the increased rigor embedded in the CCSS and the NGSS, which spurs us to expand our support beyond middle grades in some schools, because success in middle grades must be scaffolded through strong science instruction in the lower grades. These Networks, located on the South and Southwest side of Chicago, contain 51 schools with middle grades, and contain some of the lowest-performing schools in the district. The average student performance in these networks on the 7th grade Science ISAT is significantly below the state average, and 95 percent of the students in the area are low income. This project will impact ~90 teachers of middle grades science, including special education and bilingual teachers, and ~12,000 6-8th grade students.

This project features a variety of professional development (PD) activities, all of which are aligned with supporting high quality science education as articulated by the CCSS and NGSS. We will provide 54 hours of PD on the SEPUP curricula in grades 6-8; we are partnering with the Chicago Schools Department of Mathematics and Science (DMS) to provide 24 hours of professional development open to all K-12 teachers on implementing the cross-cutting practices in the new standards, we are providing eight hours of follow-up PD for three teachers in six schools in order to increase their expertise on the crosscutting concepts, so that they can become leaders in their schools in facilitating vertical team meetings of teachers in all grades at their schools on implementing the crosscutting concepts. We also

will provide in school instructional coaching for these schools in order to fully support teachers' practicing high quality science instruction.

In the NGSS, the performance expectations will provide guidance to teachers as to what the students should be able to do at the end of a given grade band, but they do not (and standards cannot) provide guidance for teachers as to how to instruct students to get to that point. Standards are not curriculum. Teachers are justifiably concerned that they be given enough support on the "how" of standards implementation. LUCSME hosted review and feedback-gathering sessions on both the May first draft release and the January second draft release of the NGSS, which has allowed us to get a sense of teachers' concerns and excitement about the upcoming final release and state adoption of the new standards. The best way to ensure preparedness for the increased rigor that both the impending NGSS and the extant CCSS represent is to support the use of high quality science curricula.

This project features both individual and whole-school approaches to PD, and our close collaboration with the DMS and other universities will provide a coherent vision as the district and the state begins to fully adopt these standards.

**Lead Institution:** Northeastern Illinois University

**Project Title:** PASAS (Plan for Academic Success for All Students)

**High Need School District:** J.S. Morton High School District 201

**Partnership members:** J. Sterling Morton (District 201), Morton East High School, Morton Freshman Center, and Morton West High School

**Core Academic Area(s):** English

**Grade Level(s):** High School

**Grant Amount:** \$358,453

**Project Director:** Dr. Mary J. Massie  
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**Project Synopsis:** The Plan for Academic Success for All Students (PASAS) is a teacher professional development project that will improve the capacity of teachers to teach and assess literacy and content concurrently in English, Social Studies and Science using research-based instructional strategies (CRISS) and data-based decision-making to meet CCSS. The project will provide professional development coupled with classroom-based support for implementation of new learning and active participation in professional learning teams (PLTs). This will lead to improved student achievement as measured by common unit assessments of student work as well as Gates-MacGinitie and EPAS scores.

That goals of the project are that District English, Social Studies and Science: (1) curriculum utilize a common framework for instruction and common assessments that is aligned with CCSS ELA and Literacy Standards and incorporates CRISS learning principles and strategies; (2) teachers increase their ability to provide high quality rigorous instruction as the result of coordinated professional development in content, data-based decision-making and differentiated support and through their participation in professional learning teams (PLTs); (3) students demonstrate increase proficiency in CCSS reading, listening, speaking, and writing skills; (4) high schools meet initial benchmarks for becoming Five Star CRISS schools; and (5) appropriate structures and procedures are in place to measure the results and lessons learned from professional development initiatives and activities for sharing with stakeholders and other educators.

As the result of PASAS activities English, Social Studies and Science: (1) curriculum units and instruction will be aligned to CCSS and CRISS; (2) teachers will report, document and demonstrate effective use of differentiated strategies to support alignment with Common Core ELA and Literacy standards; (3) students will earn higher grades and passing rates; (4) all teachers will be trained teach content and literacy concurrently with the support of district administrators; and (5) the results of the four years of PASAS will be disseminated to teachers within the district, NEIU teacher preparation programs and IBHE institutions. The anticipated participant and student impacts are: (1) teachers working in professional learning teams are able to connect instruction to the learning needs of their students; (2) curriculum and instruction in English, Social Studies, and Science are differentiated and aligned with

CCSS ELA and literacy standards; and (3) outcomes for students are improved as measured by school-based, state, and ACT assessments.

**Lead Institution:** Northern Illinois University

**Project Title:** Promoting Achievement through Literacy Skills (PALS)

**High Need School District:** Rockford School District 205

**Partnership members:** Rockford Public Schools (District 205), Auburn High School, Guilford High School, Jefferson High School, and Rockford East High School

**Core Academic Area(s):** All

**Grade Level(s):** High School Teachers

**Grant Amount:** \$308,500

**Project Director:** Dr. Connie Fox  
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**Project Synopsis:** Promoting Achievement through Literacy Skills across High School Curriculum (PALS) is a collaborative project between four high schools in Rockford Public School District 205 and Northern Illinois University. The PALS program provides professional development activities to transition schools from “teacher-centered” to “school-centered” schools. The research-based professional development activities aim to: (1) improve the instructional leadership skills of principals and assistant principals; (2) increase the knowledge, skills, and ability of teachers to implement instructional strategies aligned to the Illinois Common Core State Standards for English Language Arts and Subject-Area Literacy; (3) provide professional development for Literacy Leaders on the integration of literacy in subject areas such as science and to implement a train-the-trainer model in which they model these strategies in teachers’ classrooms; and (4) modify teacher education programs to address issues faced by urban schools as they address the CCSS.

As a result of PALS’ activities, principals will increase the amount of time spent on instructional leadership and classroom instruction will become more effective, leading to increases in student achievement in the high schools. Transformed teacher education programs will prepare strong teacher candidates for high-needs schools

**Lead Institution:** Roosevelt University

**Project Title:** Collaborative Commitment for Continuous Improvement: Aligning Common Core State Standards in Balanced Literacy Schools & Networks

**High Need School District:** Chicago Public Schools, District 299

**Partnership members:** Chicago Public Schools, District 299, Archdiocese of Chicago, including St. Bede the Venerable, Our Lady of the Wayside, and Christ the King

**Core Academic Area(s):** Reading or Language Arts

**Grade Level(s):** K-8

**Grant Amount:** \$353,385

**Project Director:** Dr. Teryl ann Rosch  
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**Project Synopsis:** One of the greatest challenges to school reform is improving teachers’ classroom instruction to increase student literacy across subjects. This grant enables whole school collaboration around Balanced Literacy as a vital strategy for teachers to understand and meet new Common Core State Standards (CCSS).

The five goals of the project are to: increase school-wide collaboration using a Professional Learning Community (PLC) approach; align the CCSS with all aspects of Balanced Literacy; create and build Balanced Literacy pedagogy school-wide and increase evidence-based decision-making in the classroom; improve pre-service teacher and principal preparation programs based on project experiences; and finally, to convene regional CCSS – Professional Development Summits for increased collaboration and dissemination of grant outcomes. We expect these goals to improve classroom instruction by increasing teachers’ ability to make better data-based decisions to differentiate instruction, to improve literacy collaboration across grades and subjects, and to use our experiences in the project to inform pre-service teacher and educational leadership programs at the university.

Key activities to be implemented to meet these goals include coaching and modeling CCSS-infused Balanced Literacy strategies in the classroom; providing collaborative leadership support; guiding school-wide literacy teams; and scheduling professional development on higher-level cognitive skills, text analysis, and reading across content areas (e.g., math and science). Finally, the development of toolkits and best practice videos on Balance Literacy instruction, changes in both pre-service teacher and principal preparation, and sustaining collaborative professional development across schools are anticipated grant outcomes.

**Lead Institution:** Southern Illinois University Carbondale

**Project Title:** RAMPD UP: Rural Access to Math Professional Development: Unparalleled Performance

**High Need School District:** Carbondale Elementary School District #95 (Thomas & Parrish Schools)

**Partnership members:** Carruthers School–Murphysboro Community Unit School District 186, DeSoto Elementary School–DeSoto Community Consolidated School District 86, St. John Lutheran School at Chester, St. Mark’s Evangelical Lutheran School at Steeleville, and Regional Office of Education #30-Jackson/Perry Counties

**Core Academic Area(s):** Mathematics

**Grade Level(s):** K-8

**Grant Amount:** \$343,000

**Project Director:** Dr. Jackie Lee Cox  
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**Project Synopsis:** Through the Site-Based Teacher Professional Development Model (Gaible & Burns, 2005) and established Professional Learning Communities (Kanold, 2011) within each school site, the Rural Access to Mathematics Professional Development: Unparalleled Performance and Onward (RAMPDUP & Onward) will continue to broaden the scope of teachers’ mathematical knowledge, problem solving, and critical thinking skills in the southern Illinois region, establish infrastructures needed to implement and link the Common Core State Standards for Mathematics (CCSSM) into current curriculum to improve student learning, while also identifying how students learn and think about mathematics, sustaining the principles of Cognitively Guided Instruction (CGI) in the classrooms. With an emphasis on functioning as a team in a professional learning community, teachers will collaboratively develop and implement tools for aligning the instructional activities previously acquired to the CCSSM, additional problem solving prompts that specifically target aspects of student mathematical thinking, rubrics for assessing student thinking as well as writing examples for teachers and students to model for explicating their own critical thinking processes. Continuing their earlier work from the RAMPD and RAMPDUP projects, six administrators, 91 classroom teachers, and 33 special subjects teachers in six different schools serving nearly 2,000 students have dedicated their professional development time and energy toward sustaining the CGI and mathematical thinking emphases across the years.

**Lead Institution:** Southern Illinois University Edwardsville

**Project Title:** Students Learning Science through a Sustained Network of Teachers

**High Need School District:** East St. Louis 189, East Alton 13; East Alton-Wood River High School 14; and Belleville 118, Cahokia

**Partnership members:** Other High Need Illinois Public School Districts, including 40 public schools, two charter schools, and 14 private schools.

**Core Academic Area(s):** Science

**Grade Level(s):** 6-12

**Grant Amount:** \$325,500

**Project Director:** Dr. Sadegh Khazaeli  
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**Project Synopsis:** This proposed project is based on what has been learned during the last three years, with changes made as a result of ongoing project evaluation by participating teachers and their suggestions, as well as input from the External Evaluator and the IBHE Evaluation Team. We also include a new focus on the alignment of our activities with the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). The Students Learning Science through a Sustained Network of Teachers ITQ project has worked with regional sixth through twelfth grade science teachers and administrators to improve their understanding of science content knowledge, science content pedagogical knowledge, and contingent skills. Partners in this project will take the Surveys of the Enacted Curriculum (SEC). These surveys provide teachers and others a comprehensive set of indicators to facilitate teacher reflection, curriculum planning, and program evaluation. ITQ will use the SEC to: (1) describe the network of teachers engaged in particular approaches to teaching science; (2) align the project with the Common Core State Standards (CCSS); (3) develop a science implementation profile across three ITQ science projects (SIUE, SIUC, and Loyola University); and (4) provide needs assessment and planning for the future of the network.

The objective of this project is to provide hands-on professional development for high school chemistry, high school physics, high school biology, and middle school science teachers with an emphasis on science subject matter related to the CCSS, the NGSS, the Illinois State Board of Education's Illinois Learning Standards (Science), and Illinois Professional Education Standards (Science Core). We plan to work with regional school teachers to help them improve their science knowledge, gain insight into applications of science, become aware of available high quality science educational resources, and participate in a sustained science teacher network. These tools and knowledge should assist teachers in preparing their students to meet the standards expected in high school and middle school science courses. It is anticipated that these activities will eventually lead to improved student learning and students who are better prepared for high school and college science course, and future careers.

During Spring 2013 we will have eight sessions (one day a week) of classroom-format discussion and demonstrations for 35 high school chemistry teachers on selected chemistry and biochemistry topics. During Summer 2013, 35 high school chemistry teachers will participate in hands-on activities and laboratory experiments on the topics covered in Spring 2013. Similarly, during Summer 2013, 20 high school physics teachers will participate in hands-on activities and laboratory experiments on the topics that were covered in Fall 2012, and during Fall 2013 we will have eight sessions of classroom-format discussion and demonstrations for 15 high school physics teachers. During Summer 2013, 40 high school biology teachers will participate in hands-on activities and laboratory experiments on the topics that were covered in Fall 2012, and in Fall 2013, we will have eight sessions of classroom-format discussion and demonstrations for 30 high school biology teachers. During Summer 2013, 50 middle school science teachers will have ten days of classroom-format discussion (mornings) and laboratory/field/demonstration sessions (afternoons) on topics in biology, chemistry, environmental science, earth science, and physics. During Summer workshops, we will dedicate one day to the Common Core State Standards and the Next Generation Science Standards for each workshop.

In addition, 12 teachers will participate in an Assessment Leaders workshop throughout the year. Assessment leaders will be liaisons between the participating teachers, the Project Directors (PDs), and the External Evaluator of the project, and will help the PDs to more effectively assess student learning, science department reform, and school reform. Time will be built into the schedule for teachers to share their experiences, expertise, and pedagogy. The plan is to include all educators in active learning in each meeting, rather than having a traditional lecture.

Major expected outcomes from this project include aligning teaching efforts with CCSS, aligning teaching efforts with NGSS, and improved teacher content knowledge in high school biology, high school chemistry, high school physics, and middle school science (biology, chemistry, earth science, and physics). This in turn should lead to improved teacher practices in the classroom and laboratory. The result from these teacher-centered outcomes should be improved student practices that lead to improved student learning. Ultimately, the improvements noted above should result in considerable science department reform and potentially even school reform, though our belief is that the most impact will be seen in science departments and their curricula.

Special effort will be made to encourage teachers from high need districts, newly hired teachers, teachers who teach outside of their field of study, special education science teachers, and teachers from schools with high minority populations to participate in the program. Cross networking between middle school teachers, and high school teachers, and school administrators will be encouraged by inviting select high school teachers to provide content during the middle school workshop under supervision of the PDs. During the workshops, the participating teachers will be trained in the use of modern assessment techniques. Throughout the year, networking among teachers will be facilitated by the Assessment Leaders group. This program has been developed in collaboration with the SIUE School of Education, the SIUE College of Arts and Sciences, and high school and middle school educators in our region, and they are active partners in shaping the activities and maintaining sustainability of the ongoing program.

**Lead Institution:** University of Chicago

**Project Title:** Teacher Leadership for Elementary Mathematics and Science

**High Need School District:** Chicago Public School District 299

**Partnership members:** Chicago Public Schools including Donoghue and North Kenwood Oakland; The Logos Consulting Group, LLC (external evaluator)

**Core Academic Area(s):** Math & Science

**Grade Level(s):** K-8

**Grant Amount:** \$353,067

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**Project Synopsis:** This project brings together the University of Chicago’s Urban Education Institute (UEI), Center for Elementary Mathematics and Science Education (CEMSE), SESAME program, and the Chicago Public Schools (CPS) to improve instruction, leadership, and achievement in mathematics and science for teachers and leaders in Chicago and across Illinois. The primary audiences served by this project include teacher leaders and principals in CPS, teachers and leaders in the University of Chicago’s elementary charter schools and its USI Network, and graduates and Clinical Instructors from the University’s Urban Teacher Education Program (UTEP). Teachers and leaders outside of the project also will benefit from the project’s contributions to CEMSE’s “Virtual Learning Community.”

This project builds on and extends the work and learning from a previous collaborative project between these partners. This project has four intersecting and overlapping strands: (1) continued support of the University’s elementary charter schools, with a particular focus on developing math and science leadership in these schools; (2) math- and science-focused support for UTEP coaches, graduates, and Clinical Instructors, including capacity building, induction coaching, and workshops; (3) continuation and expansion of a Principal and Teacher Leadership Institute (PTLI) for a group of mathematics teacher leaders and their administrators in CPS. The PTLI is comprised of leadership sessions for teacher leaders and their administrators and job-embedded mentoring with special emphasis on understanding and implementing the Common Core State Standards for Mathematics. The PTLI focuses on developing leadership skills aimed at supporting high-quality mathematics instruction and promoting a healthy context for teacher leadership in participating schools; and (4) contribution to CEMSE’s “Virtual Learning Community (VLC),” a jointly-funded (by NSF and IBHE) interactive website that was established to provide resources to support reflective mathematics teaching, including means of communication with other teachers. The VLC is an extremely useful mechanism for disseminating some of the work of the TeLEMS project to teachers and leaders within the project and beyond.

