

**NO CHILD LEFT BEHIND ACT (NCLB):
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2014 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 \$2,473,715 in federal NCLB – ITQ State Grants which includes 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 2014 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 2015, 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 elementary, 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 30, 2013, with a due date of February 19, 2014. 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 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 clearly explain how the professional development activities can produce long-term, systemic change, 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 to build collaborative capacity in a learning network?

How well did the proposal explain how the professional development activities are based on research proven to increase student achievement and support changing instructional practices, particularly robust formative assessment student-engaged learning assessments?

How well did the proposal clearly explain how collaboratively developed professional learning activities will be effectively aligned with existing district professional development efforts in partner network and builds collaborative capacity in network schools and districts?

How well did the proposal clearly explain how the project's professional development activities and formative assessment processes will be utilized to inform and improve the project on an ongoing basis and inform the curricula and pedagogy in teacher and school principal preparation programs? This means an increased emphasis on formative assessment that is useful from the classroom to the university and appropriately connected to the CCSS assessments under development by the Partnership for Assessment of Readiness for College and Careers (PARCC).

- **Logic Model:** How well did the logic model clearly represent a viable theory of change based on identified needs with clearly identified intended outcomes, recognizing the enhanced requirements of CCSS and Next Generation Science Standards? Short-term, mid-term, and long-term outcomes are identified. The logic model demonstrates how the project seeks to change schools, colleges, and universities so that enhanced teacher quality and effectiveness can improve student achievement. Does the current logic model include feedback loops by which evaluation data will be used to inform project improvements? Does supporting text

explain how the renewed project in the next iteration will enhance its capacity to address the new Standards?

- **Final Fiscal Year 2012 Evaluation Report:**

A final evaluation for the Fiscal Year 2012 grant (April 20, 2012, through September 30, 2013) was due December 31, 2013.

How well did the renewal application improve evaluation in the current Evaluation Report and plans for the FY14 evaluation? Does the FY14 Evaluation Plan pay enhanced attention to formative assessment in partnership learning networks?

- **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

No. of Districts Served	103
No. of “High Need” Districts Served	56
No. of Schools Served	Elementary: 71 Middle School: 47 High School: 49 TOTAL STATEWIDE: 167
No. of Teachers Served	Elementary: 229 Middle School: 94 High School: 989 TOTAL STATEWIDE: 1,312
No. of Administrators Served	Elementary: 59 Middle School: 8 High School: 50 TOTAL STATEWIDE: 117
No. of Paraprofessionals Served	Elementary: 8 High School: 75 TOTAL STATEWIDE: 83
No. of Students Impacted	Elementary: 13,654 Middle School: 8,345 High School: 29,425 TOTAL STATEWIDE: 51,424
No. of Higher Ed. Faculty Involved	83
No. of Pre-Service	787

Teachers Impacted	
No. of Teachers Moved Non-HQ to HQ	15
No. of College Credits Earned by Teachers / Administrators	850
Total Contact Hours	31,090
Average Contact Hours	21
Total Dollars Leveraged by Partnership Grant	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 TOTAL STATEWIDE: \$1,380,608

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 2013, partnerships are provided with technical support and suggested interventions throughout the year as part of the grant evaluation and monitoring process. Project monitoring has resulted in a more systemic approach to professional development intended to build school capacity for professional learning after ITQ funding ends.

Common Visions/Common Goals Conference

The CCSS and NGSS increase expectations for educator preparedness and student achievement. Additionally, beginning in 2014, Illinois students in grades 3-11 will be assessed using the PARCC exams currently under development to reflect the new standards and enhanced expectations. These new teaching and learning standards and assessments fundamentally change the way we think about our education system, with multiple implications for pre-kindergarten through twelfth grade (PK12) and postsecondary institutions that prepare teachers and provide graduate and in-service professional learning opportunities for Illinois educators.

Looking ahead to an era of new standards and assessments, the IBHE, the Illinois State Board of Education (ISBE), and the Center for the Study of Education Policy (CSEP) at Illinois State University hosted a conference on Thursday, October 17, 2013, *Common Visions, Common Goals*, at Illinois State University’s Bone Student Center. This conference was an opportunity to build on the progress of IBHE and ISBE Title II professional development partnerships and to discuss preparations in Illinois schools, colleges, and universities for the enhanced requirements created as a result of the new standards and assessments.

The conference featured two internationally known researchers with particular knowledge of CCSS, NGSS, and PARCC: Dr. James Pellegrino, Co-Director of the Center for

the Study of Learning, Instruction, and Teacher Development and Dr. Timothy Shanahan, Director of the Center for Literacy. Both speakers are professors at the University of Illinois at Chicago.

Summary

Each of the seven 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. The programs evolve using evaluation results to develop policy iterations and support partners in changing circumstances. The implementation of enhanced standards is just one such circumstance. 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; and
- Project Synopsis

The staff recommends the adoption of the following resolution:

The Illinois Board of Higher Education hereby allocates Fiscal Year 2014 federal grants totaling \$2,473,715 for the federal No Child Left Behind - Improving Teacher Quality State Grant Program. Individual partnership amounts are shown in Table 1. The remainder of the federal appropriation, \$143,715 is used for a required external evaluator contract and program administration which includes information technology support. 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 2014 - PROJECT ALLOCATION

Board Item #	Lead Institution(s)	High-Need District Partner Districts	Project Title	Request Amount	Recommended Award Amount
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	\$379,702	\$368,311
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)	\$379,898	\$352,444
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)	\$188,000	\$198,000
4	Roosevelt University	Chicago Public Schools Our Lady of the Wayside, Archdiocese of Chicago, Woodlawn	A Balanced Literacy Change Model: Integrating Common Core State Standards With Formative Assessment	\$398,098	\$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	The Rural Access to Math Professional Development: Unparalleled Performance and Onward (RAMPDUP & Onward)	\$380,000	\$353,334

Table 1 (continued)
ILLINOIS BOARD OF HIGHER EDUCATION
NCLB - IMPROVING TEACHER QUALITY STATE GRANT PROGRAM
FISCAL YEAR 2014 - PROJECT ALLOCATION

Board Item #	Lead Institution(s)	High-Need District Partner Districts	Project Title	Request Amount	Recommended Award Amount
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	\$379,929	\$336,338
7	University of Chicago	Chicago Public Schools Donoghue North Kenwood Oakland	Teacher Leadership for Elementary Mathematics & Science	\$379,575	\$368,188
Total:				\$2,485,202	\$2,330,000

APPENDIX A

ILLINOIS BOARD OF HIGHER EDUCATION

**Fiscal Year 2014
No Child Left Behind
Improving Teacher Quality State Grant Program**

Partnership Profiles

April 1, 2014

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: \$368,311

Project Director: Dr. Rachel Shefner
Associate Director
Center for Science and Mathematics Education
Loyola University of Chicago
1032 West Sheridan Road, CSH 400
Chicago, Illinois 60660
(773) 508-8335
rshefne@luc.edu

Project Synopsis: The Supporting Middle Grades Science Professional Development in CPS: Content, Curriculum, Coaching and Using Data Project (CCCUD) aims to increase student achievement in grades 3-8 science in the Chicago Public Schools' Network 7 by improving teachers' science instruction through alignment to the Next Generation Science Standards (NGSS) Science and Engineering Practices. The overall goal of the CCCUD Project is to foster robust communities of practice including teachers, principals, coaches, district staff, institution of higher education (IHE) faculty and staff, that are characterized by shared vision and practices aligned with Next Generation Science Standards. We will impact at minimum, 39 teachers in 21 schools with approximately 9,241 students in Network 7, through the NGSS-specific work, and will impact many more teachers and schools through our ongoing support for the SEPUP curricula in grades 6-8. The project features a variety of professional development (PD) activities, all of which are aligned with supporting high quality science education as articulated by the NGSS. We will focus our PD on "teacher leaders" in each elementary school in Network 7. Selected in collaboration with the principals in each school, we will include one teacher leader in grades 3-5, and one teacher leader in grades 6-8 to participate in project activities. We postulate that working with teacher leaders will lead to a sustainable model of science instructional support, as these teachers also will receive support to develop their capacity as leaders, and will be given tools that will allow them to disseminate what they have learned within school-based teams.

The first level of PD will be an NGSS-focused Teacher Leader Institute (TLI). We plan on holding four TLIs for six hours each during school days. In addition to focusing on the implementing the practices, we anticipate that the teachers also will be learning about the cross-cutting concepts in 2014-2015, but we do not anticipate that they will be ready to implement this yet with their students, but will implement the learning on these the following year. Network staff responsible for science support also will attend the TLIs. The second level of support is the Professional Learning Community (PLC) which will allow for deeper learning on implementing the NGSS from the perspective of the teacher, these will occur during after-school time following each TLI. In consultation with Network 7 staff, we have decided to focus the

PLC on formative, embedded assessment aligned with the NGSS. Network staff has been using protocols for looking at student in their monthly school visits with teachers, and we would like to build from this work in our PLCs by working with teachers on looking at student science journals for specific evidence of implementation of the NGSS practices. Teachers will calibrate their understanding of evidence of the practices through scoring samples of student work from all of their colleagues. We also will score samples of student work as part of our evaluation plan.

We plan to continue to provide coaching support for the two teacher leaders in a subset of around seven Network 7 schools. Coaching sessions will support teachers' content knowledge, pedagogy, use of embedded assessment strategies, and ability to differentiate instruction in the context of implementation of the NGSS, building on the strategies and tools that were learned in the TLI and PLC. Our leadership support will take a variety of forms: mentoring principals in participating schools through principal PD (9 hours), principal engagement with the coach on a regular basis, and with a science leadership team, consisting of the lead teachers, the coach and the administrators. Our continued support for the use of high quality science curricula pervades all levels of the project, and the project team continues to train and mentor professional development leaders, who facilitate PD on these materials.

This project focuses primarily on whole-school approaches to PD, and our close collaboration with the Chicago Public Schools Department of Science and other universities will provide a coherent vision as the district and the state begins to fully adopt the NGSS.

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: \$352,444

Project Director: Dr. Mary J. Massie
Senior Literacy Specialist
Northeastern Illinois University
Center for College Access & Success
5500 North St. Louis Avenue
Chicago, Illinois 60625-2436
(312) 563-7138
mmassie@neiu.edu

Project Synopsis: Plan for Academic Success for All Students (PASAS) is a partnership between Northeastern Illinois University and the J.S. Morton High School District 201 to transform this primarily Latino, high-poverty secondary school district into a top performing one. The project has five goals: (1) English, Social Studies, and Science curricula will utilize a common framework for instruction and common assessments aligned with CCSS and NGSS and incorporating Project CRISS learning principles and strategies; (2) teachers will increase their ability to provide high quality rigorous instruction and to base their day-to-day instructional decision-making on student assessment data; (3) students will increase their ability to meet college readiness standards; (4) the three campuses will become Five Star CRISS schools; and (5) appropriate structures and procedures will be in place across the district to measure the results of this work and share lessons learned with stakeholders and other educators. As the result of PASAS activities (1) English, Social Studies, and Science curriculum units and instruction will be aligned to CCSS, NGSS 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; (4) the three campuses will meet CRISS benchmarks; and (5) the results of the five years of PASAS will be disseminated to teachers within the district, NEIU teacher preparation programs, and IBHE institutions. Anticipated impacts include: (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: \$198,000

Project Director: Dr. Connie Fox
Associate Dean, College of Education
Northern Illinois University
Graham Hall 321
DeKalb, Illinois 60115
(815) 753-9056
cfox@niu.edu

Project Synopsis: *Promoting Achievement through Literacy Skills across High School Curriculum (PALS)* is a collaborative project between Rockford Public School District 205 and Northern Illinois University (NIU). *Promoting Achievement through Literacy Skills across High School Curriculum* provides professional development activities to transition high schools from “teacher-centered” to “school-centered” schools with the capacity to address the ELA-Common Core State Standards. The research-based professional development activities aim to: (1) provide professional development aligned to CCSS for teachers and leaders; (2) increase RPS and NIU educators’ understanding of best practices in addressing ELA-CCSS and the use of formative assessments; and (3) modify the NIU teacher education program to address issues faced by urban schools as they address the CCSS.

Professional development in the Danielson Framework, SMART Goals, ELA-Pathway to Writing, Document-based Question Assessments, and intensive literacy leadership instruction impact 25 RPS administrators and academic leaders, 128 high school teachers, and approximately 7,500 high school students.

As a result of *PALS*’ activities, the RPS high schools will: (1) focus on student learning with higher expectations for students; (2) implement new learning environments with innovative instruction leading to improved student performance; (3) improve the use of formative assessments; and (4) transform teacher education programs to prepare strong teacher candidates for high-needs schools.

Lead Institution: Roosevelt University

Project Title: A Balanced Literacy Change Model: Integrating Common Core State Standards With Formative Assessment

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
Associate Dean, College of Education
Roosevelt University
430 South Michigan Avenue, Room 715 Gage
Chicago, Illinois 60605
(312) 853-3932
trosch@roosevelt.edu; mpolicas@roosevelt.edu

Project Synopsis: This project addresses the complex changes necessary to implement the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) successfully. It does so by creating ongoing and systemic professional development within a new Balanced Literacy Model using formative assessment to assist teachers in differentiating instruction based upon student data and in developing complementary changes in curriculum as standards are adopted. This program builds capacity school-wide using Professional Learning Communities in the implementation and monitoring of this process. The success of professional development efforts will be accelerated as teachers within and across our partner schools are immersed in continuous improvement, collective responsibility, and shared accountability for student learning.

Five goals emerged from the needs identified in participating schools for successful implementation of the CCSS. These goals are to: (1) increase school-wide capacity for collaboration through the development and support of Professional Learning Communities; (2) continue aligning the CCSS instructional shifts with all aspects of the Balanced Literacy Model by incorporating formative assessment; (3) create and build school-wide balanced literacy thematic units that integrate formative assessment practices; (4) increase teachers' capacity to differentiate instruction through formative assessment practices based on decision-making in the classroom; and (5) improve Roosevelt University's pre-service teacher education program by assisting in the preparation for the new ed-TPA assessments.

All five goals also are designed to increase the capacity of schools to improve student achievement beyond the end of the project's grant funding.

Lead Institution: Southern Illinois University Carbondale

Project Title: The Rural Access to Math Professional Development: Unparalleled Performance and Onward (RAMPDUP & Onward)

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: \$353,334

Project Director: Dr. Jackie Lee Cox
Project Director, COEHS – Office of Teacher Education
Southern Illinois University Carbondale
16 Conifer Lane
Murphysboro, Illinois 62966
(618) 534-1185
drjlcox@hotmail.com

Project Synopsis: The Rural Access to Mathematics Professional Development: Unparalleled Performance and Onward (RAMPDUP & Onward) in the southern Illinois region will continue to broaden the scope of teachers’ mathematical knowledge, problem solving, and critical thinking skills, while further strengthening the continuous development of the established Professional Learning Communities (PLCs) as each continues to integrate the Common Core State Standards for Mathematics (CCSSM) into their mathematics curriculum. In addition, the collaborative teacher groups will use the knowledge and skills acquired through their training in Cognitively Guided Instruction (GCI) to further develop their ability to analyze student work and student data and develop appropriate formative assessments that support the CCSSM and PARCC in order to improve student learning, identify "how" students learn and think about mathematics, and sustain the practice of CGI in the classrooms. Such work will continue using the Site-Based Teacher Professional Development Model (Gaible & Burns, 2005) and established Professional Learning Communities (Kanold, 2011) within each school site. With continued emphasis on functioning as a collegial, data-driven team, teachers will collaboratively develop and implement tools for aligning instructional mathematics activities to the CCSSM while further developing and implementing formative assessment tools that specifically target aspects of student mathematical thinking while relating directly to the PARRC. In addition, these teams will continue to develop and implement rubrics for assessing student work that reinforces student explication of their own critical thinking processes. Continuing their earlier work from the RAMPD, RAMPDUP, and RAMPDUP & Onward projects, eight administrators and 178 teachers in eight different schools serving over 2,400 students continue to dedicate their professional development time and energy sustaining the CGI and mathematical thinking emphases across the years connecting it to CCSSM and formative assessment.

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: \$336,338

Project Director: Dr. Sadegh Khazaeli
Professor of Chemistry
Southern Illinois University Edwardsville
Campus Box 1652
Edwardsville, Illinois 62026-1652
(618) 650-3561
skhazae@siue.edu

Project Synopsis: This proposed project is based on what has been learned during the last four 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.

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 Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), the Illinois State Board of Education's Illinois Learning Standards (Science) and Illinois Professional Education Standards (Science Core), and the Partnership for Assessment of Readiness for College and Careers (PARCC).

In 2014, we will offer eight workshops. Each workshop consists of one session of discussion of the CCSS, the NGSS, the Illinois Science Standards, PARCC, curriculum design, and evaluation; three or four sessions involving teams of teachers developing frameworks for curriculum units and designing assessment tools for those units; and three sessions consisting of classroom lectures, demonstrations, laboratory experiments, and sharing. The Survey of Enacted Curriculum (SEC) will be taken by all teachers.

During Spring 2014, we will offer a workshop for 25 high school chemistry teachers. During Summer 2014, 25 high-school chemistry teachers, 15 high-school physics teachers, 30 high school biology teachers, and 45 middle-school science teachers will participate in workshops. During Fall 2014, 30 high school biology teachers and 15 high-school physics teachers will participate in workshops.

In addition, 12 middle school and high school science teachers among the participants will be trained in assessment techniques, lesson planning, and assessment tools development under the supervision of the External Evaluator and the Expert Consultant on CCSS and NGSS, and they will serve as the Assessment Leaders. The training sessions will be held bimonthly during the academic year. The Assessment

Leaders will serve as “coaches” for training the participating teachers in developing lesson plans and assessment tools aligned to the CCSS and the NGSS. The Assessment Leaders also will act as “liaisons” between the Project Directors and the participating teachers.

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 with school administrators will be encouraged by inviting select high school teachers to provide content during the middle school workshop under supervision of the PDs.

This program has been developed in collaboration with the Southern Illinois University Edwardsville (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:	\$368,188
Project Director:	Dr. Tim Knowles Lewis-Sebring Executive Director, Urban Education Institute University of Chicago 6030 South Ellis Avenue Chicago, Illinois 60637 (773) 702-2797 tknowles@uchicago.edu

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 three intersecting and overlapping strands:

1. Continued implementation of a Principal and Teacher Leadership Institute (PTLI) that provides training and mentoring for mathematics teacher leaders and their administrators in participating schools (including UC Charter schools) through cohort meetings, special-topic sessions, and on-site job-embedded mentoring. 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. The Year 5 PTLI will have special emphasis on understanding and implementing the Common Core State Standards for Mathematics and on using a formative assessment and reengagement process in their buildings.
2. Math- and science-focused support for UTEP coaches, graduates and Clinical Instructors including capacity building, induction coaching, and workshops.
3. 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 ideas, tools, and supports that emerge from the project.