

**NO CHILD LEFT BEHIND ACT (NCLB):  
IMPROVING TEACHER QUALITY STATE GRANT PROGRAM  
FISCAL YEAR 2015 GRANT ALLOCATION**

**Submitted for:** Action.

**Summary:** This item recommends approval of grants to six partnerships for the No Child Left Behind Act (NCLB) – Improving Teacher Quality (ITQ) State Grant Program. This federally funded grant program is authorized under the NCLB Act of 2001. The NCLB – 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 in-service and 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 Illinois Learning 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 \$2,468,186 in federal NCLB – ITQ State Grants which includes six 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 2015 GRANT ALLOCATION**

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.

**A Continued Focus on Standards and Formative Assessment**

The ITQ State Grant Program federally-funded program aligns with and supports the *Illinois Learning Standards (ILS)* and the *Illinois Public Agenda for College and Career Success* strategy to “Strengthen teacher and school leader quality through upgraded standards and professional development.” The ILS have created 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 the funding cycle that takes us into September 2016, we continue to emphasize to the partnerships the importance of: 1) strengthening the capacity of all partners to support enhanced instructional standards and assessments; and 2) demonstrating that ITQ partners are in a better position than others to move ahead as a result of their efforts. This second point is salient. We must continue to enhance our efforts at evaluation to make such a demonstration using appropriate measures of student learning and showing how such assessment infuses partnership work, in each school, district, college, and university in the ITQ program. This means an increased emphasis on formative assessment that is useful from the classroom to the university. We need to demonstrate individually and collectively that ITQ projects have supported schools and districts to address the new Illinois Learning Standards effectively and have accomplished enhanced results because of ITQ projects statewide.

**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 ILS;
- 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 4, 2014, with a due date of February 18, 2015. 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. Of the seven renewal applications received, six are recommended for funding. The proposal from Northern Illinois University did not meet review criteria standards and was not funded, thus the top three scored projects will receive supplemental funding. 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 Illinois Learning 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 ILS? Did the goals include changes that encompass both school and university to realize the instructional demands implied in the ILS? 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 ILS 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 ILS 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 new 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 Evaluation Report: A final evaluation for the Fiscal Year 2013 grant (April 2012 through September 30, 2014) was due December 31, 2014.

How well did the renewal application improve evaluation in the current Evaluation Report and plans for the Fiscal Year 2015 evaluation? Does the Fiscal Year 2015 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. Program Outputs

The number of ...	
Districts Served	103
“High Need” Districts Served	56
Schools Served	167 Total 71 Elementary schools 47 Middle schools 49 High schools
Teachers Served	1,312 Total 229 Elementary schools 94 Middle schools 989 High schools
Administrators Served	117 Total 59 Elementary schools 8 Middle schools 50 High schools
Paraprofessionals Served	83 Total 8 Elementary schools 0 Middle schools 75 High schools
Students Impacted	51,424 Total 13,954 Elementary schools 8,345 Middle schools

	29,425 High schools
Higher Education Faculty Involved	83
Pre-Service Teachers Impacted	787
College Credits Earned by Teachers & Administrators	850
Total Contact Hours	31,090
Average Contact Hours	21
Dollars Leveraged by Partnership Grant	\$1,380,608 Total 20,250 Business 1,000 Faculty Book Donations (Estimated) 256,200 IHEs 45,500 LEAs 69,570 State Government 494,044 Federal Government 494,044 Foundations

**Evaluation – Project Monitoring**

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 2014, 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.

**Conference with Partnerships/Future Funding Challenges**

On March 5, 2015, IBHE staff sponsored a one day conference where each partnership presented information about their partnership. Each partnership was assigned a presentation based on one of three symposium priorities: 1) Evaluation Capacity Building; 2) Continuing Standards Alignment; and 3) Sustainability. Partnerships used the opportunity to share what they have learned, what their challenges are, and what their future goals are. Later in the day, separate break out groups were held among literacy, math, and science project teams.

The biggest challenge facing the ITQ program is the possible loss of funding. Congress is working to reauthorization the Elementary and Secondary Education Act. Some draft bills have the ITQ program as we know it eliminated in the reauthorization.

## Summary

Each of the six 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 ITQ 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

## Recommendation

The staff recommends the adoption of the following resolution:

*The Illinois Board of Higher Education hereby allocates Fiscal Year 2015 federal grants totaling \$2,468,186 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, \$142,769 is used for a required external evaluator contract, a contract for program administration, and other operational costs cost. 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 2015 - PROJECT ALLOCATION**

<b>Board Item #</b>	<b>Lead Institution(s)</b>	<b>High-Need District Partner Districts</b>	<b>Project Title</b>	<b>Award Amount</b>	<b>Supplemental Amount</b>	<b>Total 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.	\$399,948	\$22,358	\$422,306
2	S I U - Carbondale	Carbondale School District Murphysboro, Meridian Steelville Emmanuel, Desoto, Chester St. John's Lutheran Learning Technology Center	The Rural Access to Math Professional Development: Unparalleled Performance and Onward (RAMPDUP & Onward)	\$399,479	\$22,358	\$421,837
3	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	\$398,955	\$22,358	\$421,313
4	University of Chicago	Chicago Public Schools Donoghue North Kenwood Oakland	Teacher Leadership for Elementary Mathematics & Science	\$379,961		\$379,961

**Table 1 (continued)**  
**ILLINOIS BOARD OF HIGHER EDUCATION**  
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<b>Board Item #</b>	<b>Lead Institution(s)</b>	<b>High-Need District Partner Districts</b>	<b>Project Title</b>	<b>Award Amount</b>	<b>Supplemental Amount</b>	<b>Total Award Amount</b>
5	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)	\$340,000		\$340,000
6	S I U - Edwardsville	East St. Louis, East Alton Belleville, Cahokia, 40 public schools 2 charter schools	Students Learning Science through a Sustained Network of Teachers	\$340,000		\$340,000
<b>Total:</b>				<b>\$2,258,343</b>	<b>\$67,074</b>	<b>\$2,325,417</b>
Note: Additional supplemental funds are available as a result of the Northern Illinois University project not being funded						
Grantees receiving a supplemental award have verified that they will be able to use the funds for project activities						

APPENDIX A

ILLINOIS BOARD OF HIGHER EDUCATION

**Fiscal Year 2015  
No Child Left Behind  
Improving Teacher Quality State Grant Program**

**Partnership Profiles**

April 7, 2015

**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:** \$422,306

**Project Director:** Dr. Rachel Shefner  
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**Project Synopsis:** The Supporting Middle Grades Science Professional Development (PD) in Chicago Public Schools (CPS): Content, Curriculum, Coaching and Using Data (CCCUD) Project 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. We also will include a small number (6-7) of high school teachers in our most inclusive PD, but are not including their students in our impact estimates. The overall goal for the final year of the CCCUD Project is to develop structures for sustainable implementation of NGSS, which will lead to high and equitable student performance on content aligned to NGSS SEPs, CCCs, and DCIs. We will impact at minimum, 39 teachers in 21 schools with approximately 9117 grades third through eighth 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 two "teacher leaders" in each elementary school in Network 7. 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 2015-16 we are introducing the Disciplinary Core Ideas and will focus on the integration of all three domains of the NGSS. Network staff responsible for science support will also 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, utilizing student science notebooks. We have developed a plan to create a rubric for scoring student

science notebook entries, and for engaging a scoring team of eight teachers from the PLC to refine this rubric and provide student notebook samples to score. This group will score samples of work early and late in the year, as indicators of student growth. We also will engage all PLC teachers in using the rubric and facilitate discussions of how the notebooks provide evidence of NGSS implementation. Teachers will calibrate their understanding of evidence of the components of the NGSS through scoring samples of student work from all of their colleagues. Lessons learned from this process of engaging teacher leaders around looking at student notebooks will be part of the 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; principal engagement with the coach on a regular basis; and with a science leadership team, consisting of the lead teachers, school-based content leaders, 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:** Southern Illinois University Carbondale

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

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

**Partnership members:** Carruthers School – Murphysboro Community Unit School District #186; General John A. Logan 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):** Kindergarten - 8

**Grant Amount:** \$421,837

**Project Director:** Dr. Jackie Lee Cox  
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**Project Synopsis:** The Rural Access to Mathematics Professional Development: Unparalleled Performance and Onward (RAMPDUP and 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 and sustaining the established Professional Learning Communities (PLCs) as each integrates the Illinois Learning Standards (ILS) for Mathematics into their mathematics curriculum. In addition, the collaborative teacher groups will use the knowledge and skills previously acquired to further develop their ability to analyze student work and student data and develop appropriate formative assessments that support the new standards and Illinois Partnership for Assessment of Readiness and College and Careers (PARCC) in order to improve student learning, identify “how” students learn and think about mathematics. 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 ILS math standards while further developing and implementing formative assessment tools that specifically target aspects of student mathematical thinking while relating directly to the PAARC. In addition, these PLC 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 and Onward projects, nine administrators and 162 teachers who teach mathematics in nine schools serving nearly 3,000 students continue dedicating their professional development time and energy further developing their mathematical content knowledge, identifying how students think and learn mathematics, analyzing student data to improve overall mathematics instruction, embedding assessment that incorporates the ILS math standards, finalizing PLC Models and Sustainability Plans, and incorporating learned processes to review and analyze student data other content areas (Mini-Grants).

**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; Metcalf Elementary School; John C. Dore Elementary School; Perkins Base Elementary School; Bright Elementary School; Christ the King Elementary School; St. Bede the Venerable; and Our Lady of the Wayside

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

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

**Grant Amount:** \$421,313

**Project Director:** Dr. Teryl ann Rosch  
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**Project Synopsis:** This project addresses the needs related to the complex changes necessary to implement further the Illinois Learning Standards (ILS) and the Next Generation Science Standards (NGSS). It does so by creating ongoing and systemic professional development within two new frameworks, a new Balanced Literacy Model and a new Formative Assessment model that include formative collection, formative feedback, and formative self-monitoring connected to the ILS. A third integrated model, to be developed in Year six, will align ILS, balanced literacy, and formative assessment to the Danielson Framework for Teaching. This will assist teachers in differentiating instruction based upon student data. This project provides rigorous and on-going, systematic professional development with appropriate tools and structures to support teachers and builds capacity school-wide using Professional Learning Communities in the implementation and monitoring of this process.

Five goals emerged from the needs identified in participating schools for successful implementation of the ILS. These are: (1) to continue to align the ILS instructional shifts with all aspects of the new Balanced Literacy model through school-wide capacity building; (2) to develop seamless formative assessment school-wide within the tenets of balanced literacy in order for teaching and assessment to be perceived as a continuous process; (3) to create and build balanced literacy (110 Minutes of Literacy) thematic units school-wide that use formative assessment practices based on decision-making in the classroom; (4) to improve Roosevelt University's pre-service teacher preparation programs by assisting in the preparation for the new edTPA; and (5) to align the Danielson Framework for Teaching with formative assessment in the new balanced literacy classroom.

All five goals are also designed to increase the capacity of schools to improve student achievement beyond the end of the project's grant funding. Finally, the project will have an increased focus on evaluating program experiences and disseminating grant successes.

**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 and Science

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

**Grant Amount:** \$379,961

**Project Director:** Dr. Tim Knowles  
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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), Seminars for Endorsement of Science and Mathematics Educators (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 and its charter schools, 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 University of Chicago Charter schools) through cohort meetings, study group 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 six PTLI will have special emphasis on understanding and implementing the Illinois Learning Standards for Mathematics and on using a formative assessment and reengagement process in their buildings. It also will feature a new study group component, with an increased focus on collaboration across participating schools.
2. Math- and science-focused support for UTEP coaches, graduates and Clinical Instructors.
3. Contribution to CEMSE's “Virtual Learning Community (VLC),” an interactive website that draws on the above strands to disseminate ideas, tools, and supports that emerge from the project.

**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:** \$340,000

**Project Director:** Dr. Mary J. Massie  
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**Project Synopsis:** Plan for Academic Success for All Students (PASAS) is a partnership between Northeastern Illinois University (NEIU) and the J. S. Morton High School District #201 to transform this primarily Latino, high-poverty secondary school district into a top performing one. In the sixth year of the NCLB-ITQ project, PASAS proposes to build upon the solid foundation that has been developed since 2010 through extensive Project CRISS training and implementation, supported by literacy coaching and curricula revisions to address ILS for English Language Arts (ELA) and Literacy in Social Studies and Science. Morton High School District #201 will institutionalize the activities funded under this project, while the project's professional development activities will be expanded to increase teachers' capability to support students who are, or who have been, English Learners (EL) in meeting the new, rigorous Illinois Learning Standards.

Careful examination of statistics from District #201's three major feeder districts has established that the majority of District #201's students either are, or have been, English Learners. As such, these students face unique challenges in meeting the new rigorous standards for ELA and Literacy in Social Studies and Science. Regular education teachers have not been prepared to meet these students' unique needs. The project's professional development will enable them to do so.

PASAS has four goals for its sixth year. Goal One: The District-designed curricula (including common assessments and performance tasks) for English, Social Studies, and Science, grade 9 (Class of 2019), will clearly reflect best practices for teaching English Language Learners within the context of Project CRISS, and ILS for ELA and Literacy. Goal Two: English, Social Studies and Science teachers will increase their ability to provide high-quality, rigorous, and responsive instruction using best practices for teaching English Learners in conjunction with Creating Independence through Student-Owned Strategies (CRISS) and ILS for ELA and Literacy. Goal Three: Morton High School District #201 Class of 2019 (ninth grade) students will make significant progress toward meeting ILS for ELA and Literacy in English, Social Studies and Science from Fall 2015 to Spring 2016 in English, Social Studies, and Science. Goal Four: By September 2016, Grade nine PASAS cohort teachers will utilize formative

assessment with EL/CRISS strategies aligned to ILS for ELA and Literacy in Social Studies and Science as well as content standards to address content and literacy concurrently.

To accomplish these goals, the project will conduct an ongoing review and development process with teams of faculty focused on adding best practices for teaching English Learners to ninth grade English, Social Studies and Science curriculum and assessments; conduct a series of teacher professional development sessions Improving Content Instruction with EL/CRISS for ILS; provide classroom-based coaching for ninth grade English, Social Studies and Science teachers working toward more effectively meeting the needs of English Learners; send teachers to the Young Adult Literature Conference sponsored by NEIU and the Council of Colleges of Arts and Sciences (CCAS) and hold workshops in District #201 where they will share ideas for texts and other resources with their colleagues; conduct ongoing analyses of student assessment data and design/implement more formal feedback loops to share the data with teachers, students and their parents for the purposes of informing instruction and motivating students to remain engaged in their learning. Lessons learned will be shared within NEIU's pre-service, graduate education, and outreach programs to inform policies and practices.

**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 Alton High School #11

**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:** \$340,000

**Project Director:** Dr. Sadegh Khazaeli  
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**Project Synopsis:** This proposed project is based on what has been learned during the last five 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 Next Generation Science Standards (NGSS), the Illinois State Board of Education's Illinois Learning Standards (ILS) Science; Illinois Professional Education Standards, Science Core; and the Partnership for Assessment of Readiness for College and Careers (PARCC).

In 2015, Southern Illinois University Edwardsville (SIUE) will offer seven workshops. Each workshop consists of one session of discussion of the 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 aligned with the NGSS; and three or four sessions consisting of classroom lectures, demonstrations, laboratory experiments, and sharing. The Survey of Enacted Curriculum (SEC) will be taken by all teachers.

During spring 2015 we will offer a workshop for 25 high school chemistry teachers. During summer 2015, 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 2015, 30 high school biology teachers and 15 high school physics teachers will participate in workshops.

In addition, ten to 12 middle school and high school science teachers among the participants who are trained in assessment techniques, lesson planning, and assessment tools development under the supervision of the External Evaluator and the Expert Consultant on ILS and NGSS, will serve as the Assessment Leaders. The training sessions will be held bimonthly during the academic year. The Assessment Leaders will continue to serve as "Coaches" for training the participating teachers in

developing lesson plans and assessment tools aligned to the ILS Science and the NGSS. The Assessment Leaders also will continue to act as “liaisons” between the Project Directors and the participating teachers.

Major expected outcomes from this project include aligning teaching efforts with ILS and NGSS and improved teacher content knowledge, content pedagogy, and contingent skills 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 and district-wide reform, though our belief is that the most impact will be seen in science departments and their curricula. We will use a free web-based curriculum development site Course Mason to build and share units and assessment tools for dissemination of the outputs from the workshops.

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 the supervision of the Project Directors.

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. They are active partners in shaping the activities and maintaining sustainability of the ongoing program.