

## COMMISSION FOR HIGHER EDUCATION

Friday, December 11, 2009

**DECISION ITEM B:**                    **2009 Improving Teacher Quality Partnership Program Funding Recommendations**

**Staff Recommendation**                    That the Commission approve the awards outlined in the document *2009 Improving Teacher Quality Partnership Program: Proposals Recommended for Funding*, December 11, 2009.

**Background**                                    Appropriated under the No Child Left Behind Act of 2001 (NCLB), this competitive partnership program brings Indiana's colleges and universities together with high-need school districts to support the professional development needs of teachers, paraprofessionals and principals in core academic subjects. Through this program, grants are funded to support teacher quality as a major factor in improving student achievement.

Eligible applicants for grants had to include partnerships consisting of: 1) a department or school within an Indiana college or university responsible for teacher preparation; 2) a department or school within an Indiana college or university specific to the subject matter being addressed; and 3) a "high-need" local educational agency (LEA).

The 2009 competition began with a request for proposals distributed in June 2009, with a submission deadline of October 2, 2009.

A committee of educators, one Commission member, and state agency staff reviewed proposals and submitted funding recommendations to the Commissioner. After considering the recommendations and adhering to the federal guidelines, staff recommends that the Commission make three awards under the 2009 competition.

**Supporting Document**                    *2009 Improving Teacher Quality Partnership Program: Proposals Recommended for Funding*, December 11, 2009.

# **Improving Teacher Quality Partnership Program 2009 Grant Cycle**

## **Summary of Proposals Recommended for Funding**

### **1. Power Up for Science II**

#### *A partnership between Indiana University and Gary Community School Corporation*

Power Up for Science II is a focused effort to further address the academic needs of Gary Community School Corporation (GCSC) students in the upper elementary and middle grade levels by enhancing their teachers comfort with and effective use of technology-enhanced data collection and analysis in project-based units. This project is grounded in the research literature that emphasizes technology enhanced data collection and analysis, contemporary understanding of pedagogical content knowledge, and a continuum approach to teacher professional development.

The Objectives of this project are to: a) improve the frequency and quality of the use of educational technologies in the classroom; b) increase teachers pedagogical science content knowledge; c) improve the students' proficiency in scientific data collection and analysis; d) increase students' science content knowledge in Earth and Physical Science. In light of these objectives, the project will assure that the participating GCSC teachers; a) possess a greater understanding of the physical and earth science concept included in their district standards; b) possess a thorough understanding of the pedagogical skills that have been shown to be effective in increasing science achievement of urban youth; c) Increase their comfort with and effective use of data collection technology in the classroom; and d) demonstrate knowledge and skills necessary for effectively designing learning experiences for students to collect and analyze scientific data. In addition, the program will assure that GCSC youth in these classrooms demonstrate improved skills at collecting and analyzing data and increase their level of achievement in science.

### **2. Math and Molecules Matter**

#### *A partnership between Indiana University and Southwestern Jefferson County School Corporation, Switzerland Community School Corporation, Bartholomew Community School Corporation, Pope John Shaw School Corporation, Madison Consolidated School Corporation, and Monroe County School Corporation*

In Math and Molecules Matter (M<sup>3</sup>) teachers of math and science in grades 5-12 will learn important mathematics and science, specifically in nanoscience and supply chain mathematics, from science and mathematics in institutes conducted by faculty from IU Bloomington and the University of Indianapolis and STEM practitioners. IU Bloomington mathematics and science

education faculty and graduate students and expert mathematics and science teachers from the region will support participants to use their new knowledge to develop and implement project-based (PBL) curricular units addressing Indiana's Academic Standards. Through these PBL units in math and science, students in the participating schools will not only learn important science and math but also learn the importance of STEM in the workplaces in their region. PBL units developed through M<sup>3</sup> will be made available on a website for all teachers to access. The website will also facilitate collaboration among participants. Approximately 40 teachers will participate in M<sup>3</sup>, with 20 focusing on nanoscience and 20 on supply chain mathematics. Schools districts are expected to have teams of at least 2 math and 2 science teachers participating in M<sup>3</sup> and to support ongoing collaboration among the teachers throughout the summer and school years. Student scores on the more cognitively demanding items on standard assessments such as ISTEP+, ECA's, SAT and others are expected to improve by 5% by the conclusion of the funding period. Partner school corporations are committed to incorporating project-based learning into classroom instruction, particularly in STEM areas.

### 3. **ESL Professional Communities for Expertise and Leadership Development**

#### *A partnership between Indiana University and School City of East Chicago and South Bend Community School*

The main objective of the program is the provision of a joint, embedded and sustained professional development of teachers in approaches in instruction and assessment for Limited English Proficient students (LEPs) tailored for the needs of each school corporation. This two-year project will overcome teacher barriers and bring direct in-depth ESL and leadership training to 12 teachers per year per corporation. The ESL professional communities will be characterized by a significant academic component involving the following:

- Four graduate courses in basic approaches to ESL instruction and in language assessment (hybrid distance education courses with monthly on-site group meetings);
- Four on-site workshops on leadership and coaching skills;
- Annual two-day Summer Foreign Language Teaching Institute (SFLTI) workshops and a capstone project

The design of the program brings expertise to classroom teachers responsible for the education of LEPs and conforms to INDOE plans to situation professional development in the school corporations. The design helps to develop a cadre of teachers with in-depth preparation in basic approaches to ESL and ESL assessment and builds local capacity to institutionalize training.

ID#	Institution	Project Director	Requested Funds for Year 1	Funds Recommended	Requested Funds for Year 2	Funds Recommended for Year 2
1	Indiana University	Buck	\$ 168,895.00	\$ 100,180.00	\$ 174,192.00	\$ 98,000.00
2	Indiana University	Brown	\$ 198,422.00	\$ 149,208.00	\$ 193,942.00	\$ 157,200.00
3	Indiana University	Pawan	\$ 73,899.00	\$ 65,620.00	\$ 73,899.00	\$ 73,890.00
	<b>TOTAL</b>		<b>\$ 441,216.00</b>	<b>\$ 315,008.00</b>	<b>\$ 442,033</b>	<b>\$ 329,090.00</b>
	<b>TOTAL ALLOCATION</b>		\$ 315,008.00	\$ 315,008.00		
	<b>DIFFERENCE</b>		\$ (126,208.00)	\$ -		