

COMMISSION FOR HIGHER EDUCATION

Friday, December 10, 2010

DECISION ITEM D: **2010 Improving Teacher Quality Partnership Program Funding Recommendations**

Staff Recommendation That the Commission approve the awards outlined in the document *2010 Improving Teacher Quality Partnership Program: Proposals Recommended for Funding*, December 10, 2010.

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 2010 competition began with a request for proposals distributed in June 2010, with a submission deadline of October 1, 2010.

A committee of educators, two Commission members, 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 seven awards under the 2010 competition.

Supporting Document *2010 Improving Teacher Quality Partnership Program: Proposals Recommended for Funding*, December 10, 2010.

Improving Teacher Quality Partnership Program 2010 Grant Cycle

Summary of Proposals Recommended for Funding

1. Power of Writing: P.O.W

A partnership between the University of Notre Dame, the South Bend Community School Corporation and the Diocese of Ft Wayne-South Bend

The P.O.W. Project is a collaboration between the South Bend Community School Corporation, The Dioceses of Ft. Wayne –South Bend, the University of Notre Dame Institute for Educational Initiatives and the University Writing Center that investigates the impact and effects of short-term and long-term writing interventions on middle school (grades 5 – 8) children and teachers. The objective of the project include: (1) Students at the targeted schools will improve their English/Language arts ITEP+ scores such that they perform at or above the state average on this exam. One expected outcome of this objective is that students enter high school exhibiting grade level-appropriate skills in English/Language Arts tasks. (2) Students at the targeted schools will improve writing skills across the curriculum. Expected outcomes of this objective are that students show marked improvements in baseline, formative, and summative writing samples and exhibit grade-level appropriate work. (3) Teachers at targeted schools will improve their attitudes and behaviors with respect to the teaching of writing. An expected outcome for this objective is that teachers gain confidence in their own ability to teach writing well to their students.

2. IUPUI Reading and Writing Project

A partnership between Indiana University Purdue University Indianapolis, South Bend Community Schools and the Indianapolis Public Schools

This project is designed to provide differential professional development support to schools in the South Bend community and the Indianapolis Public School Districts. The plan includes support for: 1) schools that have been implementing writing workshops, and more recently reading workshops for several years; 2) schools with related experiences with the workshop model of instruction; and 3) school entirely new to the instructional model. The project will enable all of these schools to participate in professional development opportunities provided by the Indiana Partnership for Young Writers that are ongoing and personalized so teachers continually grow in their knowledge of how to best support students' development as readers and writers.

This collaborative project has the following objectives:

1. Engage teachers and their support teams in professional development presented by nationally recognized literacy experts and designed to increase teacher's understanding of theory, practice, and assessment in reading and writing workshops.
 2. Use leadership groups and online learning modules to increase teachers' content knowledge and help them effectively implement a standards-based E/LA curriculum.
 3. Recruit and support a cohort of minority preservice teachers from IUPUI to participate in the professional development workshops and receive mentoring provided by minority teachers in the Indiana Partnership for Young Professionals.
3. **Key Teachers: Teaching Personal Finance and Economics Using Math and Literature**

A partnership between Purdue University and Randolph Eastern, Randolph Central, Randolph Southern School Corporations

In phase 1 of the project, twenty K-12 “Key Teachers” will take a graduate–credit course taught by Ball State Center for Economic Education director, Dr. DeVon Yoho. This will be a ten day (four hours per day) intensive workshop worth three graduate credits and will be offered in late June or early July, 2011. Teachers will be pre and post tested on the economics and personal finance concepts taught in the workshop.

In the workshop teachers will be introduced to the basic economics and personal finance concepts clearly identified in the Academic Standards. Teachers will also learn how to apply these concepts in the classroom using a variety of motivational instructional strategies, many involving the use of reading and mathematics stories and concepts. During the course, teachers must develop a teaching unit to use the following year that will include the content and teaching strategies learned in the workshop.

In Phase II of the project, which will take place during the 2011-2012 academic year, the teachers will implement the teaching units. Teachers will also meet for 2 ½ hours with Dr. Yoho and other presenters eight times, that is once a month beginning in September through May (December excluded). In these meetings teachers will receive follow-up instructions in personal finance and economics, share how their teaching units are progressing, and exchange teaching ideas and experiences with colleagues. During the school year, teachers will give pre and post tests to students to monitor gains in student understanding of personal finance and economics. Teachers will compare these gains with the gains of control group classes whose teachers are not involved in the project.

4. EPIC IV for Randolph Central School Corporation

A partnership between Ball State University and Randolph Central School Corporation

The primary goal of the project is to strengthen teachers' assessment practices for student learning using the Learning Growth Model (LGM). The project will also involve assessment audits, data dashboards, and learning portfolios. The framework for the project evolved in collaboration with administrators and teachers at Randolph Central School Corporation. The project has the following goals to enhance the school improvement plan:

1. Develop, implement and evaluate a Learning Growth Model (LGM) professional development program in language arts.
2. Implement data-driven assessment technologies in teacher practice.
3. Implement professional development that aligns core academic standards in the design curricula in elementary language arts.
4. Increase elementary teachers' knowledge and use of scientifically based reading instruction.

5. Development of Modeling Technique

A partnership between the University of Notre Dame and South Bend Community School Corporation

The project purpose is to improve the abilities of teachers to provide best-practice, Guided Inquiry instruction for all high school science students in order to meet the Indiana Academic Standards in terms of readiness in biology, chemistry, and physical sciences. The primary objective of the partnership is to provide professional development in the use of the Modeling technique for all biology, chemistry, and physics SBCSC high school teachers. All teachers will incorporate Modeling into their science curriculum using the best new technology available (using Vernier probeware modules) in order to enhance guided inquiry learning to benefit all SBCSC students at the 9th to 12th grade levels. The professional development supported by this grant will improve teachers' content knowledge and instructional pedagogy in their science classrooms. We expect beneficial changes in teachers' attitudes regarding their role in the classroom, which will result in their instructional approaches. These changing attitudes, ability, and instructional practices, will also change and improve student attitudes, classroom behaviors, and academic performances.

6. Writing Through the Text

A partnership between the Indiana State University, Randolph Central School Corporation and Vigo County School Corporation

The project will improve classroom implementation of the teaching of writing across the curriculum which will result in improved student writing abilities. The underlying structure of this program design is that mastery of content area knowledge is rooted in the ability to effectively write and learn. Learning is a result of good teaching, which in turn, is a function of quality teacher development.

Objectives include:

1. Implement a sustained professional development program for teachers in high need schools to deepen understanding of content-area writing linked to pedagogical strategies of active learning and inquiry.
2. The professional development experience will be guided by the concepts of a culture inquiry and reflection, professional networks, and client (learner) orientation.
3. Implement professional development program for selected high needs principals designed to deepen understanding and enhance performance of instructional leadership skills necessary to promote standards guided, performance assessed learning in all content areas.
4. Coordinate train-the-trainer activities across previous prepared partnership schools and districts to sustain renewal efforts.

7. Shoring up STEM Education in Lake County

A partnership between Indiana University, the School City of Hammond and Gary Community School Corporation.

The objective of this project is to: (1) increase teachers' STEM content knowledge; (2) increase teachers' pedagogical understanding of and skills for project-based learning; (3) build a network of science educators in northwest Indiana who use project-based learning; (4) improve the scientific attitudes and achievement of secondary grade urban youth; and (5) increase exposure to STEM-related careers and their educational pathways. In light of these objectives, the participating teachers will: a) possess an understanding of biology, chemistry, and earth science concepts in Indiana academic core content standards and their connections to select environmental science concepts relevant to the lakeshore region and "green" careers; b) demonstrate ability to conceptualize, design, and implement project-based learning units for secondary grade students; c) increase confidence integrating academic standards in math and writing in science PBL; and d) effectively use instructional technology to enhance learning for all students. In addition to having enhanced relevance and context

for STEM education, students in participating teachers' classrooms will demonstrate a heightened interest in STEM subjects and learning, an increased level of achievement in standards-based science curriculum and assessments, and an increased awareness of STEM majors and careers.

Indiana Commission for Higher Education
 FY2010 Improving Teacher Quality Partnership Program
 ITQ FY2010 Recommended Funds

ID#	Institution	Program Officer	Requested Funds for Year 1	Funds Recommended For Year 1	*Requested Funds for Year 2	Funds Recommended for Year 2
1	University of Notre Dame	Johnstone	\$ 107,827.00	\$ 90,575.00	\$ 93,579.00	\$ 78,606.00
2	IUPUI	Berghoff	\$ 175,716.00	\$ 175,176.00	\$ 176,503.00	\$ 176,503.00
3	Purdue University	Day	\$ 32,378.00	\$ 32,378.00	\$ 16,576.00	\$ 16,576.00
4	Ball State University	Stuve	\$ 190,500.00	\$ 161,925.00	\$ 164,530.00	\$ 139,850.00
5	University of Notre Dame	Berry	\$ 77,850.00	\$ 77,850.00	\$ 78,317.00	\$ 78,317.00
6	Indiana State University	Cutter	\$ 207,201.00	\$ 207,201.00	\$ 214,390.00	\$ 214,390.00
7	Indiana University	Henshel	\$ 159,717.00	\$ 159,717.00	\$ 172,693.00	\$ 172,693.00
		TOTAL	\$ 951,189.00	\$ 904,822.00	\$ 916,588.00	\$ 876,935.00
		TOTAL ALLOCATION	\$ 939,238.00	\$ 939,238.00		
		DIFFERENCE	\$ (11,951.00)	\$ 34,416.00		

* Funding is contingent upon the continued availability of federal dollars for F FY2011 for the Improving Teacher Quality Partnership Program.