

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

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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

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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: \$200,000

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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. *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

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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

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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 PAARC. 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, 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: \$334,338

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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: \$368188

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

This project builds on and extends the work and learning from a previous collaborative project between these partners. This project has 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.