

Summary of 2004-2005 PK-16 Grants

Madison – Ken Zeichner

<p><u>Project Description</u></p> <p><u>Title:</u> Teacher Education as an All-university Responsibility</p> <p><u>Website:</u> http://www.education.wisc.edu/teacherprep/allUnivRes.asp</p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none">• Create cross-collaboration between Letters and Science faculty and Education faculty.• Establish an on-going University Council on Teacher Education composed of School of Education and College of Letters and Science faculty. <p><u>Activities:</u></p> <ul style="list-style-type: none">• Evaluate a successful “cross-visit” program at a comparable university with an eye to implementation on the Madison campus.• Develop an “Introduction to Teaching as a Profession” core course as part of UW-Madison’s Freshman Interest Group.• Redesign math content courses required for all elementary and special education majors.• Evaluate and revise the L&S courses most heavily attended by education majors in order to better connect them to the goals of future teacher education students.• Reevaluate the Professional Development School Partnership with regard to increasing L&S involvement.• Develop a web page about all university responsibility for teacher education.	<p><u>Budget</u></p> <p>Total: \$54,908</p>
	<p><u>Evaluation</u></p> <p>A summary report on activities associated with the grant was submitted in November 2005.</p>

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Milwaukee – Patricia Herdrich (replaced by Elise Frattura)

<p><u>Project Description</u></p> <p><u>Title:</u> Linking the Sustained Adult Development of Educators to Closing the Achievement Gap</p> <p><u>Website:</u> http://www.soe.uwm.edu/pages/welcome/Departments/Education_Outreach/Programs_Courses/cfpald</p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none">• Develop a process and structure that will enable University faculty to support initial educators during their first years in the schools and professional educators as they work to achieve master educator status.• Develop and institutionalize a nested level of support for the adult learner through Education Outreach.• Link the professional development of teachers to pupil learning, especially to efforts to close the achievement gap among various subgroups of pupils.• Develop and strengthen the content knowledge of all teachers. <p><u>Activities:</u></p> <ul style="list-style-type: none">• Offer over the course of the next two years Summer Institutes which will focus on strengthening the professional knowledge and skills educators need in order to work effectively in closing the achievement gap.• Hold three follow-up seminars for development, application and reflection.• Offer courses on mentoring and developing professional development plans during the school year.• Hold two faculty symposiums at UWM covering the topics, “What is the achievement gap and how can UWM help close the gap” and “Closing the gap while simultaneously strengthening content knowledge.”	<p><u>Budget</u></p> <p>Total: \$59,174</p> <p><u>Evaluation</u></p> <p>The following are key questions behind this project:</p> <ul style="list-style-type: none">• What is the nature of the achievement gap in Wisconsin schools?• How can Professional Development Plans be developed that focus on closing the achievement gap?• How can high quality teacher instructional coaching and mentoring improve student learning and help close the achievement gap?• What content knowledge is necessary for teachers of pupils in the 21st Century?• How can professional learning communities be established in schools?• How can pupil achievement data be used to improve instruction? <p>The UW System reply form was submitted on 7/26/05.</p>
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Oshkosh – Michael Ford

<p><u>Project Description</u></p> <p><u>Title:</u> Supporting the Professional Development Needs of Area Initial Educators</p> <p><u>Website:</u> None available.</p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none"> • Address the professional development needs of initial educators. • Recruit, screen, and train IHE representatives to serve on PDTs and maintain an online directory of potential IHE representatives. • Provide standards-based professional development opportunities to initial educators and maintain an online listing of those experiences. • Support the on-going needs of mentors assigned to initial educators. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Support preservice education students as they prepare for the Praxis II subject assessment tests. • Increase the knowledge of letters and science faculty on the subject matter content assessed by Praxis II tests. • Foster greater collaboration between education and letters and sciences faculty and better content alignment with educational methods courses. 	<p><u>Budget</u></p> <p>Total: \$30,004</p>
	<p><u>Evaluation</u></p> <p>A report from an outside evaluator was submitted on 9/14/05.</p> <ul style="list-style-type: none"> • Focus groups were conducted with preservice education students who had taken their Praxis II tests for the purpose of determining concerns and gaps in students' preparation for specific subject tests and to solicit student suggestions on how the university could help them to prepare for the Praxis II tests. • Feedback from faculty test takers was collected at two Praxis II workshops. • For the workshops between education faculty and letters and sciences faculty, workshop evaluation sheets were collected and ideas were generated on suggested areas for continued collaboration and thought.

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Platteville – Tom LoGuidice

<p><u>Project Description</u></p> <p><u>Title:</u> How We Change</p> <p><u>Website:</u> http://www.uwplatt.edu/lc/pk16/</p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none">• Learn how faculty and teaching staff grow and change as instructional designers through the integration of technology.• Determine how awareness of Wisconsin Model Academic Standards contributes to that growth and to the evolving partnerships between university professors and PK-16 public school teachers.• Involve PK-16 teams of public school teachers and university professors in action research in technology integration and instructional design.• University professors and PK-12 teachers will show growth in levels of technology integrations and provide teaching and student assessments of plans of university and public school student integration.• Teachers, professors and initial teachers will show positive attitudes toward the use of technology to encourage student development of critical thinking, problem solving, and performance skills. <p><u>Activities</u></p> <ul style="list-style-type: none">• Teams of teachers and professors designed action research projects that required new technology training.	<p><u>Budget</u></p> <p>Total: \$18,051</p>
	<p><u>Evaluation</u></p> <p>Participants provided feedback about their progress on these projects.</p> <p>Further evaluation materials are pending.</p>

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River Falls – Mary Manke

<p><u>Project Description</u></p> <p><u>Title:</u> Better Teachers Through PK-16 Partnerships: A PK-16 Model Academy</p> <p><u>Website:</u> http://www.uwrf.edu/college-of-education/pk16/welcome.htm</p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none"> • Create a true PK-16 Model Academy, dedicated to creating a learning community in which the strengths, knowledge and capacity of the Colleges of Arts and Sciences and Education and Professional Studies at UWRF and our PK12 partners will be shared for the benefit of all. • Help to enable better teachers are able to induce more learning in PK12 students. • Make this model of teaching and learning a permanent part of our work in the future. • Each district will have a sufficient number of Mentors/Mentor Trainers prepared to work with new teachers and preservice teachers; university supervisors of student teachers will also receive training in effective monitoring practices. • Each district will participate in or offer separately, according to need, effective Support Seminars for new teachers. • Teachers in each district will integrate technology in curriculum; student learning and enthusiasm for learning will increase, preservice teachers’ field placement will increasingly incorporate technology; CAS and COEPS faculty will increase technology integration. • University and K12 faculty and administrators will plan jointly and carry out cooperative activities intended to increase student learning at both levels, as well as development of faculty and teacher professional abilities. A shared learning community will be developed. 	<p><u>Budget</u></p> <p>Total: \$50,508</p>
<p><u>Activities</u></p> <ul style="list-style-type: none"> • Support seminars for new trainers/mentors. • Training for IHE faculty, teachers and administrators regarding professional development plans and responsibilities of PDT members. • Reading Across the Curriculum training for 2-6 teachers from each district and IHE faculty. • Understanding by Design training for 2-6 teachers from each district and IHE faculty. • Technology Leadership Cadre members from UWRF will provide individual teacher support, workshops, and co-teaching opportunities for teachers in each district. • A Weekend Model Academy will be held each semester. • Committees of faculty, university supervisors, administrators, and district personnel directors and teachers will form and meet regularly to plan improvements in how field experiences occur. 	<p><u>Evaluation</u></p> <p>Planned evaluation activities include:</p> <ul style="list-style-type: none"> • Collect retention data. • Participants in activities provide feedback assessment. • Districts assess student learning using local/state assessments. <p>Evaluation materials are pending.</p>

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Stevens Point – Leslie McClain-Ruelle

<p><u>Project Description</u></p> <p><u>Title:</u> Central Wisconsin PK-18 Council Initiative for Enhancing Educator Quality Through Content Knowledge</p> <p><u>Website:</u> http://www.uwsp.edu/Education/AP/PK-18Council.asp</p> <p><u>Goals/Outcomes</u></p> <p>There are three main project outcomes:</p> <ol style="list-style-type: none"> 1. Consideration of correlation between content guidelines and Praxis II. 2. Evaluation of course of study and curriculum for each program area. 3. Identification of content knowledge performance tasks. 	<p><u>Budget</u></p> <p>Total: \$29,798</p>
<p><u>Activities</u></p> <p>Following are the activities associated with each of the above outcomes:</p> <ol style="list-style-type: none"> 1. Consideration of correlation between content guidelines and Praxis II. <ul style="list-style-type: none"> • Review of expectations for pre-service teacher knowledge base in academic areas of instruction as a result of PI34. • Examination of Praxis II requirements and implications for teacher preparation programs. • Examination of content guidelines and implications for teacher preparation programs. • Creation of diagrams indicating correlation between content expectation in both Praxis II and content guidelines. 2. Evaluation of course of study and curriculum for each program area. <ul style="list-style-type: none"> • Examination of university curriculum as related to content guidelines and Praxis II expectations. • Enhanced quality of student teaching evaluations by cooperating teachers and university supervisors based on a solid understanding of content knowledge expectations based upon university-level content guidelines. • Improved post-secondary curriculum mapping based upon consideration university-level content guidelines and Praxis II categories. • Recommendations for curricular revision as needed to align with content guidelines/Praxis II. 3. Identification of content knowledge performance tasks. <ul style="list-style-type: none"> • Engagement in development of guiding questions for exit portfolio, performance tasks and units of instruction university-level to represent knowledge related to content guidelines. • Identification of sample performance tasks to be recommended for inclusion in the Professional Education Portfolio exit requirement to reflect subject knowledge related to university-level content guidelines. • Creation of rubrics to support content knowledge performance tasks. 	<p><u>Evaluation</u></p> <p>Evaluation of the grant work will consist of three components:</p> <ul style="list-style-type: none"> • Surveys given to Program Area Team members. Survey components will include questions related to the specific goals and outcomes for following the regional Colloquium. • Agendas/minutes re: work of Program Area workshops and meetings. • Structured interviews with each of the Program Area Teams. <p>Additional evaluation evidence will include curricular diagrams, recommendations for curricular revisions, performance tasks and rubric expectations.</p> <p>Submission of evaluation findings is pending.</p>

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Stout - Sheri Klein and Jill Klefstad

<p><u>Project Description</u></p> <p>Title: Assessing Preservice and Inservice E-Portfolios</p> <p><u>Website</u>: None available.</p> <p><u>Goals/Outcomes</u></p> <p>The stated goals of the project are as follows:</p> <ol style="list-style-type: none"> 1. Develop in-service teacher reflective skills so that they serve as mentors for critical reflective thinking with student teachers. 2. Work with university teacher educators in the UW System and cooperating teachers to establish criteria for evaluating reflective thinking of pre-service and in-service teachers; 3. Evaluate pre-service and in-service teacher reflective thinking with the aim of establishing benchmarks that correlate with teacher education program benchmarks and initial, professional and master licensure levels. 	<p><u>Budget</u></p> <p>Total: \$15,000</p>
<p><u>Activities</u></p> <ul style="list-style-type: none"> • 18 K-12 teachers at various stages in their careers and 7 university teacher education faculty will work together with a consultant in guided instruction on writing effectively and critically about their teaching experiences. • All 18 teachers will be given an e-portfolio account through UW-Stout to enable in-service teachers to develop e-portfolios in keeping with new Wisconsin PI 43 rules and district professional development policies. • This tool will be used to assess pre-service reflections across institutions (US-Stout and UW-Whitewater) for inter-rater reliability and usefulness. 	<p><u>Evaluation</u></p> <p>The proposal states that the following will be used for evaluation: “Outcomes from this grant will be reflection assessment tools and examples of teacher reflections (satisfactory, above satisfactory, and unsatisfactory), or comparable given ratings that correlate to teacher education program benchmarks at UW-Stout an UW-Whitewater.”</p> <p>The UW System reply form was submitted on 1/2/05.</p>

