

## Summary of 2005-2006 TQI Grants

UW Colleges – Diana Pillard

<p><b><u>Project Description</u></b></p> <p><u>Title:</u> Moving Teacher Mentoring Online: Building a Strong Foundation</p> <p><u>Website:</u> None available.</p> <p><u>Goals/Outcomes:</u></p> <p>There are three main goals:</p> <ul style="list-style-type: none"> <li>• To introduce teacher mentor training to approximately 80 teachers.</li> <li>• To evaluate curricula from two workshop providers.</li> <li>• To design at least one learning module that will be reviewed by the participating educators.</li> </ul> <p><u>Activities:</u></p>	<p><b><u>Budget</u></b></p> <p>Total: \$78,021</p>
<ul style="list-style-type: none"> <li>• Representatives from the UW Colleges, UW Extension and UW-Parkside will review the professional development component of the face-to-face teacher mentor training program to increase its knowledge of the training curricula used in the New teacher Project Certificate and the UW –Parkside certificate program prior to the development of the learning modules. This will assure that the degree of interactivity and self-reflection are consistent regardless of the delivery method.</li> <li>• Instructors from the Wisconsin New Teacher Project and the UW-Parkside will present the two-day workshops titled Foundations in Mentoring. The Wisconsin New Teacher curriculum will be presented to 40 teachers at UW-Fond du Lac and UW-Parkside’s curriculum will be presented to another 40 teachers at UW-Parkside, for a total of 80 teachers.</li> <li>• An external evaluator will conduct an evaluation of the workshops to compare curricula and the needs of the each population, and to assess impact. Team reviewers will then determine the content for potential learning modules which will be designed by instructional designers from the UW College and UW Extension. The final step will include testing the use of the learning modules as part of the core curriculum. This testing will determine if online learning modules enhance the learning experience for participating teachers, or if the program should be maintained in its present fact-to-face delivery.</li> <li>• A representative sample of workshop participants will be asked to evaluate the learning modules and change in delivery. If the feedback obtained from participating educators is positive, the project team will apply for a second year of funding in order to develop hybrid or online courses for teacher mentors.</li> </ul>	<p><b><u>Evaluation</u></b></p> <p>The Wisconsin New Teacher Project curriculum will be presented at UW-Fond du Lac while the UW-Parkside curriculum will be presented at UW-Parkside. Each workshop will be comparable in length and content. An external evaluator will conduct an impact analysis of each workshop to assess whether the participants’ knowledge, skills, and understanding that is critical to those who work with beginning teachers were enhanced as a result of instruction.</p> <p>Evaluation methods may include focus groups, surveys, and comparisons among different groups.</p>

## Summary of 2005-2006 TQI Grants

La Crosse – Jim Nesbitt

<p><b><u>Project Description</u></b></p> <p><b><u>Title:</u></b> Southwestern Wisconsin PK-16 Partnership to Enhance Teacher Quality</p> <p><b><u>Website:</u></b> <a href="http://www.uwlax.edu/soe">www.uwlax.edu/soe</a></p> <p><b><u>Goals/Outcomes:</u></b></p> <ul style="list-style-type: none"><li>• The performance of program completers must be measured against the 10 teacher education standards in the TE at UW-La Crosse. Assessment of candidate performance and program quality will be conducted through several measures including evaluation feedback from graduates and their employers, standardized tests, portfolio reviews, and course completion. In an effort to further identify an overall evaluation tool for the student teaching experience, ten triad teams consisting of student teachers, cooperating teachers, and university supervisors piloted the Ball State/PDK system during fall 2004. The group provided strong support for formalizing the system throughout the entire teacher education program.</li><li>• The outcome of this plan will be to implement, assess, and refine the student teacher evaluation process as one component of the overall candidate and program assessment system. A related outcome will be to improve understanding of the standards by candidates and cooperating teachers and that this improved understanding will result in self-reflection and improved teaching.</li></ul> <p><b><u>Activities:</u></b></p> <ol style="list-style-type: none"><li>1. Training of Cooperating Teachers.</li><li>2. Assessment of all student teachers using the Ball State/PDK student teacher evaluation tool.</li><li>3. Evaluation of process and system.</li><li>4. Assessment: Pre and Post evaluation of cooperating teachers' understanding of 10 TE standards.</li><li>5. On-line Mentors.</li><li>6. Video production for training.</li><li>7. Cooperating Teacher Workshop August 26 &amp; 29, 2005 and Spring 2006. Jim Nesbitt &amp; two facilitators.</li><li>8. Assessment of all student teachers.</li><li>9. Evaluation of process and formalization of system.</li><li>10. Assessment: Pre and Post evaluation of cooperating teachers' understanding of standards.</li><li>11. On-Line Mentors/program consultants.</li><li>12. Video or on-line tutorial development for training purposes.</li></ol>	<p><b><u>Budget</u></b></p> <p>Total: \$30,190</p> <p><b><u>Evaluation</u></b></p> <p>A random sample of cooperating teachers, university supervisors and student teachers will be asked to participate in a focus group in October 2005 to discuss evaluation process. Surveys will also be distributed to all participants electronically to allow for feedback. Data will be analyzed to determine what changes need to be made in training as well as evaluation system.</p>
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## Summary of 2005-2006 TQI Grants

Madison – Ken Zeichner

<p><b><u>Project Description</u></b></p> <p><u>Title:</u> Teacher Education as a University-Wide Responsibility</p> <p><u>Website:</u> <a href="http://www.education.wisc.edu/teacherprep/allUnivRes.asp">www.education.wisc.edu/teacherprep/allUnivRes.asp</a></p> <p><u>Goals/Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. To complete and gain formal approval for a plan to revise the liberal studies requirements for teacher education majors.</li> <li>2. To continue to further the concept of an all university approach to teacher education through the University Teacher Education Council.</li> <li>3. To complete the revision of Mathematics 132 (Mathematics Models), one of three courses in mathematics content required for all elementary and special education majors and to move this course into the third semester of the elementary professional sequence. To reach agreement on how the mathematics preparation of EC/MC teachers and MC/EA teachers should be distinguished and to develop the necessary coursework.</li> <li>4. Development of a second freshman interest group involving the School of Education.</li> <li>5. To develop a plan for integrating applied linguistics into all of our teacher education programs.</li> <li>6. Review of the major and minor requirements for teacher education majors in the social sciences.</li> <li>7. To bring the new teacher education section of the School of Education webpage online with a specific section on the activities of this PK-16 project.</li> </ol> <p><u>Activities:</u> NOTE: Each activity is linked with the corresponding outcome above.</p> <ol style="list-style-type: none"> <li>1. Liberal studies taskforce will meet to discuss and then submit the final plan. Relevant departments will be contacted to compile a list of courses that will be the new global studies component of liberal studies.</li> <li>2. The group will continue to meet with the goal of stimulating new initiatives with the scope of an all university approach to teacher education.</li> <li>3. The committee will meet to reach agreement on a final syllabus and then to develop the necessary coursework for students who will be certified in middle school as well as elementary school.</li> <li>4. A faculty member will be identified to develop the second FIG and he or she will work during the spring semester to develop the new education course and choose the two related L&amp;S courses.</li> <li>5. A group will be formed to consider options for integrating information about second language acquisition and the teaching of English Language Learners into all our teacher education programs.</li> <li>6. This group will review the major and minor requirements for teacher education majors in the social science disciplines, in the light of PI 34, Praxis content exams, DPI and professional association content guidelines, and current offerings in L&amp;S.</li> <li>7. The School of Education webpage has been totally redesigned and will include a section on the work done within this PK-16 project.</li> </ol>	<p><b><u>Budget</u></b></p> <p>Total: \$29,898</p> <hr/> <p><b><u>Evaluation</u></b> NOTE: The “evidences of success” below are linked with the outcomes and activities listed at left.</p> <ol style="list-style-type: none"> <li>1. An approved liberal studies plan for teacher ed majors that includes a list of courses that will meet the global perspectives component.</li> <li>2. Reaching a decision on implementing an MAT program, a plan for involving more faculty from the campus as a whole in the PDS program, and an audit of teacher ed at UW-Madison.</li> <li>3. An approved Math 132 syllabus, reading to be used in Fall 2006, and to begin to phase in the new middle school math requirements.</li> <li>4. Having the FIG read for Fall 2006.</li> <li>5. Having a specific plan for integrating applied linguistics content decided upon and developed by the end of the 2005-06 academic year.</li> <li>6. Having a set of recommendations for revising major and minor requirements for teacher ed majors in the social science disciplines ready for faculty approval by May 2006.</li> <li>7. The new web page is already on line.</li> </ol>
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Summary of 2005-2006 TQI Grants

Milwaukee – Wanda Blanchett

<p><b><u>Project Description</u></b></p> <p><u>Title:</u> Linking the Sustained Adult Development of Educators to Closing the Achievement Gap</p> <p><u>Website:</u> <a href="http://www.soe.uwm.edu/pages/welcome/Departments/Education_Outreach/">http://www.soe.uwm.edu/pages/welcome/Departments/Education_Outreach/</a></p> <p><u>Goals/Outcomes:</u></p> <p>As UW System’s only urban campus, we are giving priority to linking our professional development offering to efforts to close the achievement among various subgroups of pupils as we continue to develop an infrastructure of sustained support to improves PK-16 teacher quality.</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>• Work with our faculty to align support of syllabi to the Wisconsin standards.</li> <li>• Work in partnership with focus groups including University, School Districts and community members to ensure we frame offerings to meet the specific needs of administrators, educators and pupil service professionals in fulfilling the requirements of PD34 in a quality manner focused on student achievement.</li> <li>• Complete the development of mentor training offerings, modeled on the New Teachers’ Project offerings.</li> <li>• Work closely with our newly formed National Board Certification task force consisting of certified teachers UWM faculty on the development of future offerings to assist educators who are working on National Board Certification/Master educator license.</li> <li>• Build bridges by partnering with teams of ad hoc faculty directly from the public schools and UWM faculty on our professional development course offerings.</li> <li>• Develop expanded credit and non-credit course offerings along with workshops, conferences (Lakeshore Leadership Conferences), institutes (Closing the Gap Summer Institute) and forums (Urban Forum) to support new and veteran administrators, educators, and pupil service professionals meet the requirements of the PI34 licensing changes and NCLB.</li> <li>• Provide on-going PI34 informational sessions on a regular basis to out ad hoc instructors, faculty on campus, undergraduate and graduate students.</li> <li>• Develop a process to identify, recruit, and screen mentors and professional development team members to work with individuals employed in public schools districts as well as those in non-public setting such as corrections facilities, day care centers, and private schools.</li> </ul>	<p><b><u>Budget</u></b></p> <p>Total: \$58,244</p> <hr/> <p><b><u>Evaluation</u></b></p> <p>An evaluator from UWM’s Consulting Office for Research and Evaluation (CORE) department will be utilized to conduct a formative and summative evaluation of the project. The evaluator will accomplish the following tasks:</p> <ul style="list-style-type: none"> <li>• Provide help to planning team in establishing outcomes for the summer institutes and the means to evaluate the outcomes. Initial meetings have already taken place with a member of CORE.</li> <li>• Develop an assessment instrument and survey attendees at the summer institute. The evaluator will attend the summer institute and provide a rich written description of what transpires. The evaluator will provide written analysis of the feedback obtained from the assessment instrument at the summer institute.</li> <li>• Develop a means of monitoring pupil achievement. The evaluator will create a long-term evaluation design to assist in the development of assessments that will focus on the long-term gains of students. The evaluator will collect information teachers use to monitor pupil achievement. The evaluator will record written accounts of what the teachers who attended the summer institute do in trying to close the achievement gap.</li> </ul>
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Summary of 2005-2006 TQI Grants

Stevens Point – Leslie McClain-Ruelle

<p><b><u>Project Description</u></b></p> <p><u>Title:</u> Enhancing Educator Quality Pre-Service Through Master Educator</p> <p><u>Website:</u> <a href="http://www.uwsp.edu/Education/AP/PK-18Council.asp">http://www.uwsp.edu/Education/AP/PK-18Council.asp</a></p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none"> <li>• Consideration of general degree requirements as aligned with content guidelines, Praxis II, PI 34.</li> <li>• Consideration of support courses for student preparation of e-folio for recommendation for licensure.</li> <li>• Development, refinement, and delivery of curriculum to support licensure stages.</li> </ul> <p><u>Activities:</u></p>	<p><b><u>Budget</u></b></p> <p>Total: \$29,998</p>
<p>Following are the activities related to each of the above goals.</p> <ul style="list-style-type: none"> <li>• Consideration of general degree requirements as aligned with content guidelines, Praxis II, PI 34.             <ul style="list-style-type: none"> <li>○ Review of UWSP expectations for pre-service teacher knowledge base in areas of general degree requirements – including math, science, social science, English.</li> <li>○ Examination of content guidelines and relationship to general degree requirements.</li> <li>○ Consideration of PI34 requirements as related to general degree requirements.</li> <li>○ Recommendations related to UWSP general degree requirements in the program of study for students in teacher certification programs.</li> </ul> </li> <li>• Consideration of support courses for student preparation of e-folio for recommendation for licensure.             <ul style="list-style-type: none"> <li>○ Examination of performance tasks and expectations required for e-folio development.</li> <li>○ Determination of cohesive curriculum across three courses (ED 200, 300, and 400, Professional Portfolio Development I, II, and III) to support students in development of e-folio.</li> <li>○ Consideration of elements present in “high quality” e-folios and creation of rubrics and structure to support such elements in course of study.</li> </ul> </li> <li>• Development, refinement, and delivery of curriculum to support licensure stages.             <ul style="list-style-type: none"> <li>○ Determination of specific content for ED 500, Professional Development Seminar: Initial Educator.</li> <li>○ Determination of specific content for ED 600, Professional Development Seminar: Professional Educator.</li> <li>○ Determination of specific content for ED 700, Professional Development Seminar: Master Educator.</li> </ul> </li> </ul>	<p><b><u>Evaluation</u></b></p> <p>Evaluation of this grant work will consist of three components: agendas and minutes re: work of the three separate teams and structured interviews with each of the three goal teams. Survey components will include questions related to the specific goals and outcomes identified in this proposal, as well as ideas related to next steps and visions for implementation of PI34. Additionally evaluation evidence will include curricular diagrams, recommendations for curricular revisions, performance tasks and rubric expectations.</p>



