

Summary of 2006-2007 TQI Grants

UW Eau Claire – Robert Hollon

<p><u>Project Description</u></p> <p><u>Title:</u> Preparing Collaborative Leaders at UWEC: A Community Responsibility</p> <p><u>Website:</u> ?</p> <p><u>Goals/Outcomes:</u></p> <ol style="list-style-type: none"> 1. Clarifying and developing common understandings and language about the essential knowledge, skills, and dispositions that define collaborative leadership and where they will be embedded in UWEC preservice teacher education programs. 2. Developing improved assessment systems, tools and practices that provide valid measures of preservice educators’ progress in achieving the knowledge, skills and dispositions identified in outcome I. 3. Developing realistic staff development, mentoring strategies, and resources that help preservice teachers and experienced educators (particularly cooperating teachers) understand collaborative leadership and use leaderful actions in powerful ways throughout professional practice. <p><u>Activities:</u></p>	<p><u>Budget</u></p> <p>Total: \$58,913</p>
<p>The following are the activities associated with each of the above outcomes:</p> <p>Outcome 1</p> <ul style="list-style-type: none"> • Phase I of a summer institute in which teams work with experts in leadership to clarify essential collaborative leadership ideas and practices and identify where collaborative leadership ideas should be embedded into students’ program experiences. • Review and revision for program approval. <p>Outcome 2</p> <ul style="list-style-type: none"> • Phase II of a summer institute in which teams work with experts in collaborative leadership to design guides, rubrics, and documentation strategies to track students’ growth in collaborative leadership practices. • Field testing and evaluation of the tools and practices. • Revision, documentation, and preparation of materials for program approval. <p>Outcome 3</p> <ul style="list-style-type: none"> • Develop or revise program field experience hand books and cooperating teacher resources to embed collaborative leadership characteristics, expectations, and resources. • Design and implement program-appropriate staff development to ensure that all participants understand collaborative leadership characteristics and are prepared to support preservice teachers’ development of those characteristics. • Revise and implement with a new group of educators. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • We will evaluate the outcomes from year one using a combination of within-team and across team analyses carried out by the external evaluator to ensure that quality ideas and resources are developed and field-tested. • Within-team analyses will include review of the products generated and focus group interviews with participants. • Across-team analyses will use the same data to examine how well the project helped participants achieve common understandings, language, tools, and strategies. • During Year II, the evaluator will consult with the program teams to design a procedure for determining the initial impact of the revised curriculum, assessments and processes on the thinking of stakeholders.

Summary of 2006-2007 TQI 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> www.education.wisc.edu/teacherprep/allUnivRes.asp</p> <p><u>Goals/Outcomes:</u></p> <ol style="list-style-type: none"> 1. The implementation of the new liberal studies requirements for teacher education students. 2. Develop new interdisciplinary minor for MC/EA students; formulate specific recommendations for revising major and minor requirements in light of PI34, content exams, and developments at UW-Madison. 3. Implement two team taught courses that provide a model for integrating content knowledge and pedagogical content knowledge in the preparation of teachers to teach mathematics in elementary and middle schools. 4. A revised curriculum for the mathematics content preparation of elementary education and special education majors with separate tracks for those certified in elementary on and elementary and middle school. 5. Develop a model for fostering collaboration between elementary classroom teachers and school library media specialists and specific resources to assist classroom teachers in accessing relevant information to support instruction. 6. Provide more detail about project activities and update project website and link to UW System site. 7. The continuation of the Freshman Interest Group (FIG) started in 2004-2005 and the planning and implementation of a second SOE sponsored FIG. Attracting more students of color to our teacher education programs through these FIGs. 8. Develop specific plans for a new post baccalaureate certification program in secondary education. <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Compile lists of courses for new global studies and US/European history requirements, develop new advising materials. Each department in the university will need to be contacted to complete this task. Build these designations into the campus course approval process. 2. Organization of workgroups in the social sciences, natural sciences, and humanities to act on the proposal for forming a new interdisciplinary minor for elementary education students who are also certified in middle school. 3. Implementation of experimental team teaching involving mathematics faculty and math education faculty where content knowledge and pedagogical content knowledge are addressed in an integrated fashion. Specific faculty has already been identified and planning has begun. 4. Develop revised mathematics content courses for elementary education majors with separate tracks for EC/MC students and MC/EA students that take into account the deeper content knowledge needed to teach mathematics in middle school. 5. Support school library media liaisons in the SOE; foster partnerships between SOE student teachers and SLIS student teachers; develop resource guides in support of specific curriculum units identified by SOE and SLIS collaborators. 6. Project assistant is working with the web designers in the SOE. 7. The FIG developed in 2005 will be taught for the second time in 2006. A second FIG will be developed and then taught in fall 2007. A database will be developed to track the academic careers of students who have participated in these FIGs to see how many apply to our teacher ed programs. 8. Form a design team to develop specific plans for a new post baccalaureate certification program in secondary ed. 	<p><u>Budget</u></p> <p>Total: \$55,657</p> <p><u>Evaluation</u></p> <p>NOTE: The “evidences of success” below are linked with the outcomes and activities listed at left.</p> <ol style="list-style-type: none"> 1. The approval and implementation of this requirement is the first level of success. We are currently seeking funding from the Longview Foundations to examine the impact of the global perspectives aspect of the requirement on the global consciousness of prospective teachers. 2. The approval of the new minor. The completion of reports on proposed changes in major and minor requirements in the social sciences, natural sciences, and humanities. 3. We will examine the student evaluations in these two team taught courses and compare them to the evaluations that we have compiled for many years in the math education courses without attempted integration. 4. The completion and department approvals for these curriculum changes with [plans to implement in the fall of 2007. 5. We will examine the student evaluations in these two team taught courses and compare them to the evaluations that we have compiled for many years on the teacher education and library media courses without attempted integration. Also, for next year, we will aim to produce the resource guide for student teachers. In the following year, we will evaluate the usefulness of these guides to student teachers who have used them. 6. The completion of the task by May, 2007. Each project will include details of the products developed and important documents such as the reports of the liberal studies and other work groups. 7. The first level of success is the implementation of the FIGs. We will examine student evaluations of these programs. The second level of success is our ability to attract more students of color into teaching through these FIGs. 8. A fully developed plan for a program approval by the School of Education Programs Committee by May 2007.
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Summary of 2006-2007 TQI Grants

Oshkosh – Stephen Rose

<p><u>Project Description</u></p> <p><u>Title:</u> Closing the GAP; Collaboratively Taught Methods Courses</p> <p><u>Website:</u> ?</p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none"> • Educational methods professors and experienced in-service teachers from OSAD will collaborate to enhance the content knowledge and applied pedagogical content knowledge and skills of pre-service teachers. • Plan and implement a process where Letters and Science content professors will collaborate with the methods professors to strengthen the content of in-service teachers, pre-service teachers, COEHS methods professors and more fully integrate and articulate the University-wide mission of teacher education. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • The first project outcome will develop a process and procedure where two methods professors, two content professors, and four experienced in-service teachers will collaborate to enhance content knowledge and applied pedagogical content knowledge and skills from K-8 classroom teaching that are not effectively addressed in university based methods courses. Sixty pre-service elementary education methods students per semester in conjunction with the experienced in-service teachers will address classroom management, working with parents, year long curricular planning, and working with professional colleagues and community support personnel such as councilors, social workers, and police liaison officers. During their clinical, these experienced in-service teachers would also serve as supervisors. In the second semester, these same experienced teachers will serve as university supervisors to 10 pre-service teachers during their student teaching experience. • The second project outcome will plan and implement a process where COLS content professors in history and science will collaborate with the methods professors to strengthen the content of in-service teachers, pre-service teachers, lessons and units. These professors will then observe how content specified by OASD curricular maps, informed by Wisconsin Model Academic Standards, is addressed by teachers in the OASD. This knowledge will allow Letters and Sciences professors to disseminate knowledge to their colleagues to continually inform the curricular alignment/ Praxis II discussions between the College of Education and Human Services and College of Letters and Sciences that began in summer 2005. OASD is where the vast majority of elementary education majors have clinical assignments and accordingly many also do their student teaching. 	<p><u>Budget</u></p> <p>Total: \$39,000</p> <hr/> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • To insure that the objectives outlined above are met this project will be assessed by COEHS faculty member Dr. Peter Meyerson using both quantitative and qualitative methodologies. The assessment will begin in the summer of 2006 and continue throughout the Fall 2006 and Spring 2007. • Interviews with L&S content specialists, methods professors, and in-service teachers. Measures of in-service teachers and methods professors content knowledge. • Pre-assessment measures of pre-service teachers content knowledge and attitudes will be undertaken in Fall 2006. Case study participants identified and qualitative data collection commences. • Quantitative and qualitative data collection for Phase II participants begins in Spring 2007. Post-assessment measures of pre-service teachers, in-service teachers, and methods professors' content knowledge and attitudes undertaken for Phase I participants. Case studies of Phase I participants fully developed.
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Summary of 2006-2007 TQI Grants

River Falls – Mary Manke

<p><u>Project Description</u></p> <p><u>Title:</u> K-12 Learning 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> <ol style="list-style-type: none"> 1. A PK16 Model Academy for Mentoring and Mentor Preparation. 2. A PK16 Model Academy for Support of New Teachers. 3. A Shared Learning Community through PK16 Model Academies. <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. A PK16 Model Academy for Mentoring and Mentor Preparation. <ul style="list-style-type: none"> . Training of mentors: Local trainers will be in place for offerings in summer 2006, which will reduce training costs significantly. We will continue to bring in Sharon Nelson and Tom Howe for the advanced training sessions twice this year. . Dissemination of mentoring knowledge to university supervisors, university faculty, and cooperating teachers 2. A PK16 Model Academy for Support of New Teachers. <ul style="list-style-type: none"> . The curriculum developed in Summer 2005 and piloted in 2005-2006 will be reviewed in Summer 2006 by the University administrator and National Board Certified Teacher who developed it. Needed changes will be made and the revised curriculum will be distributed to all partner districts. . Beginning in August 2006 and continuing through May 2007, new teachers from districts choosing this option (likely to include at least 6 districts) will experience a well-planned monthly support seminar focused on their needs as they progress through their first year and on creating a draft of their professional development plan. Mentor teachers will attend 5 meetings. 3. A Shared Learning Community through PK16 Model Academies. <ul style="list-style-type: none"> . The purpose of the Model Academies described below (PK16 Model Academies in Mathematics Education, in Science Education, and for Integration of Technology in Education) is to provide a forum for open exchange between K12 teachers and administrators and university content area faculty (College of Arts and Sciences) on: <ul style="list-style-type: none"> • Structures and process of K12 and University education • Professional development needs of K12 faculty and ways to meet those needs • Improvement in field experiences of preservice and student teachers in the content area 	<p><u>Budget</u></p> <p>Total: \$35,000</p> <hr/> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Assessment tools for Outcome One: Evaluations completed by participants in mentor training; follow-up surveys of mentors and mentees over a 5-year period; follow-up of mentee retention over a 5-year period; comparative study of achievement of students of mentored (entering the profession in Fall 2005) and non-mentored (entering the profession in Fall 2004) initial educators in partner districts. Surveys of university supervisors, cooperating teachers, and faculty mentoring new faculty about the efficacy of the training for them. • Assessment tools for Outcome Two: Evaluations completed by participants in support seminars; evaluation of the quality of the professional development plans they create (conducted by trainer together with grant evaluator); follow-up of participant retention over a 5-year period. • Assessment tools for Outcome Three: Evaluations by participants in Model Academy meetings; follow-up evaluations over 3 years of perceived usefulness of activities; evaluation by district administrators of efficacy of training in increasing K12 student learning. Evaluation by participants in lesson study training; evaluation by participants of overall process; evaluation by grant evaluator of quality of products. Evaluations by participants in leadership team of the value of their work together; survey of preservice teachers regarding availability of rich technology in their field experiences (existing baseline data already in place).
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