

Summary of 2007-08 TQI Grants

Madison – Ken Zeichner

<p><u>Project description</u></p> <p><u>Title:</u> The Teacher Education as an All-University Responsibility Project</p> <p><u>Website:</u> www.education.wisc.edu/teacherprep/allUnivRes.asp</p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none">• To continue the existing FIG (Race and Ethnicity in Multicultural America) and add a second FIG (Urban and Youth Development Policy). [FIG = Freshman Interest Group]• Initial implementation of the new math/science minor for middle school certified teacher education students including a new mathematics course designed in this project as a result of the joint teacher education committee in math and math education.• Initial implementation of the Global Perspectives Requirement and Global Studies Certificate including a new course, “Education & Globalization” that was developed in this project. Begin assessment of the impact of these curricular changes.• The creation of two new joint teacher education committees in English/Language Art and the Social Sciences.• Continue the work of the Joint Committee in the natural sciences and mathematics. Develop one or two new science courses. Continue the development of the new math content courses. <p><u>Activities</u></p> <ul style="list-style-type: none">• Implement the School two School of Education sponsored FIGs developed in this project. Initial assessment of the FIGs on teacher education program admissions.• Implementation of the minor and the new math curriculum. Evaluation of minor and the impact of the new course.• Implementation of the above. Evaluation of the new course and initiation of the tracking of students who take it.• Formation of the committees and assembling student data for them to review. Groups conduct review of our current effort to prepare teachers to teach English/Language Arts and the Social Sciences and the formulation of a specific agenda for accomplishment.• The work described above will continue throughout the year. The development of the new math courses for teachers will be completed and two new science courses will be developed and ready for initial implementation in the fall of 2008.	<p><u>Budget</u></p> <p>Total: \$37,151</p> <p><u>Evaluation</u></p> <p>Evaluation materials are pending.</p>
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Summary of 2007-08 TQI Grants

Milwaukee – Elise Frattura and Barbara Bales

<p><u>Project Description</u></p> <p><u>Title:</u> UW-Milwaukee PK-16 Comprehensive Leadership Grant: Enhancing Teacher Development Through Quality and Performance Excellence</p> <p><u>Website:</u></p> <p><u>Goals/Outcomes/Activities</u></p> <ul style="list-style-type: none">• Formation of the Comprehensive Leadership for PI 34 Committee with the University of Wisconsin-Milwaukee.• To improve teaching and learning by providing field-tested curriculum and student assessment strategies that meet the needs of a diverse student population in conjunction with our external partners.• Provide field-tested pedagogical practices that support the learning needs of a diverse student population in conjunction with our external partners.• Evaluation of the PI 34 comprehensive support mechanisms with Higher Education.	<p><u>Budget</u></p> <p>Total: 28,127</p> <p><u>Evaluation</u></p> <p>Project will be evaluated at the following levels:</p> <ul style="list-style-type: none">• Leadership.• Strategic Planning.• Student, stakeholder, and market focus.• Measurement, analysis, and knowledge management.• Workforce focus.• Process Management.• Results.
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Summary of 2007-08 TQI Grants

River Falls – Mary Manke

<p><u>Project Description</u></p> <p><u>Title:</u> Improving Quality in Teacher Preparation, New Teacher Support, and Teacher Professional Development Through Collaboration</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"> • Meet and exceed PI 34 requirements for initial educator support for 8 partner districts. • Build PK16 partnerships to improve quality of new teacher preparation and teacher professional development. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Activities for Outcome 1: <ul style="list-style-type: none"> ○ Development of Mentor Certificate. ○ New Teacher Support; Support Seminars. ○ Professional Development Plan Seminars. ○ Mentor Support Seminars. • Activities for Outcome 2 – A Model Academy – a place and time where university faculty who teacher a specific content area work as peers with PK12 faculty: <ul style="list-style-type: none"> ○ Regularly scheduled meetings, complemented with online communications. ○ Facilitation by a team representing teachers recognized as leaders in PK12 schools and faculty with real concern for these issues. ○ Focus on actual problems in teacher content. ○ Times to make plans both for teacher professional development and for collaboration in new teacher preparation. 	<p><u>Budget</u></p> <p>Total: \$45,000</p> <hr/> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Evidence of success for Outcome 1: Number of mentors trained; perceived quality of mentor training; perceived quality of support seminars; Quality of professional development plans; Utility of PDP seminars; plan for mentoring certificate; evidence of teacher retention in grant districts. • Evidence of success for Outcome 2: Perceived quality of activity during the MA; perceived quality of follow up activity online; steering committee perception of MA utility; quality of completed SOTL projects; value of project to grantee; teacher perception of value of projects; quality of his/her participation.
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Summary of 2007-08 TQI Grants

Stout – Mary Hopkins-Best

<p><u>Project Description</u></p> <p><u>Title:</u> A Model for Advanced Beginner Teacher, UW-Stout and Menominee School District Partnership</p> <p><u>Website:</u></p> <p><u>Goals/Outcomes/Activities:</u></p> <ul style="list-style-type: none"> • Provide training and support for MSD second year initial educators (SIYE) and continuing educators choosing to follow PI 34 for license renewal (CE) participants to engage in self-reflection which will inform development and ongoing revision their PDP. • Provide training and support for SYIE and CE participants to create a Professional Development Plan. • Create a web enhanced learning community of mentors and educators (WELCOME) that will consist of MSD initial educators, continuing educators renewing their license through the PDP process, the initial educator’s site based mentors, and IHE faculty fro the School of Education and the College of Arts and Sciences serving as consultants. • Create opportunities for initial educators in their second year to engage in the activities identified in their PDP designed to lead to the achievement of their professional goals. • Provide access through UW-Stout for SYIE and CTE participants to develop an electronic portfolio of evidences documenting accomplishment of their individual PDP. • Develop and support research teams comprise of initial educators in their third year of teaching and UW-Stout faculty from the School of Education and the College of Arts and Sciences to design and conduct classroom action research on student learning aligned to each educator’s PDP. • Involve initial educators in their third year of teaching and their mentors in the pre-service preparation of teachers. 	<p><u>Budget</u></p> <p>Total: \$39,551</p> <hr/> <p><u>Evaluation</u></p> <p>A project steering committee comprised of the two project investigators, the MSD mentor coordinator, and the UW-Stout Coordinating Chair, PDP trainer and the Consultant Coordinator will be formed to oversee all aspects of the project.</p> <ul style="list-style-type: none"> • Project outcome 1 will be assessed by the steering committee member’s review of the participants Self Reflection Instrument. • Project outcome 2 will be evaluated by a participation satisfaction survey and a blind review of the draft PDP’s completed during the summer institute. • Project outcome 3 will be assessed by the record of use of the WELCOME site by educators, mentors, and university consultants, a participant satisfaction survey conducted at mid-year and at the end of the year, and a qualitative review of the interactions by the steering committee. • Project outcome 4 will be assessed by review of participation logs completed by initial educators and their university consultant and portfolio evidences of satisfactory completion of each team’s individualized action plan. The evidences will be reviewed by the steering committee. • Project outcome 5 will be assessed by a record of use of e-portfolio and a satisfaction survey conducted at mid-year. • Retention and renewal of participants by the MSD will also provide evaluative information. Additionally, sustainability of project goals and activities will be developed.
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Summary of 2007-08 TQI Grants

Whitewater – Pamela Clinkenbeard

<p><u>Project Description</u></p> <p><u>Title:</u> A Collaborative Inquiry Model in Core Content Areas: Moving Toward High Achievement for All Students</p> <p><u>Website:</u></p> <p><u>Goals/Outcomes:</u></p> <ul style="list-style-type: none"> • To create a leadership cadre of teachers who will model an expanded concept of gifted and talented education, emphasizing (a) inquiry in advanced core content and (b) development of academic talent among diverse populations of students. <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Establish joint hybrid/online licensure program (UWW/UWSP), receive DPI approval, prepare for NCATE process. • Pilot the collaboration model with the SEAL inquiry-based science program for teachers. • Enhance D2L features for existing license courses and build project web site. • Pilot and teach coursework for the license program (eventually self-sustaining). • Design and deliver workshop on developing academic talent in underrepresented students. • Plan collaborative activities with Colleges (e.g., practica with PK-12 students) building on existing relationships. • Specify data to be collected from both teachers and students; plan implementation and evaluation for extending model to other L&S areas. • Implement extension of collaboration model to history/social studies. • Collect formative and pilot evaluation data from teachers and PK-12 students. • Extension of collaboration model to other core content areas. • Summative evaluation of program outcomes (including licensure program enrollment, teacher use of inquiry-based methods, underrepresented students served in advanced content opportunities). 	<p><u>Budget</u></p> <p>Total: \$15,000</p> <hr/> <p><u>Evaluation</u></p> <p>The investigators are committed to the valid and reliable assessment of program outcomes. An external evaluator will be employed from the beginning to help design explicit quantitative and qualitative measures for program goals and outcomes.</p> <p>Some of the measures employed might include:</p> <ul style="list-style-type: none"> • approval of the licensure program by DPI and NCATE • number of teacher and coordinator licenses awarded • program teachers’ use of inquiry-based teaching methods (survey, observation) • teachers’ broadened conception of giftedness (course assessments) • “spread” of inquiry-based teaching to other teachers in targeted districts (survey) • program teachers’ perception of usefulness of grant program (survey, focus groups) • increased numbers of underrepresented students in advanced content courses and opportunities (AP classes, Youth Options, etc.) • increased proportions of target school district students scoring in Advanced range on state achievement tests. <p>Other measures of licensure program success will be its acceptance by DPI as an approved program, and enough ongoing enrollment that the program can become self-sustaining.</p>
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