Teacher Quality Enhancement Middle School Project

ICES Conference Presentation

Teacher Quality Enhancement Middle School Project:

Project Summary

ICE 2003

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The TQE Consortium Partners

- Chicago State University
- Northeastern Illinois University
- Southern Illinois University-Carbondale
- Southern Illinois University-Edwardsville
- Illinois Higher Board of Education
- Illinois State Board of Education
- Illinois Community College Board

CSU TQE/MS II Leadership Team

- Nancy Grim, Director
- Phyllis McCune, Middle School Teacher-in-Residence, 2001-2002
- Mary Kate Witry, Middle School Teacher-in-Residence, 2002-2003
- Rosemary Buteau, TQE/COE Technology Coordinator
- Susan Storrs, English Team Leader
- Sharon O’Donnell, Math Team Leader
- Mel Sabella, Science Team Leader
- Sylvia Gist/Gabriel Gomez, Technology Team Leaders

Local TQE Partners

- Community Colleges
  - Kennedy King
  - Malcolm X
  - Olive Harvey
  - Triton
  - Daley
  - Harold Washington
  - Moraine Valley
- Middle-Level Concept Schools
  - Dixon Elementary
  - Vernon John’s Community Academy
  - Thurgood Marshall Middle School
  - Healy South Alternative
  - Jane Addams
  - Gillespie
  - Liberty Academy
  - And several others…….

Project Goals

- Goal 1: Develop a middle-grade certificate
  - Objective 1.1: Specify certification requirements for middle-grade teachers.
    - Activity 1: Convene Standards Advisory Panel
    - Activity 2: Recommend draft certification standards
    - Activity 3: Draft legislation
  - Objective 1.2: Establish middle-grade teacher preparation content-area and pedagogy standards.
    - Activity 1: Develop/recommend integrated content and pedagogy standards
    - Activity 2: Convene an Assessment Advisory Panel

This goal is being handled by IBHE/ISBE. TQE partners participate on these Mid-Level Panels.

- Goal 2: Improve the knowledge and skills of middle-grade teachers, with an initial priority on teachers serving high-poverty urban and rural areas.
  - Objective 2.1: Develop curriculum and computer-mediated courseware design expertise of 2 and 4-year education and arts and science faculty.
    - Activity 1: Convene curriculum and technology expert
    - Activity 2: Research best practices in middle-grade curriculum and pedagogy

TQE hosts technology professional development and Leadership Academy workshops.
TQE is compiling data on best practices.
Professional Development

• Best Practices Seminars co-offered with CURE
  – ESL/Bilingual
  – Writing/Reading/English
• Conference co-sponsored with CURE
  – Johnson & Johnson, cooperative learning
• Technology-related
  – Blackboard, PowerPoint, Inspiration, Gradequick, Smart Board, Capturing Images, Video, etc.
• Mini-grant Writing Workshop
• Sent Partners to Conferences & Workshops

Professional Development using Technology for Higher Education Faculty

Your Role as a TQE Partner

• Leadership Academy II
  – To build your design expertise
  – Establish a web-enhanced course presence
• Technology-driven module/learning experience
• Next Academic Year(s)
  – To improve your web-enhanced course presence
  – Develop more technology-driven modules/learning experiences
• To share ideas via professional development
  – To form co-teaching teams
  – To identify and support future teachers of the middle grades

Professional Development: ISTA Conference

Technology-driven Unit Ideas

• Totally self-contained programs
• Lesson documents online or attached for download
• Responses reported back online
  – Lab data, reflective essays, Web Quest results
• Demonstrating proficiency in content knowledge or performance via technology design/presentations
  – Inspiration, PowerPoint, Excel, Draw, J-Movies, Video, Imaging, etc.
  – Using still images or video inside a PowerPoint or J-Movie Presentation to show that concepts are understood
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• Prepare a concept map as a review assignment
  – Using TI-83 calculators
• Using lab experiment probes

TQE MS Leadership Academy II

• Web-enhanced Onsite Course
  – Course shell that supports onsite course
  – Blackboard/WebCT/LiveText
  – syllabus/assignments
  – synchronous/asynchronous communication
  – Technology-driven projects (described in assignments)
  – Links to resources
• Online Course
  – Course shell in which more than 75% of the course is taught online rather than onsite
  – Blackboard or WebCT
  – Links to resources
• Distance Learning Course
  – Course taught onsite and offsite simultaneously
  – Supported similarly to the Web-enhanced Onsite Course

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Grim, Nancy C. Chicago State University
March 4, 2003
Project Goals

- Goal 2: Improve the knowledge and skills of middle-grade teachers...
  
  - Objective 2.2: Design or redesign standards-based middle-grade teacher preparation curriculum and assessments based on Illinois content and pedagogy standards.
    - Activity 1: On-campus programs
      - NMSA Fully-Accredited MIDS Option Program at CSU
  
  ✓ Our first TQE MS Leadership Academy provided the foundation for exploring Mid-Level issues and established the initial framework to guide the development of the MIDS Option Program at CSU and with respect to transfer agreements at partner community college institutions. This panel continues to serve other programs as resource consultants in identifying courses/experiences that meet specific standards for MS teacher candidates.

NMSA Accredited MIDS Option Program

- Summer 2001
  - Proposed the Framework

- Fall 2001
  - Program Approved
  - New Curriculum developed/revised:
    - Science (6), Math (4), Tech & ED (1), Professional Education (15)

- Fall 2002:
  - Effective date for new and transfer students

- Spring 2003:
  - Awarded Fall Accreditation from the National Middle School Association (Specialty Professional Association) as part of the NCATE accreditation review.
  - New Curriculum developed/revised:
    - Science (2), Math (2), English (1), Geography (2), Economics (1)

- Spring 2004: First student graduates

Project Goals

- Goal 2: Improve the knowledge and skills of middle-grade teachers...
  
  - Activity 2: Baccalaureate completion and web-accessible courses
  
  - Activity 3: Content and skill modules for professional development

  ✓ TQE partners are identifying, developing, and testing module topics via their classes and through the partner MIDS teacher team. A few courses have been targeted for a totally online experience. In keeping with our COE conceptual framework, many will become unique models as web-enhanced courseware modules. The level of development is a continuum depending on the higher education faculty individual technology-readiness level.

NMSA Accredited MS Option Program

- Summer 2001
  - “First Time” or “Reconstructed” Courses Being Offered

- Fall 2001
  - ELCF 344G: History, Philosophy, and Methods for Middle School Teachers
  - Psych 375G: Adolescent Psychology

- Summer 2002
  - Math 354G: Geometry for Middle School Teachers

- Fall 2002
  - Math 356G: Algebra for Middle School Teachers

- Spring 2003
  - MIDS 310: Standards-based Exploration of Social Studies Standards
  - PHYS SCI 215: Practical Chemistry II for Middle School Teachers
  - Math 307/G: History of Math for Middle School Teachers

- Summer 2003
  - Econ 100: Principles of the U.S. Economy

- Fall 2003
  - MIDS 310: Standards-based Exploration of Mathematics Standards
  - PHYS SCI 233: Practical Physics II for Middle School Teachers
  - MIDS 310/315/320/325/330: Content Methods for Middle School Teachers

MIDS Program Stats

- MIDS cohort program CC students: 65
- Middle School Students served by cohort: >2000
- MIDS cohort service hours (tutoring/assistance): >10,000
- CC MIDS cohort transfer students by Spring 2003: 1
- CC non-cohort transfer students by Spring 2003: 26
- Native CSU MIDS majors as of Spring 2003: 8
- CC MIDS cohort transfer students by Fall 2003: 21
- Projected student enrollment by Summer 2004: 100
Project Goals

• Goal 2: Improve the knowledge and skills of middle-grade teachers....
  – Objective 2.2: Design or redesign standards-based curriculum and assessments....
  • Activity 1: Statewide partnership activities

✓ TQE partner faculty are serving on a number of panels for ISBE and IBHE. They were chosen, in part, because of their newly developed expertise at the Mid-level or because their content expertise is recognized to be of value. The community college higher education voice is particularly being tapped. Service includes ICTS exam panels, standards validation panels, technology panels, etc. TQE partners are also now providing professional development for actual Middle School science, mathematics, and technology teachers.

Community College Partner Providing Professional Development for Middle School Teachers

• This workshop was funded by an Eisenhower Grant that was written to enhance the systemic nature of the original TQE grant.

Project Goals

• Goal 2: Improve the knowledge and skills of middle-grade teachers....
  – Objective 2.3: Develop the Middle-Grade Leadership Academy to provide hands-on, on-site clinical and other professional development for higher education faculty, in collaboration with middle-grade educators.
  • Activity 1: Design clinical experiences for higher education faculty

✓ We have held the TQE Middle School Leadership Academy I and II and are planning the TQE MS LA III. We have visited local schools in virtual and real settings. We also have a number of Middle School Teachers who host faculty at their sites, are willing to field test lessons, and contribute to the curriculum design process. In keeping with our commitment to Mid-level education, five tenure-track and five new faculty adjuncts with MIDS experience are teaching core courses.

Leadership Academy II

National Board Certified Middle School Teacher/Adjunct Faculty

• This workshop was written to enhance the systemic nature of the original TQE grant.

Higher Education Faculty Brainstorming Ideas on Mid-Level Issues
Middle School Student Lab

Project Goals

• Goal 2: Improve the knowledge and skills of middle-grade teachers....
  – Objective 2.4: Design a framework for an Illinois Virtual Middle School/Teacher Preparation Institute.
    • Activity 1: Define and design criteria for virtual access to middle school curricula and professional development

✓ TQE Partners serve on a committee to finish defining the criteria for the IVC/TPP system for Professional Development opportunities for Mid-level educators. Partners are encouraged to use the IVC to facilitate communication.

Project Goals

• Goal 3: Develop and implement recruitment activities to increase the supply of effective middle-grade teachers, with initial priority on high-poverty urban and rural areas.
  – Objective 3.1: Expand the comprehensive data analysis system to identify teacher shortage and high-need areas in the middle grades.
    • Activity 1: Convene a Data Warehouse task force
    • Activity 2: Create and fund a P-16 research council: The Illinois Education Research Council (IERC) was funded to further Illinois’ P-16 efforts.
    • Activity 3: Conduct research and research mapping

✓ This task is being handled by IBHE/ISBE/IERC.

Project Goals

• Goal 3: Develop and implement recruitment activities....
  – Objective 3.2: Identify and/or design and replicate successful, comprehensive recruitment models for increasing the number of candidates for middle-grade teacher preparation in high-poverty urban and rural areas, including Empowerment Zones and Enterprise Communities.
    • Activity 1: Convene a Recruitment Panel
    • Activity 2: Survey best practices for hard-to-staff schools
    • Activity 3: Develop a summary report on recruitment strategies
    • Activity 4: Improve incentives for recruiting teacher candidates

✓ TQE partners formed a recruitment panel that devised a Recruitment Plan of Action based on literature and surveys of best practices. Partners are compiling formative summaries of recruitment strategies that are being tried and modified at the our urban community college partner sites and through our Teachers Writing and Assistance Center.

Project Goals

• Goal 3: Develop and implement recruitment activities....
  – Objective 3.2: Identify and/or design and replicate successful, comprehensive recruitment models for increasing the number of candidates for middle-grade teacher preparation in high-poverty urban and rural areas, including Empowerment Zones and Enterprise Communities.

✓ The TQE MIDS Cohort program was started to recruit high quality community college students into the program. The cohort students committed to tutor at least 100 hours per semester.

✓ Challenges were identified and addressed through partner activities and through services provided at the Teachers Writing and Assistance Center.
Tasks Accomplished

- MS Cohort Started
  - Kennedy King--Fall 2001
  - Malcolm X--Fall 2001
  - Olive Harvey--Spring 2002
  - Other partners—ASAP

- Collegiate Middle School Association: CC/CSU chapter
  - Founded Spring 2002

Teachers’ Writing and Assistance Center

![Graph showing one-on-one writing tutoring and computer-assisted hours]

- Online tutorial activities have been used for 65,994 minutes since January 1, 2000
- 5700 online tutorial activities have completed. 86% students who chose individual tutorial time passed the writing portion of the December 2002 basic skills test. Other correlations in specific content areas are still being examined but seem positive.

MIDS student working in the TWC

![Photo of a MIDS student working in the TWC]

- One of the challenges is providing assistance for a wide variety of unique needs. Using technology-assistance programs helps to fill part of the gap.

Project Goals

- Goal 3: Develop and implement recruitment activities...
  - Objective 3.3: Develop a public awareness and outreach campaign that promotes teaching as a career and facilitates the recruitment of high-quality traditional and nontraditional candidates to teaching, with an emphasis on teaching in the middle grades.
    - Activity 1: Develop virtual support systems for recruitment and applications
    - Activity 2: Develop a statewide recruitment message and a multimedia campaign strategy

Future Endeavors

- Meet Partner Technology Needs
  - Continue to offer technology workshops throughout the year
  - Assemble SMART classrooms for CC clusters
  - Support technical development

- Web-enhanced courses
  - Analogous course shells at CSU & CC’s

- Online-courses
  - Identify and Upload
  - Ongoing professional development for CC and University faculty

- Leadership Academy III---June 2003
  - Plan to have overlapping advanced and novice sections to create modules for classrooms and for professional development.

Future Endeavors

- Develop new modules
- Refine courses already developed
- Prepare appropriate assessment plans
- Expand course development
  - Language Arts/English/Writing/Speech
  - Tech & Ed
  - Professional Ed courses
  - Concentration courses

- Continue to expand MIDS CPDU offerings
- Continue to seek additional support to support MIDS programming
**Future Endeavors**

- Continue solving transfer/AAT issues
- Form additional Co-teaching Partnerships
- Offer orientation/review for potential transfer students to prepare for CSU’s entrance exams in English and Mathematics

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**Questions that May Be Asked:**

- What is your perception of the relationships between COE and Arts & Science faculty at both the university and with our community college partners?
- How has your technology-readiness/use been impacted?
- How do you view the MIDS Option Program/Certificate/Enhanced Endorsement issues?
- How has TQE affected your daily teaching practices?
- How are you identifying potential MIDS teacher candidates at your institution?
- What areas do you wish to have addressed in the future?