

**Teacher Quality Enhancement
Middle School Project:
Leadership Academy II**

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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

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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

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Project Goals

- **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: Contract for curriculum and technology expertise
 - Activity 2: Research best practices in middle-grade curricula and pedagogy

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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
 - New MIDS Option Program at CSU
 - Activity 2: Baccalaureate completion and web-accessible courses
 - Activity 3: Content and skill modules for professional development
 - Activity 4: Associate Degree in Teaching
 - Activity 5: Statewide partnership activities

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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
 - 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

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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

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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

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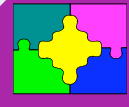
Project Goals

- **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

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Your Role as a TQE Partner

- Leadership Academy II
 - To build your design expertise
 - Establish a web-enhanced course presence
 - Develop an initial model of a technology-driven module/learning experience
- Next Academic Year(s)
 - To use your design expertise
 - 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



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Web-related Course Definitions

- **Web-enhanced Onsite Course**
 - Course shell that supports onsite course
 - Blackboard or WebCT
 - syllabus/assignments
 - bio/picture
 - 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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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, I-Movies, Video, Imaging, etc.
 - Using still images or video inside a PowerPoint or I-Movie Presentation to show that concepts are understood
 - Tree/people height/distance evidence to explain trigonometry concepts
 - Architectural evidence to show cultural heritage concepts
 - Evidence on signs to show cross-cultural language influences
 - Prepare a concept map as a review assignment
- Using TI-83 calculators
- Using lab experiment probes

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Hints to Write Grant Proposals

- Early Work
 - Identify your needs, hopes, desires, problems, etc.
 - Search for funding sources/requests for proposals (RFP)
 - sponsored programs
 - national level professional organizations
 - businesses
 - foundations
 - Chart out the steps to getting signatures/approvals and delivery on time
- Planning to Write the Proposal
 - Read the RFP
 - identify what the funding agency feels is important
 - contact all key vested parties to become partners in the planning (and later the implementation of the project)
 - mark key phrases/lingo/terms to use
 - Read the source literature in the RFP
 - Hold planning meetings to brainstorm ideas
 - Contact the funding agency for clarification, etc.

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Hints to Write Grant Proposals

- Writing the Proposal
 - Present your ideas as following a model or as a variation of a model program (published/cited). You want to show maximum potential for success.
 - Cite key articles referenced in the RFP
 - Demonstrate how key vested partners play a vital role in the grant deliverables and ultimately with the goals, etc.
 - Line up your goals, objectives, activities, and grant deliverables with the budget lines
 - Set up the budget to maximize partnerships and matching opportunities (stretching those dollars for impact)
 - Try to find a way to demonstrate that the project will have lasting impact and can be institutionalized
 - Triple check that your ideas tie back to the RFP goals, although you have your own spin on the issue.
 - Get feedback from an outside reader

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Hints to Write Grant Proposals

- Assembling the proposal
 - Follow the directions to the letter
 - Print each page
 - Type up any forms (internal and external)
 - Get the appropriate signatures
 - Make copies
 - Bind copies (if appropriate)
 - Send at least one unbound copy for the convenience of the readers
- Submitting the proposal
 - Send a nice cover letter that succinctly states the main goals of your grant, the title, and your desire to work with them in the future....
 - Follow-up with an email or phone call to verify that it was received
- Reap the rewards of the challenge

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Your Next Step(s)

- Prepare a Prioritized Needs Assessment
 - Technology Wish-list
 - Hardware
 - Software
 - Instructional Wish-list
 - Equipment
 - Commodities
 - Content/Pedagogy/Skills
 - How can we provide services, seminars, workshops to help your team?
- Consider the possibility for co-teaching, research, or mentor partnerships
- Seek Funding Opportunities
- Co-create new courses or refine old ones so that course credit transfers cleanly

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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, COE Technology Coordinator
- Jan Travis, CC/MS Technology Coordinator
- Jerry Grim, Assessment Coordinator
- John Thompson, TQE Technology Coordinator
- Semaj Rice, TQE Technology Assistant
- Sylvia Gist, Chair, Tech & Ed
- Gabriel Gomez, REEL Dept.



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