Teacher Quality Enhancement: Best Practices in Developing Web-enhanced Learning Environments

Nancy C. Grim Hunter
TQE Director
Chicago State University

State Teacher Quality Enhancement Grants

Improving Teacher Quality through:
- Certification standards
- Accountability
- Alternative pathways
- Teacher shortages

Why Middle Level in Illinois?
- Only 17% of middle level teachers have specialized training appropriate for adolescent learners.
- Current endorsement requirements are inadequate.
- Need specialized training
- Nearly 1/3 of Illinois students are in the middle grades.

The TQE Consortium Partners
- University Faculty
  - Education
  - Arts & Sciences
- Community College Faculty
  - Arts & Sciences
- Middle Level Schools
- Middle Level Teachers in Residence

Systemic Reform
- Creating Partnerships Between CSU and Partner Community Colleges and Schools

Establishing a Connection
Vernon Johns Middle School: Englewood, Chicago

School Mission:
The Vernon Johns Community Academy will maintain a positive working relationship with parents and community members based on mutual respect and cooperation.

Teacher
CSU alumni
**Programmatic/Curricular Goals**

- Design a standards-based middle grades teacher preparation program [Initial Certification UG/MAT]
- Develop faculty expertise in curriculum innovation and web-based design [TQE LA V: Assessment]
- Innovate strategic models for attracting more teachers, especially in rural and urban areas
  - Preservice Recruitment
  - Preservice Persistence
  - Preservice Placement
  - Inservice Job Attainment
  - Inservice Induction/Retention
- Increase accessibility via variety of delivery options

**Module Development Guiding Principles**

- Assessment and Instructional Activities (i.e. Integrated Teaching Project)
  - match measurable objectives.
  - are standards-aligned.
  - help to foster deep understanding of content in a contextualized interdisciplinary approach.
  - Acknowledge the unique needs of the middle level learner.
  - help teachers and their students think about the material in a new way.

**Backwards-Design Model**

- Stage 1: What do we want them (CAT candidates/MIDS students) to know and be able to do? (Goals/Objectives)
  - CSU COE PACTS Conceptual Framework
- Stage 2: How will we know that they know it? (Assessment/Evaluation)
  - Unit Level Analysis: Whole Program vs. Component Parts
  - Content/Skills/Attitudes/Beliefs/etc.
- Stage 3: How will we get them to know and be able to do it? (Activities)
  - Design Teams for “Classes”

**Design Principles for Web-Enhanced Learning Environments**

- Accessibility
- Engaged Inquiry-based Learning
- Teacher as Facilitator
- Higher Order Thinking Skills

- Cooperative Collaborative Learning
- Multiple Types of Communication
- Technology-enhanced/Supportive Learning
- Transfer of Science Inquiry Skills into Real Life
**TQE: Assessing Initial Ideas**

TQE Module Action Plan should provide constructed (essential) questions:
- to elicit initial teacher/candidate ideas to help their middle level students begin to think about the concepts (standards).
- to place teachers/candidates in a better position to address student difficulties and build on student strengths.
- to aid in the development of instructional materials that will be tested in a classroom setting.

**Index Page Format**

- Overview
- Objectives/Standards
- Author Page
- Prerequisite
- Skills/Definitions
- Module
- Content/Assessment for Adult Learners
- Module
- Content/Assessment/Adaptations for Student Learners
- Resources

**Contact Information**

- Nancy C. Grim Hunter, Director
- Teacher Quality Enhancement Project
- Chicago State University
- 9501 S. King Drive
- Chicago, IL 60628

  - ngrim@csu.edu
  - 773.995.2097 VM
  - 773.995.4455 fax
  - www.csu.edu/tqe/