Appendix E: TQE Leadership Academy V

May 24, 2005

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Teacher Quality Enhancement
Middle School Project:
An Update on Activities & Planning the Cougar
Academy for Teachers (CAT) Institute

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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

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  middle grades.
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

Cougar Academy for Teachers (CAT): Guiding Principles

- Assessment and Instructional Activities (e.g., 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

- 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”

Stage 1: Emergent “Class” Themes*

- CAT Institute Design Teams
  - Integrated Teaching Project
  - Basic Skills/Study Skills
  - Exploring the University
  - Teaching as A Profession
  - Technology for Teachers
  - Recreational Activities

*Based on Stage 1 Work on Monday, May 23rd, 2005
CAT: Assessing Initial Ideas

Your CAT Action Plan should provide constructed (essential) questions
- to elicit initial CAT candidate ideas to help their middle level students begin to think about the concepts (standards).
- to place CAT 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.

CAT: Integrated Teaching Project

CAT candidates should:
- Design a stand alone 2-hour lesson on topics covered in your integrated project.
- Demonstrate that they have utilized results of pretests to address specific student needs.
- Submit lesson plan, rubric, portfolio evidence, reflection on the growth of their teaching & learning practices, etc.

CAT: Implementing the Lesson

CAT: Reflections

- Was the experience enjoyable? challenging?
- Were you able to foster a student-centered learning environment? Were students engaged? Were you able to get students to construct an understanding for themselves or did you find yourself explaining too much?
- In observing other teachers, did you notice things they did that you thought worked very well with the students? things that did not work well with the students?

CAT: More Reflections

- Include a description of performance on the pre- and posttests. What did the pretests tell you about what should go into your materials for the practicum? Did you see an improvement from the pretest to the posttest?
- How did the actual experience in the class go? Did everything work out well? What items in your materials worked very well? What items need improvement? What would you change for the future?

CAT: Contact Information

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