

Council on Postsecondary Education
November 5, 2007

Improving Educator Quality State Grant Program

ACTION: The staff recommends that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$1,092,000 for January 1, 2008–June 30, 2009, to support eight projects.

- *Content Collaboration for Academic Readiness in Science* (Georgetown College): \$132,000
- *Effectively Integrating the 3R's: Enhancing Mathematics Instruction and Achievement in Middle and High School Classrooms, Phase 2* (Morehead State University): \$145,000
- *Change Over Time: Environmental Problem Solving Using Math/Science and Other Subjects—From Concept to Practice* (Murray State University): \$140,000
- *West Kentucky Mathematics Partnership* (Murray State University): \$130,000
- *E²: Enlivening and Energizing EPAS Professional Development* (Northern Kentucky University): \$140,000
- *Opening Doors to New Worlds: Certifying World Language Teachers for Kentucky* (Northern Kentucky University): \$130,000
- *Embedded Teacher Learning Through Online Modules: Leveraging Professional Development Resources in Kentucky* (University of Kentucky): \$135,000
- *Putting All Students on Track: A Partnership to Ensure Success in College Level Mathematics* (University of Kentucky): \$140,000

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

In 2006 the Kentucky General Assembly passed Senate Bill 130 requiring the P-12 assessment program to include a high school readiness examination in the 8th grade, a college readiness examination in the 10th grade, and requiring all students in the 11th grade to take the ACT. This has resulted in the implementation of ACT's Educational Planning and Assessment System (EPAS) in Kentucky.

EPAS, which includes the EXPLORE assessment in the 8th grade, the PLAN assessment in the 10th grade, and culminates with the ACT assessment in the 11th grade, provides a

longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. EPAS places emphasis on the integrated, higher-order thinking skills which students develop in grades P-12 that are important for success both during and after high school. The system focuses on a number of key transition points that young people face, particularly 8th graders preparing to enter high school, 10th graders planning and preparing for college and the workplace, and 11th and 12th graders being ready for life after high school.

Senate Bill 130 also requires the Council on Postsecondary Education and public postsecondary institutions to offer support and technical assistance to schools and school districts in the development of accelerated learning for students who demonstrate a need for intervention due to low scores on the high school or college readiness exams. To that end, in addition to a foreign language project and two renewal projects, the Council is focusing Year 6 of the Improving Educator Quality State Grant Program on projects that fully integrate EPAS professional development that assists teachers in providing intervention in Core Content areas for students in need of accelerated learning.

External reviewers and content-area specialists reviewed the ten grant proposals and made recommendations to the Council staff. Eight proposals were selected. These projects plan to serve more than 330 teachers in 51 Kentucky school districts. Brief descriptions of these projects follow.

Georgetown College: \$132,000

Content Collaboration for Academic Readiness in Science

Kimberly Walters-Parker, principal investigator

Georgetown College, in collaboration with Bluegrass Community and Technical College and the Collaborative Center for Literacy Development, proposes to provide professional development to middle and high school science and special education teachers to identify and address their students' learning needs in science, to enable them to incorporate content-area reading strategies into EPAS-focused science instruction, to address Kentucky's Core Content for Assessment in both science and reading, and to enhance their mastery of science content. By drawing on expertise in community college student readiness, adolescent literacy education, special education, and natural sciences, this project will give teachers the skills to identify and address all students' learning needs within the EPAS system and other assessment systems. This interdisciplinary approach to EPAS readiness draws on an array of resources and expertise.

Morehead State University: \$145,000

Effectively Integrating the 3R's: Enhancing Mathematics Instruction and Achievement in Middle and High School Classrooms, Phase 2

Cathy Gunn, principal investigator

In the second year of this project, Morehead State University proposes to improve student learning in the area of mathematics through the implementation of effective instructional strategies by the teachers participating. The teachers will be involved in an intensive five-day workshop that will include the demonstration of and participation in effective learning opportunities that integrate mathematics and literacy strategies for engaging adolescent learners. Teachers will develop their own lesson plans that reflect their understanding of these strategies for use in their classrooms in the upcoming academic year. Teachers will spend time examining lessons and evaluating the delivery of fundamental concepts. Teacher-leaders and the combined faculty will introduce a modified lesson study model for observation and refinement of instruction. Teacher-leaders and combined faculty also will provide mentoring throughout the upcoming academic year through regularly scheduled classroom visits and small group discussions.

Murray State University: \$140,000

Change Over Time: Environmental Problem Solving Using Mathematics/Science and Other Subjects—From Concept to Practice

Joe Baust, principal investigator

In the second year of this project, Murray State University, in partnership with Western Kentucky University, the West Kentucky Educational Cooperative, and the Green River Educational Cooperative, proposes to identify and provide embedded professional development for teachers in grades 4-12. This will include a week-long residential and year-long mentored approach to connecting mathematics and science to problem solving and critical thinking using environmental issues as the means of making these skills and concepts more meaningful, memorable, and motivational. Each participant will be immersed in forest, wetland, and stream habitats and will focus on the impact and issues associated with these habitats as they develop concepts and skills that will be applied in actual teaching situations with students from diverse backgrounds.

Murray State University: \$130,000

West Kentucky Mathematics Partnership

W. A. Franklin, principal investigator

Murray State University, in collaboration with the University of Kentucky/Paducah Engineering School and local GEAR-UP schools, proposes to provide professional development to improve teacher content knowledge and student achievement in mathematics. The providers will work with teachers to improve their content knowledge in mathematics as well as guide them through a process of using assessment to direct learning in their classrooms. Key materials and instruction will include ACT/EPAS's *Connecting College Readiness Standards to the Classroom for Mathematics Teachers*.

Northern Kentucky University: \$140,000

E²: Enlivening and Energizing EPAS Professional Development

Lenore Kinne, principal investigator

Northern Kentucky University, in collaboration with Thomas More College, the Kentucky Center for Mathematics, and local GEAR-UP schools, proposes to develop a “train-the-trainer” model for teachers to use EPAS results to develop and implement students’ Individual Learning Plans, particularly encouraging enrollment in higher-level mathematics and science courses to promote postsecondary, career, and life goals. The project also will apply research-based strategies to build intrinsic motivation to learn in middle and secondary students, to promote effective scientific and mathematical reasoning in middle and secondary students through reading comprehension strategies, and to accelerate and enrich mathematical and scientific knowledge and reading in middle and secondary students, integrating these skills into EPAS-identified areas of need. This project has been selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year.

Northern Kentucky University: \$130,000

Opening Doors to New Worlds: Certifying World Language Teachers for Kentucky

Thomas Leech, principal investigator

Northern Kentucky University, in partnership with Thomas More College and the Kentucky Department of Education, proposes to prepare proficient speakers of world languages to work as fully certified teachers in the classroom. Currently, many world language teachers are working on emergency certification, on limited certification, as substitute teachers, or at lower ranks. Taking advantage of the Option 7 route to alternative certification, this project will offer an intensive summer workshop focused on developing a greater knowledge of the principles of learning and teaching. The project will include ongoing discussion among the participants and project directors as well as observation of each teacher in their classroom. The summer workshop participants will receive 12 graduate credits.

University of Kentucky: \$135,000

Embedded Teacher Learning Through Online Modules: Leveraging Professional Development Resources in Kentucky

Stephen Clements, principal investigator

The University of Kentucky, in cooperation with the Central Kentucky Education Cooperative, proposes to create, field test, revise, and deploy eight online professional development short courses, or modules, specifically targeting activities designed to promote student success and readiness for high school, college, and career. Most modules will involve conversion of existing professional development materials into an online format, which will leverage resources already invested for much broader consumption. Modules created by this project will target important teacher learning needs in Kentucky, such as understanding and utilizing EPAS and providing intervention strategies in core content areas. This project has been

selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year.

University of Kentucky: \$140,000

Putting All Students on Track: A Partnership to Ensure Success in College Level Mathematics

Kim Zeidler, principal investigator

The University of Kentucky, in collaboration with Somerset Community College, proposes to develop and field test strategies to help all students achieve success in high school mathematics as measured by EPAS. The project will increase counselor, teacher, and administrator awareness of college readiness standards and Work Keys information. It also will provide teachers with strategies to align ACT college readiness standards to the Kentucky Program of Study. Information will be provided that will empower teachers with specific strategies to raise student performance on summative assessments such as EPAS. This project has been selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year. If funded in the second year, the project plans to develop senior-level courses that will allow for application of P-12 mathematics to ensure college readiness.