Abstract:
The purpose of this project is to design, implement, evaluate, institutionalize, and disseminate a multi-institutional collaborative teacher preparation model to address the continuum of teacher education from recruitment, through undergraduate preparation, early career induction, and continued professional growth. All aspects of this model will address urgent state and national needs of Hispanic American students and English Language Learners.

Project Goals:
1. Strengthen and expand existing partnerships to promote K-16 curriculum renewal to enhance the quality of teaching in K-12 schools, increase student achievement, and reform teacher preparation.
2. Develop recruitment and retention initiatives to increase the number and diversity of high quality teachers prepared to teach in high needs partner schools.
3. Design, implement, evaluate, and institutionalize three new field-based licensure programs.
4. Provide sustained professional development for practicing K-12 teachers.
5. Implement induction programs in new partner districts to increase new teacher success.

Multi-institutional Collaborative Teacher Preparation Model focused on Cultural and Linguistic Diversity

1) K-16 Curriculum Renewal
   - Learners Network
   - K-12 Reform
   - Teacher Education Reform

2) Recruitment & Retention
   - Grow Your Own Teacher Recruitment Program
   - Retention Initiatives

3) Teacher Licensure
   - 3 Programs Developed
   - 40 Courses Revised
   - 8 Extensive and Diverse Clinical Field Experiences

4) Professional Development
   - C^3 Academies
   - Leadership Academies
   - Site-Based Professional Development

5) Induction
   - Induction Programs
   - Teachers as Mentors
Project Activities and Outcomes

Goal 1: Strengthen and expand existing partnerships to promote K-16 curriculum renewal to enhance the quality of teaching in K-12 schools, increase student achievement, and reform teacher preparation.

Activity Cluster 1-1: Build a community of learners network to involve all partners in program planning, implementation, research, decision-making, and K-16 reform efforts (years 1-5).

Activity Cluster 1-2: Design (year 1), implement, research (years 2-4), and disseminate (year 5) a curriculum renewal process in K-12 partner schools to institutionalize standards-based practices, improve all student achievement, and reduce achievement gaps.

Activity Cluster 1-3: Design (year 1), implement, research (years 2-4), and disseminate (year 5) a curriculum renewal process in 2- and 4-year partner colleges to promote reform in teacher preparation and enhance teacher quality.

Five Year Outcome: 50% increase in collaboration within and across 2- and 4-year colleges and partner districts to build K-16 capacity for long-term improvement; 20% increase in achievement and 10% decrease in achievement gaps, based on income, race/ethnicity, and language proficiency as measured on state exams; 90% decrease in number of program graduates who fail the Principles of Learning and Teaching exam and content exams required for teacher licensure; monographs, articles and best practice materials disseminated.

Goal 2: Develop recruitment and retention initiatives to increase the number and diversity of high quality teachers prepared to teach in high needs partner schools.

Activity Cluster 2-1: Design (year 1), implement, evaluate (years 2-4), institutionalize and disseminate (year 5) a “Grow Your Own Teacher” recruitment program and multiple retention strategies to encourage minority and bilingual students to enter and remain in teacher education.

Five Year Outcome: Forty high school students recruited into two-plus-two licensure program; forty paraprofessionals recruited into alternative licensure program; 25% increase in the number of bilingual and minority students entering and remaining in partner teacher education programs; articles and monographs produced to disseminate effective recruitment and retention strategies.
Goal 3: Design, implement, evaluate, and institutionalize three new field-based licensure programs (two plus two licensure, alternative licensure, and re-licensure programs).

Activity Cluster 3-1: Design (years 1-2), implement, evaluate, institutionalize (years 2-5) and disseminate (year 5) a two plus two teacher licensure program.

Activity Cluster 3-2: Design (year 1), implement, evaluate, institutionalize (years 2-4) and disseminate (year 5) an alternative distance licensure program for educational paraprofessionals.

Activity Cluster 3-3: Design (year 1), implement, evaluate, institutionalize (years 2-4), and disseminate (year 5) graduate level re-licensure programs for teachers in partner schools who need to extend the level and domain of their existing teaching certificates.

Five Year Outcome: 30 students licensed through the two-plus-two licensure program; 30 paraprofessionals licensed through the alternative licensure program. 95% of K-12 teachers in partner schools will be designated as “highly qualified” by KSBE; the Master Teacher ParaEducator Learning Network will be expanded and monographs and articles will disseminate “lessons learned” from new licensure program.

Goal 4: Provide sustained professional development for practicing K-12 teachers to deepen their understanding of content, children, research-based teaching, and instructional technology.

Activity Cluster 4-1: Plan, implement, evaluate (years 1-4) and disseminate (year 5) a Content, Curriculum, and Children (C³) Academy and site-based professional development activities to provide K-12 teachers with the content knowledge and pedagogical skills necessary to implement rigorous K-12 content standards.

Activity Cluster 4-2: Plan, implement, evaluate (years 1-4) and disseminate (year 5) a Leadership Academy to develop in teacher leaders and administrators the capacity for continuous improvement.

Five Year Outcome: All K-12 teacher participants will be prepared to teach to K-12 content standards in mathematics, reading, writing, science, and social studies as measured by partnership surveys; all K-12 teacher participants will demonstrate deeper understanding of content as measured by pre and post assessment in C³ Academies; all K-12 teacher participants will demonstrate higher levels of competency in technology and research-based teaching (including strategies to enhance learning of low income, Hispanic, and English Language Learners) as measured by classroom observation rubrics; lead teachers will analyze district data and plan and implement improvement action plans and professional development activities based on district needs; best practices will be disseminated.
**Goal 5:** Implement induction programs in new partner districts to increase the success of new teacher working in our high needs schools.

**Activity Cluster 5-1:** Design (year 1), implement, evaluate (years 2-4), institutionalize, and disseminate (year 5) an induction program in three new partner districts to enhance teaching and provide support and assistance for new teachers.

**Activity Cluster 5-2:** Prepare teachers practicing in partner schools (years 1-5) to serve as mentors to provide support and enhance the teaching of new teachers in their buildings.

**Five Year Outcome:** New teachers participating in induction programs in partner schools will demonstrate an increase in their confidence and preparation to remain in teaching as documented by pre and post surveys; new teachers hired in partner schools will demonstrate an increased 3-year retention in teaching rate; and a new on-line *New Teacher Support Network* will be disseminated through Master Teacher.

**Possible Models for Course Delivery**

In order to deliver content to southwestern Kansas in support of the licensure and re-licensure programs and to support retention of students on campus, we have identified three possible models of alternative course delivery. These models are not the only models that might be used.

**Academic Excellence Workshops (Goal 2)**
Academic Excellence Workshops can be offered during evenings supporting students taking large introductory courses. These workshops should focus on having students work on challenging applications in a small group setting, providing both more interesting applications and also providing a structured setting where they can work on academic material with fellow students. The workshop should be designed to support the project activities under Goal 2.

**Collaborative Distance Courses (Goal 3)**
Collaborative Distance Courses are semester-long upper division courses offered by KSU which is team-taught by KSU and Community College faculty. The material can be presented in a “lecture-recitation” format where some material is presented at a distance by a KSU faculty member and some material is presented and much “processing” of the material is done locally by KSU and Community College faculty, working on their own campuses with local participants. Collaborative distance courses have at least one distance session and one local session each week. Collaborative distance courses benefit from having a beginning and ending session of several days where all participants come together in one location. Such beginnings can be scheduled for either summer or other breaks. The course should be designed to support the project activities under Goal 3.
C³ Academy (Goal 4)
A Content, Curriculum, and Children (C³) Academy can be held the last two weeks of June. In the morning, the C³ Academy focuses on deepening participants’ content knowledge while the afternoon sessions will apply content knowledge to pedagogy through a focus on challenging curriculum, standards-based practices, and meeting the needs of Hispanic, poor, and ELL students. C³ academies are team-taught by faculty from both Arts & Sciences and Education. All participants attend the summer sessions together at a central location, such as the Manhattan-Ogden or Geary County schools. Transportation and lodging will be provided for teachers attending the academy. Participants will be divided in regional teams to attend the follow up sessions, which will be held at the college in closest proximity to each partner districts. The C³ academy courses and follow-up may be taken for credit in the content area, curriculum and instruction, or both. The course should be designed to support the project activities under Goal 4.

Expectations and Rewards

Participants:
All participants are expected to support goal 1 by working with colleagues in schools and other colleges both during the summer institutes and in other project activities. As part of simultaneous improvement, participants are supposed to work on both program design and also on improving their own teaching through informal peer consultation and professional development. All participants are also expected to undertake some specific course development to support one of the other four goals. For faculty in Arts and Sciences, this will almost certainly be one of goals 2-4, since induction is primarily a school responsibility. Participants will receive one month of summer support and 10% release time during the academic year and there is also a possibility for other support for travel and/or materials.

Departments:
Departments are expected to provide 10% release time to participating faculty and also to support the offering and institutionalization of new courses and/or delivery options developed in the project. Departments should receive credit for new students enrolled (though the details of how credit and dollars will be divided for collaborative courses are not worked out yet). The grant also has funds for 4 graduate students per year that will be assigned to different departments during the run of the project to support implementation of new course options.