



Commission on  
Higher Education

ATT III

CHE  
03/06/03  
Agenda Item 3.02.C

John E. Smalls  
Interim Executive Director

March 6, 2003

**MEMORANDUM**

**To:** Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

**From:** Ms. Dianne Chinnes, Chairman, Committee on Academic Affairs and Licensing *DC/amm*

**Consideration of Improving Teacher Quality Competitive Grants Program Awards,  
FY 2002-03**

**Background**

Since 1984, the Commission on Higher Education has been responsible for administering federal funds under a Title II program of *The Elementary and Secondary Education Act (ESEA)*. In 2001, the federal legislation was re-authorized under *The No Child Left Behind Act*. Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals* authorizes the Commission to conduct a competitive awards program. The purpose of this part of the federal legislation is to provide support to:

increase student academic achievement through strategies such as improving teacher and principle quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

The Commission is authorized to provide a competitive grants program to partnerships comprised, at a minimum, of schools of education and arts and sciences from higher education institutions along with one or more high-need local education agencies (LEA; defined as school districts). Additional partners may be included as defined by the legislation. Funds to the state are allocated based on the FY 2001 amount received under the former *Eisenhower Professional Development* and *Class-Size Reduction* programs. Any remaining funds from the federal appropriation are distributed through a formula based on the State's school-age population and percent of these children in families with incomes below the poverty level.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality Higher Education Grants* (ITQ) funds for the state are allocated to the Commission to be used for the competitive grants program. The Commission has approximately \$850,000 with which to make awards in FY 2002-03. Proposed projects may request up to \$75,000 in funds per year. Average awards have ranged from \$40,000 to \$60,000 during past funding cycles under the predecessor program, the Eisenhower Professional Development Program. The Commission seeks proposals with maximum impact and encourages multi-year programs to assure positive results for the target audience. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available. Equitable geographic distribution (i.e., districts and schools served) must be considered in making awards, assuming proposals are deemed to be of high quality. No proposal will be considered unless it meets the minimum federal definition of a partnership (as stated in the *Guidelines*).

A listing of all the applications received is included as **Attachment 1**. This attachment also indicates which proposals are recommended for funding by the Review Panel.

A review panel consisting of K-12, higher education, and business representatives (**Attachment 2**) met on February 13, 2003, to review and rate the proposals submitted for consideration. Abstracts describing all of the proposed projects are included in **Attachment 3**. A total of 15 proposals was received by the Commission for consideration and the panel recommended funding five of these proposed projects. Members of the review panel expressed concern about the quality of the proposals, particularly as they related to the *No Child Left Behind Act's* vision of partnership. They also noted that many proposals contained inadequate evaluation plans. The panel urged Commission staff to continue the outreach program to institutions so that university and college faculty fully comprehend what is intended by *NCLB* especially with respect to working with low performing districts.

### **Overview of Improving Teacher Quality Higher Education Grants Guidelines**

The new higher education program created under the *No Child Left Behind Act* is still a competitive grants program with a primary focus on professional development, but there are several significant changes under the new legislation. Foremost is that the Commission will only award grants to eligible partnerships that must be comprised of, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teacher and principals; (2) a school of arts and sciences; and (3) a high-need local education agency (defined in the legislation as a school district). Additional partners may also be included. Another change is that there is no longer a focus on science and mathematics but nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) can be addressed in proposals. Professional development is no longer just for in-service or pre-service teachers but now includes principals and

paraprofessionals. There is no longer the inclusion of pre-service educators in the target population for services. The focus of the proposed projects must be on low-performing districts and schools, and the Commission is charged with ensuring an equitable geographic distribution of grants.

The *Guidelines* were developed to reflect the new legislation in collaboration with the S.C. Department of Education. The Commission approved the *Guidelines* on September 5, 2002. Federal regulations require that the Commission work in conjunction with the Department of Education in meeting statewide educational needs. The priority areas that proposals must address derive from the federal legislation as well as from those developed in the State's Consolidated State Plan submitted to the U.S. Department of Education.

### **Review Panel Recommendations**

The review panel determined that five of the 15 applications were fundable projects. The members of the review panel made recommendations for programmatic and budgetary changes for each of the five projects. The Review Panel made several general comments regarding the quality of the proposals that the staff will use in future outreach activities with the institutions concerning the program. Three proposals were not considered for funding because they did not meet the minimum definition of a partnership. These institutions did not include a high need school district. Many of the proposals received poor reviews because of the weak quality of the proposed partnership. The federal legislation requires that a partnership contain partners with well-defined roles and that the partnership meet the determined needs of the targeted district. Evidence for such partnerships was clearly lacking in many proposals. Several proposals were cited as having very weak evaluation plans as required by the *Guidelines*. The federal legislation directly links teacher quality to student achievement, yet few of the proposals evaluated the projects' activities in relation to student achievement. The Review Panel noted that institutions that submit multiple proposals should coordinate internally with respect to the school districts they are targeting. Because the legislation requires geographic distribution of projects, it is difficult to fund multiple projects at institutions that target the same school districts.

\* The funding amount requested for the new awards is \$341,301.75. The total amount requested for all proposals submitted is \$1,018,607.70. The Commission has the option of awarding two years of funding out of FY 2002-03 funds. If this proves feasible (upon consultation with the U.S. Department of Education on procedural matters), then the award amount would total \$614,148.75. Any unused funds will carry over to FY 2003-04.

## **Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the review panel's funding recommendations as depicted below in **Chart A**. In keeping with the procedure from previous years, the staff requests the authority to negotiate the final program activities and budgets with the project directors (as per the recommendations of the Review Panel). Funding will be contingent upon the project directors' revision of the proposed project to meet the Review Panel's recommended changes.

**Chart A**

<b>Recommended for Funding</b>	<b>Institution</b>	<b>Proposal Title</b>	<b>Project Director</b>	<b>Amount Requested</b>
Yes	Furman University	Richard W. Riley Summer Institute for Teachers of Government	Smith	\$37,815.75
Yes	Winthrop University	Solving Problems in Math-Enhancing Content Knowledge and Pedagogy of Middle School Teachers	Greene, Costner, Blackburn	YR 1 \$74,995 YR 2 \$74,995
Yes	USC-Aiken	USC-Aiken/USC-Salkehatchie/Aiken Tech, Partnership to Prepare Paraprofessional for Education Careers (PEC)	Priest	YR 1 \$79,844 YR 2 \$74,417 YR 3 \$57,218
Yes	Winthrop University	Leadership for a New Millennium: District Aspiring Leadership Academy	De Casal	YR 1 \$71,056 YR 2 \$73,980 YR 3 \$ 73,980 YR 4 \$58,050
Yes	USC-Columbia	Increasing Second and Third Grade Teachers' Mathematics Knowledge Using Standards Based Instructional Strategies and Homework Assignments	Bailey	YR 1 \$77,591 YR 2 \$49,455 YR 3 \$49,455 YR 4 \$49,455 YR 5 \$49,455

## **CHE Recommendation**

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

## List of All Proposals Received

Recommended for Funding	Institution	Proposal Title	Project Director	Amount Requested
No	Coll. Of Charleston	Institute for Language Teachers	Rickerson	\$61,483
No	Winthrop University	Enhancement of Instruction in Reading/English Language Arts Curriculum	Peck	YR 1 \$49,062 YR 2 \$51,762
No	Clemson University	S.C. Studies: An Interdisciplinary Approach to Meeting 8 <sup>th</sup> Grade Standards	Wagner	YR 1 \$74,073 YR 2 \$67,573
Yes	Furman University	Richard W. Riley Summer Institute for Teachers of Government	Smith	\$37,815.75
No	USC-Columbia	Discovery-Based Physical Science Lab and Demonstration Experiments for Teachers	Blanpied, Freeman, Singer	\$68,530
No	Clemson University	Praxis Preparation Project	Medford	\$70,000
Yes	Winthrop University	Solving Problems in Math-Enhancing Content Knowledge and Pedagogy of Middle School Teachers	Greene, Costner, Blackburn	YR 1 \$74,995 YR 2 \$74,995
No	Converse College	The Carver Junior High School S.T.A.R. (Students that are Rising) Program	Harrison	YR 1 \$75,000 YR 2 \$75,000 YR 3 \$ 75,000
Yes	USC-Aiken	USC-Aiken/USC-Salkehatchie/Aiken Tech, Partnership to Prepare Paraprofessional for Education Careers (PEC)	Priest	YR 1 \$79,844 YR 2 \$74,417 YR 3 \$57,218
No	USC-Spartanburg	Making Meaningful Mathematics a Reality	Duarte and other faculty	YR 1 \$74,996 YR 2 \$74,996
No	USC-Columbia	Marion District 7 Teaching and Learning Improvement Project	Schramm	YR 1 \$56,661 YR 2 \$52,203
No	USC-Columbia	Enhancing Upper Elementary and Middle Grades Science Teacher Pedagogical and Content Knowledge	Thompson	\$74,393
Yes	Winthrop University	Leadership for a New Millennium: District Aspiring Leadership Academy	De Casal	YR 1 \$71,056 YR 2 \$73,980 YR 3 \$ 73,980 YR 4 \$58,050
No	USC-Columbia	Innovative Professional Development for Geography Standards	White	YR 1 \$73,109 YR 2 \$71,936 YR 3 \$72,930
Yes	USC-Columbia	Increasing Second and Third Grade Teachers' Mathematics Knowledge Using Standards Based Instructional Strategies and Homework Assignments	Bailey	YR 1 \$77,591 YR 2 \$49,455 YR 3 \$49,455 YR 4 \$49,455 YR 5 \$49,455

**List of Review Panel Members for the  
Improving Teacher Quality  
State Grants Program  
FY 2002-03**

Dr. Nancy Dunlap  
School of Education  
Clemson University

Dr. Sandra Rowe  
Richland School District One

Dr. David Loope  
S.C. Commission on Higher Education

Dr. Gail Joyner Fleming  
School of Education  
South Carolina State University

Dr. Rebecca Snyder  
College of Education  
Coastal Carolina University

Ms. Kathy Maness  
Palmetto State Teachers Association

Mr. Marc Drews  
S.C. Department of Education

Dr. Joellen Harris  
S.C. Department of Education

Mr. Al Butler  
S.C. Association of School Administrators

Ms. Liz Michael  
S.C. Chamber of Commerce

Staff Coordinator of Review  
Nancy Healy, Academic Affairs

## Abstracts of All Applications Received

<b>Project Title:</b> Institute for Language Teachers; <b>Project Director:</b> Rick Rickerson; College of Charleston
<p>The College of Charleston's (COCF) Division of Languages proposes to conduct a professional development institute for elementary and middle school language arts teachers in South Carolina public schools July 20-August 1, 2003. Through participation in a two-week summer workshop and a series of follow-up sessions during the academic year, teachers will acquire new standards-based knowledge and methodologies that enable them to increase student achievement in language arts, especially vocabulary. The instructional materials for the institute are known as <i>Charleston Latin</i> and are designed for use by teachers who have had no prior experience with Latin. <i>Charleston Latin</i> has a Spanish vocabulary component that is designed to identify cultural and linguistic bridges among Latin, English and Spanish. The goals, content, methodology and structure of the institute were developed collaboratively by the CofC Division of Languages and the School of Education, in partnership with teachers and administrators in three county school districts in the Lowcountry. The institute is designed to accommodate 30 participants and will be open to language arts teachers in high poverty and/or low-performing elementary and middle schools in the districts involved. Upon completion of the program, participants will be eligible for three hours of graduate-level credit and can fulfill their periodic requirement for re-certification. The institute will be taught by nationally-recognized experts and master teachers who have broad experience in the use of Latin-based materials for vocabulary development. This is the fourth such institute offered by the College of Charleston for secondary and middle school teachers of language or language arts.</p>
<b>Abstract 1</b>

<b>Project Title:</b> Enhancement of Instruction in Reading/English Language Arts Curriculum; <b>Project Director:</b> Sue Peck; Winthrop University
<p>The proposed project targets four rural elementary schools that have been identified by South Carolina as high need/ low-performing schools. The targeted schools report 81% of student achievement in English/Language Arts on the PACT at Basic and Below Basic levels. Through funding of the proposed project over a two-year period, elementary educators will become better equipped to aid students in meeting the expectations for literacy as outlined in the English/Language Arts South Carolina Curriculum Standards. The project entails staff development literacy training, focus group interviews, and observations and is based on empirical research that supports best practice in language arts.</p>
<p>Staff development training will focus on strategies for increasing student competence in word recognition (with a strong emphasis on phonetic analysis), vocabulary development, reading comprehension, study competencies, and writing. Additional staff development training will be provided based on the expressed needs of the target school populations. Focus group interviews will not only direct the nature of follow-up professional development, but they will also serve as a time in which educators reflect on student growth as a result of professional development, by sharing student work samples and anecdotal data. Observations will be conducted by the grant recipients in the target schools to examine the effectiveness of the implemented strategies in several content areas. In addition to these data, project outcome will be assessed through pre- and post- tests on word recognition, reading comprehension, and written expression. In addition, pre- and post- PACT scores will be used to measure success of the project.</p>
<p>The effects of this project will be extensive, as a minimum of 1,750 students will be served within the two-year period. The number will increase as project participants share strategies with colleagues, parents, administrators, and teacher education students in their school community, who will in turn impact students exponentially. We believe that the installation of this project fully supports the goals of <i>The No Child Left Behind Act of 2001</i> under Title II A, <i>Preparing, Training, and Recruiting High-Quality Teachers and Principals</i>, which sets forth as its mission to "increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom . . . ."</p>
<b>Abstract 2</b>

**Project Title:** South Carolina Studies: An Interdisciplinary Approach to Meeting Eight Grade Standards;  
**Project Director:** John Wagner, Clemson University

Several eighth grade curriculum standards focus on South Carolina topics, especially in Social Studies and Science classes. However, even Language Arts and Mathematics standards for this grade level can be addressed appropriately by including activities related to South Carolina. A six to nine week standards-based interdisciplinary study unit can be integrated into a school's instructional plan without any loss of class time or content coverage. The locally-based materials would cover the same curriculum standards as the traditional textbook-based program, but, by team-teaching the topics, standards from different disciplines could be covered during the same class period, thus freeing up more time for inquiry lessons and enrichment activities that many teachers normally do not have time to schedule. Such a unit would include topics and places that are familiar to many students and therefore should be more relevant and exciting than typical textbook fare.

Three high-need school districts, Clarendon 1, Hampton 2, and Lee, have agreed to offer their schools as pilot test sites for the new curriculum materials. Three other school districts will be recruited from around the state to provide a broader statistical base for research evaluation. As many eighth grade teachers as possible from these districts (maximum of 24 each year) will enroll in a two-week summer field course for graduate credit. Participants will also focus on understanding inquiry-based learning and the importance of using curriculum standards to develop interdisciplinary lesson plans. All participants in the summer course who receive funding support must agree to serve as group leaders during the follow-up activities during the academic year.

During the first academic year, project staff will work with district administrators to schedule implementation of the South Carolina Studies unit. They will also plan five full in-service days during which the unit materials would be presented to eighth grade teachers who did not attend the summer course. Assessment results from the first year of implementation will be reviewed by an expert panel leading to revisions and/or additions for the second year. Each school will schedule a field trip to a nearby state park at least once each year. Assessment instruments will gauge the effectiveness of the integration of content knowledge with its application.

By the end of the project, at least three high-need school districts and three other districts around the state will have in place a six to nine week interdisciplinary curriculum unit through which classes in Science, Mathematics, Social Studies, and Language Arts will work together to interrelate subject-specific concepts through the common framework of South Carolina Studies. Forty-eight teachers will have received three units of graduate credit and will have served as project leaders in their own school settings. Approximately 100 teachers and media specialists will have been involved in using exemplary standards-based curriculum materials in their own classrooms. These teachers should serve as catalysts to promote inquiry-based instruction and team teaching strategies in their schools, which should lead to improved student interest and comprehension of topics as well as improved test scores in all subject areas. Assessment data will have been analyzed and reviewed, and the results summarized in published reports. The most important outcome, however, is that these teachers and ultimately their students will have developed an enhanced appreciation for the natural and human history and the diversity of the cultural and natural landscapes of their own state.

**Abstract 3**



**Project Title:** Richard W. Riley Summer Institute for Teachers of Government  
**Project Director:** Liz Smith; Furman University

The Richard W. Riley Summer Institute for Teachers of Government is an intensive two-week program designed to provide professional development for South Carolina government and social studies (and related subject areas) teachers. Teachers spend one week during the summer living and studying at Furman University. Teachers take courses with Furman faculty members in the Department of Political Science. The courses are designed to enhance the content knowledge of these teachers and to provide the teachers with the opportunity to learn new, innovative and engaging approaches to the study of government (and related areas). The second week of the program is spent in Washington, D.C. with two members of the Furman faculty. In Washington, D.C., teachers meet with members of Congress, non-governmental activists, and members of the education policy-making arena. They also will visit important historical sites for the study of social studies and government.

This grant application is to support a partnership between Furman's Department of Political Science, Department of Education, the high-need local education agency, Florence 3 County District Schools, Lake City High School, Southside High School, and Woodmont High School. The grant funds would be used to support the participation of these schools and their teachers in the Richard W. Riley Summer Institute for Teachers of Government. In this application, we review the research regarding the need for such a professional development opportunity for teachers. We review the specific needs of each of the participating high-needs partners. We also review the goals and objectives of this project and how these goals and objectives will be measured. Ultimately, we see this project as being important to improving student academic achievement in South Carolina in the area of social studies and government.

**Abstract 4**

**Project Title:** Discovery-Based Physical Science Laboratory and Demonstration Experiments for Teachers; **Project Director:** Gary Blanpied; USC-Columbia

The project will be a collaboration between USC faculty in the College of Science and Mathematics, the College of Education, and teachers mainly in the following school districts Richland One, Darlington, Sumter 17.. Teachers from schools districts in the thirteen hubs that make up the South Carolina Statewide Systemic Initiative will be invited to fill any open spaces after an initial one-month-enrollment period. In a previous project, funded in 2001-2002, the content of the existing course PHYS787 was modified to train 22 teachers to use guided-discovery laboratory experiments that will assist 9<sup>th</sup> grade physical science students to meet the state and national science standards. The course met at USC for two weeks in July 2002 and about once each month from August 2002 until January 2003. The emphasis was on experiments and assessment linked to the science standards. During the two weeks in July the teachers discussed demonstrations and their use in their classes and each teacher performed about 9 "inquiry-based" laboratory experiments that are relevant to the topics listed in the standards. Teachers worked on materials for students and support material for teachers, which is being posted on the web. At each of the monthly meetings we discussed the implementation of inquiry-based laboratory experiments and additional activities such as physics day at the SC State Fair. The teachers implemented some of the materials into at least one class in the 2002-2003 school year. We are obtaining data on the teachers' methods and utilization of the materials in their 9<sup>th</sup> grade classes. We propose to expand this to offer one section for 24 teachers at USC Sumter in June, 2003 and two concurrent sections at USC Columbia in July, 2003, with additional monthly meetings. This project will pay the cost of three contract courses, the creation of computer-based data analysis and assessment, stipends for 3 master teachers of physics and chemistry and three physical science teachers from the previous course, who will assist the USC professors in the classes and about \$300 in laboratory equipment for each participant in the course and \$25 for each participant in the workshop. \$300 (each) in laboratory equipment is requested for 6 pre-service teachers who will participate through a concurrent regular-tuition section. The cost of three lap-top computers and supplies will help with the problems of teacher access to the web-materials during the course and the cost of expendable chemicals. The matching commitment from the College of Science and Mathematics and The Department of Physics will go towards some of the cost of the workshop. \$1,000 is requested to pay workshop presenters. Depending upon district policy, any stipends or travel costs for participants will be paid directly to teachers by their district and not by this grant.

**Abstract 5**

**Project Title:** Praxis Preparation Project; **Project Director:** Lienne Medford; Clemson University

The Praxis Preparation Project (PPP) seeks to increase Praxis I, Praxis II, and PLT scores in several vital areas and among several special needs populations. As ETS scores are a mandatory part of state teaching licensure, failure to achieve pre-set cut-off scores prevents a candidate from achieving licensure or, as will soon be the case in middle grades (5-8) in South Carolina, being classified as "highly qualified."

The first emphasis of the PPP is to provide in-service teachers with the information necessary to take the PLT 5-9 and any of the four content area middle grades exams they wish to attempt to gain permanent licensure in that field. The South Carolina Department of Education is presently determining various routes to permanent certification in middle grades. Preliminary proposals all include candidates taking one or both the PLT and Praxis II. The only exception is if a candidate chooses to pursue National Board for Professional Teaching Standards certification in a content area at the middle grades level. The PPP will provide in-service workshops at no cost to its partners, Anderson 1 and Anderson 5. In return, the districts will monitor the success of teachers who attend the workshops and then take ETS tests covered by the workshops. Since no one in South Carolina has taken these tests before, there are no statistics at present to show how candidates have done on these tests.

The second emphasis of the PPP is Praxis I exams. The *Call Me Mister* project seeks to place 50 African-American males in South Carolina's elementary classrooms a year, beginning in 2004 when its first cohorts graduate. Internal program statistics show that only 40% of candidates pass all three sections of the Praxis I the first time they take the test. An additional 20% pass at least one part of the test the first time. Additional measures are necessary to assure the program's goals. The *Call Me Mister* Summer Praxis Camp will bring 60 candidates, 20 from each of three historically black collaborating colleges involved, to Clemson for special assistance and mentoring aimed at achieving a passing score on all three parts of Praxis I.

Mentoring will be provided by employees of Anderson 1 and 5, thus allowing opportunities for continued relationships and possible future employment. As these districts are approximately 40% African-American, they are excited by this prospect.

Other populations also need assistance with Praxis I. The Advising Centers for Health, Education & Human Development; Architecture, Arts & Humanities; and Student-Athlete Enrichment Programs all have students who need information about and assistance preparing for Praxis I. A disproportionate number of those candidates needing help are minority students. Students cannot proceed to the professional level in the School of Education without passing scores on Praxis I. The PPP will provide pre-service workshops and tutoring for students who need extra help. Software and practice books will also be purchased and made available through the three Advising Centers.

**Abstract 6**

**Project Title:** Solving Problems in Math-Enhancing Content Knowledge and Pedagogy of Middle School Teachers; **Project Directors:** Beth Green Costner & Barbara Blackburn; Winthrop University

Most middle level teachers are certified secondary (7-12) or elementary (1-8). Particularly at grades six and seven, most teachers are elementary certified, and do not have a strong content background in the subject they teach. Under the recently approved *No Child Left Behind* (NCLB) legislation, all teachers must be qualified to teach in their subject area no later than 2005. Middle level math teachers who hold elementary certification in South Carolina will need assistance in upgrading their content knowledge to meet the new guidelines for qualification. Teachers at middle schools in two districts designated by the State of South Carolina as high need/low performing (Chester County and Fairfield County) will be the target of the NCLB professional development opportunity, "Solving Problems in Math—Enhancing Content Knowledge and Pedagogy of Middle School Teachers" The leadership team (two mathematics faculty from the College of Arts and Sciences and two middle level faculty from the Richard W. Riley College of Education) will provide math graduate degree credit courses for middle school teachers to enhance teachers' content knowledge and on-site coaching and follow-up during the school year. The courses will cover content specific to state content standards, and will also prepare teachers to pass the middle level PRAXIS II content exams. Additionally, throughout the program, teachers will enhance their content knowledge through the use of technology and demonstrate the use of technology in their classrooms to improve student achievement. Effective assessment strategies will be integrated throughout the proposed program. Although all teachers will benefit from enhanced content knowledge, which, in turn, should lead to increased student achievement; middle school teachers who do not have current middle level certification will also benefit from the preparation to pass the PRAXIS II content area exam. For each of two years, during late May and early June (immediately after the school year ends), teachers will attend an intensive, two-week content course. Teachers will meet for four hours per day for two weeks (ten days at four hours each for a total of 40 hours). During each school year (starting with 2003-2004), teachers will utilize the content knowledge learned during the summer course to enhance their instruction and impact student achievement. Peer observations, coaching, observations from the leadership team, and three Saturday sessions for sharing and follow-up are part of the program. Finally, teachers will develop additional PACT-like questions for use in their classrooms. A combination of quantitative (PRAXIS II middle level math test) and qualitative (observations, focus groups, document collection) methods will be used for evaluation.

**Abstract 7**

**Project Title:** The Carver Junior High School S.T.A.R. (Students that are Rising) Program; **Project Director:** Kelly Harrison; Converse College

Carver Junior High School is an urban school located in downtown Spartanburg School District No. 7. The school serves students in grades 7, 8, and 9. The student body is diverse with respect to race and economics. Based on the 2001-2002 school year the racial composition is as follows: 478 African-Americans, 123 Caucasians, 29 Asian-Pacifics, and 1 Hispanic. The gender composition, based on 2001-2002 statistics, is 327 males and 268 females. Students may apply for free or reduced lunch based on family income. Based on 2002-2002 statistics, out of an enrollment of 631 students 332 students receive free lunch, 50 receive reduced lunch, and 245 pay full price for lunch. The Palmetto Achievement Challenge Test (PACT) has been administered since 1998 to seventh and eighth graders. The results based on performance for the school year 2001-2002 classified Carver as a below average school. The data below displays the English/Language Arts and mathematics scores for the past few years. Carver has seen some improvement. However, in order to meet the standards set in The No Child Left Behind legislation, some radical changes must occur in the programs offered to the students. The purpose of this project is to increase the percentage of Carver Junior High School students scoring basic and above by providing a unique and interesting program.

This project was developed after researching high-performing, high-poverty schools. Low income does not mean low performing. Students in low-income schools often deal with obstacles. They have a tendency to bring in baggage from the outside. With certain schoolwide strategies in place, all schools and all students can be high performing. In a recent study, *Dispelling the Myth: High Poverty Schools Exceeding Expectations*, the Trust listed characteristics of high-poverty, high-performing schools.

The following is an outline of the three years of the project:

#### **Year 1 (2003-2004)**

- ◆ Saturday Academy (4 Saturdays) – 60 students
- ◆ Read 180 (after school 4 days a week for 30 weeks) – 30 students
- ◆ Hand On Math Workshops – 4 workshops
- ◆ Tutoring (after school 4 days a week) – 30 students

#### **Year 2 (2004-2005)**

- ◆ Saturday Academy (6 Saturdays) – 80 students
- ◆ Read 180 (after school 4 days a week for 30 weeks) – 30 students
- ◆ Cool Science Labs Workshops – 4 workshops
- ◆ Tutoring (after school 4 days a week) – 30 students
- ◆ Barrier Island Environmental Program (7<sup>th</sup> and 8<sup>th</sup> graders) – 80 students

#### **Year 3 (2005-2006)**

- ◆ Saturday Academy (8 Saturdays) – 100 students
- ◆ Read 180 (after school 4 days a week for 30 weeks) – 30 students
- ◆ An Historical Perspective: Carver Style Workshops – 4 workshops
- ◆ Tutoring (after school 4 days a week) – 30 students
- ◆ Barrier Island Environmental Program (7<sup>th</sup> graders only) – 40 students
- ◆ The History of Charleston Tour (8<sup>th</sup> graders only) – 40 students

**Abstract 8**

<b>Project Title:</b> USC Aiken/USC Salkehatchie/Aiken Tech Partnership to Prepare Para-professionals for Education Careers (PEC); <b>Project Director:</b> Jeff Priest; USC-Aiken
<b>Statement of Need</b> With the reauthorization of the <i>Elementary and Secondary Education Act (No Child Left Behind (NCLB))</i> the school districts of Aiken, Allendale and Hampton 1 are in need of help in providing training to their paraprofessionals to meet the guideline. There are over 100 paraprofessionals in these school districts and approximately 75% do not meet the "highly qualified" definition.
<b>Funding Priority:</b> Because of this need, USC Aiken, USC Salkehatchie, Aiken Technical College, Allendale County Public Schools, Aiken County Public Schools and Hampton School District 1 propose to form a partnership to address the following priority provide assistance to paraprofessionals in becoming highly qualified by 2005-2006.
<b>Project Goal and Objectives:</b> <u>Goal:</u> Increase student achievement by providing training to paraprofessionals who work with underachieving populations of students. The objectives for the project are to increase paraprofessional skills and knowledge in written and oral communication, mathematics, science, social studies, and pedagogical content.
<b>Project Activities:</b> <i>A team consisting of district representatives and faculty from the arts, sciences and education from the IHE's will design, deliver and evaluate a 60 semester hour curriculum that will prepare the paraprofessionals to help classroom teachers increase student achievement. The team will decide which courses are appropriate, decide on the content, and ensure that content delivery is similar on all three campuses. An outcome of this curriculum will enable the paraprofessional to matriculate into a 4-year education program at USCA with a loss of no credits. The goal is to offer the courses on a schedule that meets the paraprofessionals needs and enable them to complete the 60 hours by 2005-06.</i>
Two cohorts of 20 paraprofessionals each will be selected and begin the program August of 2003. One cohort will attend ATC and one will attend USC Salkehatchie. Monthly meetings will be held both onsite and via v-tel to provide support to the paraprofessionals. Each meeting will have a specific focus aimed at the paraprofessionals.
<b>Population Served:</b> Over the 3-year period, 80 paraprofessionals will be served. The three school districts served have approximately 13,483 3 <sup>rd</sup> -8 <sup>th</sup> grade students of which 53.2% are on free/reduced lunch and 43.2% are African American.
In the three participating school districts, 13,483 students took the PACT exam (grades 3-8) in 2002. Of these students 53.2% received free/reduced lunches. Forty-three percent (43.2%) of grade 3-8 students are African American.
<b>Expected Outcome:</b> As a result of the project, 100% of the participants will meet the NCLB "highly qualified" definition. As a result of this, it is hoped that this translates into higher student achievement.
<b>Project Evaluation:</b> The Ruth Patrick Science Education Center will be contracted to conduct the project evaluation. Through multiple assessments (surveys, tests, observations) the assessment team will look for improved knowledge/skills and teaching impact of participating paraprofessionals on student achievement.
<b>Project Director</b> Dr. Jeff Priest, Head of the School of Education will be the Project Director. USCA will provide a one course release time each semester for him to direct the project. For the past 10 years Dr. Priest has been a co-PI for the South Carolina SSI and has acted as its Associate Director for the past five years.
<b>Abstract 9</b>

<b>Project Title: Making Meaningful Mathematics a Reality; Project Director: Valerie Duarte; University of S.C. Spartanburg</b>
This proposal is aimed at promoting universal access to high standards of learning, providing support for all students to reach those standards, and creating bridges between mathematics teachers in grades 5-8 and in post-secondary institutions that will facilitate effective implementation of the South Carolina Mathematics Curriculum Standards. Specifically, the project goals are to
<ul style="list-style-type: none"> <li>• provide opportunities for teachers to critically reflect on mathematics teaching to construct a vision for effective mathematics instruction aligned with the National Council of Teachers of Mathematics and South Carolina Mathematics Curriculum Standards;</li> <li>• enhance teachers competency in mathematics content relevant to South Carolina Mathematics Curriculum Standards.</li> <li>• connect the cultural community outside the school to mathematics instruction through creating and implementing culturally rich mathematical tasks through teacher written lesson plans</li> </ul>
The plan is comprised of the following four major components:
(1) Professional development workshops to provide experiences for teachers where they will reflect on instruction for the purposes of improvement;
(2) Professional development workshops during the summer and academic year to increase content knowledge in the area of mathematics;
(3) Creating collaborative lesson plans aimed at promoting success for all learners of mathematics and drawing from students' experience and culture; and
(4) A mentoring program to increase opportunities for analysis and reflection of teacher performance during the academic year.
The sustained impact and expected benefits of this proposal will result in the formulation of program changes designed to raise academic standards for all students and to increase student success rates in mathematics at 5-8 grade levels.
<b>Abstract 10</b>

**Project Title:** Marion District 7 Teaching and Learning Improvement Project; **Project Director:** Susan Schramm; University of South Carolina

The University of South Carolina, in partnership with Marion School District Seven propose the "Marion District Seven Teaching and Learning Improvement Project." The University of South Carolina and Marion District Seven have had a partnership with the Gear Up Program since 2000. This program has demonstrated success and the ongoing partnership and relations developed will be instrumental in assuring the success of this project. Additionally, we will continue collaboration with the Pee Dee Science/Math Hub and the Anderson Oconee Pickens Hub, both regional organizations of which are most innovative in the development of math and science teacher quality.

The program proposes to improve teaching and learning in math and science in Marion District Seven. This District is rural, isolated, at-risk, and in one of the most impoverished areas in the state, ranking lower than most similar at-risk schools in terms of students attaining Basic ratings on PACT scores. The District also ranks lower than most at-risk districts in rates of teachers and principals retained. The program proposes to provide training and mentoring to teachers to improve quality in math and science. Teachers will receive an intense Summer Institute workshop in a specialized area each summer of the program. Expert faculty from the U.S.C. in math education and science education will hold workshops in the District for math and science teachers, paraprofessionals, and other interested in cross-training for a new discipline. Additionally, the U.S.C. faculty will serve as mentors to the teachers. Two contract courses will be held each year of the program in math and science. The result is expected to be an improvement of teacher quality, retention of teachers, the number of teachers attaining master's degrees, the number of teachers attaining certification in math and science, and new teachers intending to pursue this certification. The project will also receive the assistance of the two Hubs that collaborated on it. Since Marion is in the Pee Dee Regional Math/Science Hub, the prospects for dissemination of the results of the research design are substantial.

The teaching and learning quality will be improved through the introduction of the science and math kits into the curriculum. This curricular innovation has been proven to be highly effective in similar at-risk districts. The science kits will be targeted mostly to middle school and early high school. The math kits have just been tested nationally and the District will be among the first in the state and nation to use them in grades K-5. The constructivist, hands-on nature is important since research show this mode is most best suits the learning styles of females and African Americans, who constitute 93 percent of the District's students.

The result will be improved teacher quality through knowledge in emerging modes of teaching and learning, increased retention, increased attainment of certification and graduate degrees, and the motivation of new teachers to pursue certification. The benefits measured for learning will be found in increased levels of students attaining Basic scores on the PACT achievement test. The project's research design is fertile for dissemination state-wide.

**Abstract 11**

<p><b>Project Title:</b> Enhancing Upper Elementary and Middle Grades Science Teacher Pedagogical and Content Knowledge; <b>Project Director:</b> Stephen Thompson; University of South Carolina</p>
<p>The purpose of this project is to enhance participants' knowledge of science content and pedagogy at the upper elementary and middle grade levels. The proposed project involves three phases. Each of these phases emphasizes collaboration and teacher training in research-based methods of instruction related to using local resources, the Nature of Science, scientific inquiry, technology, and education standards. Participants will engage in a series of activities designed to model explicit instruction related to each of these areas, collaboratively develop units that incorporate these activities across their curriculums and engage in professional development activities in which participants share these learning experiences with their peers.</p>
<p>The first phase of this project involves participation in a course designed to develop content and pedagogical knowledge, and demonstrate effective science teaching related to each of the areas identified below. Participants will work with a scientist and a science educator to examine ways that local resources, the Nature of Science, scientific inquiry, and technology can be integrated into explicit science instruction at the upper elementary and middle school levels.</p>
<p>The second phase involves teachers creating individual curriculum maps and units of study that incorporate course activities into new or existing units of instruction. Participants will align these units with state and national science education standards, share them both within and across grade levels, and revise them based on feedback provided by peers and project staff. This phase supports participating school districts' strategic plans for improving student learning in science.</p>
<p>The third phase occurs during the academic school year after the teachers have begun to implement the units. This phase will be structured so that teachers have opportunities to reflect on the work and revise it with support and feedback from colleagues. This phase will also provide project participants opportunities to engage in various forms of professional development. For example, participants will be supported and encouraged to create professional presentations related to project experiences and share them within home school districts via group presentations and/or on district supported instructional television programs. Participants will also be supported and encouraged to develop and submit proposals based on project work to be presented at the South Carolina Science Council annual conference.</p>
<p>This project intends to improve participants' content and pedagogical knowledge, but also intends to foster and develop a community of learners dedicated to improving science instruction to better facilitate learning by all students. Consistent with the <i>No Child Left Behind Act of 2001</i> (PL 107-110), all of the activities and coursework for this proposal are based on research related to best practices in teaching. Additionally, the activities and coursework correlate with the National Science Education Standards, the South Carolina Science Education Standards, and the South Carolina Standards for Professional Development of Teachers.</p>
<p><b>Abstract 12</b></p>



**Project Title:** Leadership for a New Millennium: District Aspiring Leadership Academy; **Project Director:** Carole de Casal; Winthrop University

The purpose of this project is to address gaps in the professional development of aspiring leaders. This will be done through: 1. *identifying* a cadre of aspiring principals from Poverty Index High Need schools in Chester and Lancaster; 2. *choosing and facilitating* a group of master principals who will act as mentors; 3. *conducting* a series of workshops, meetings, and a summer academy that will focus on the development of the aspiring principals into instructional leaders prepared for school reform; 4. *developing* general leadership knowledge, as well as specific experiences, expectations, and dispositions as an instructional leader within the culture, climate and milieu of the local district; and 5. *providing* a 'Circle of Success and Support' for the aspiring principals throughout four years. The first year of the project provide a foundation of leadership knowledge for the cadre to enter Winthrop University's Leadership Program for two years. Ultimately, by strengthening the abilities of aspiring school leaders early in their careers through supported professional development, learning outcomes for all students will improve

Chester and Lancaster Districts, like most districts throughout the State of South Carolina and the nation, are faced with the challenge of replacing large numbers of retiring principals within a short period of time, while at the same time responding to new demands for high performing schools. Districts are faced with the tasks of identifying, recruiting, and developing cadres of aspiring talented persons into leaders who will lead the reform of human, community, and fiscal resources to facilitate successful student learning in the 21<sup>st</sup> Century. However, to date, little attention has been given at either the district or the university level to mentoring and preparing those who may be aspiring to be principals, the role of the assistant principal, the responsibilities or knowledge and skill base necessary as an assistant principal, or the roles and responsibilities of the practicing master principal in the mentoring or development of the aspiring principal.

The role of the principal has been and is being reconstructed, reformed, reconsidered, and redesigned, albeit reinvented, on a daily basis to meet a wide range of societal expectations. Lest aspiring principals be likened to new wine in old bottles, they must put aside histrionics, spend time and give thought to redesigning their roles as leaders in an evolving system. Reinventing schools requires exceptional leadership, especially from the practitioners who are closest to the action. This is particularly critical to aspiring and new principals during the first three to five years. The real difference between a successful and a 'failing' school may often be traced to the question of how well principals are able to stimulate, motivate and facilitate the energies and talents of teachers, students, and community persons they lead to catalyze this arena referred to as *learning*. Principals of effective schools in the future must rise to a new standard of virtuosity and instructional leadership that was heretofore unknown. There is no room for failure. Professional development programs conducted at the local level may well be the answer leadership seeks. Although not at cross-purposes, university and district professional development programs serve different, complementary purposes. University programs for the development of leaders provide basic content and pedagogy, knowledge and skills. Local programs allow districts to provide direct experiences to address the needs of their (low-performing) schools and community expectations for improvement.

**Abstract 13**

<b>Project Title:</b> Innovative Professional Development for Geography Standards; <b>Project Director:</b> Jane White; University of South Carolina
South Carolina teachers need to expand their body of content knowledge and repertoire of teaching strategies in geography if they are to improve the academic achievement of their students and enable them to do well on the new PACT tests. The proposed project focuses on the teaching and learning of geography so that teachers will be able to use the South Carolina social studies standards to increase their students' academic performance in this core subject. The goal of this project is, "to get serious about standards for both student and teacher performance." To accomplish this, the proposed project has developed an innovative professional development program that includes high-quality training in geography and strategies for teaching geography with intensive, sustained, classroom focused collaborative planning and follow-up such as Japanese research lesson study groups, mentoring and peer coaching and the development of exemplary teaching materials with excerpts of videotapes showing teachable moments. There will be an emphasis on effective use of educational technology as an instructional tool for increasing student achievement.
A four phase model will be used in the professional development process. In the spring there will be a series of needs assessment and planning meetings. Clustering of standards and big ideas in geography will be selected collaboratively. In the summer there will be a summer geography institute. During the first week, Dr. Kovacik will teach map skills and big ideas in geography based on the topics selected during the planning meetings, and in the afternoon Dr. White will model a lesson based on the morning's geography presentation. Each day concludes with the teachers critiquing and revising Dr. White's lesson. During the second week, according to the Japanese research lesson approach, each team of teachers will collaboratively construct an exemplary geography lesson based on the state standards.
In the fall, one teacher from each team pilots the lesson while the other teachers observe the students and take notes. The lesson is critiqued and then all of the teachers teach the revised lesson and then critique and revise it again. Each teacher also serves as a mentor to two other teachers at his/her school as they study what geography instructional strategies work and don't work. During the last phase, pairs of teachers develop and present inservice workshops using the revised lessons which will be published in a geography lessons activity book with an accompanying CD which will contain videotaped excerpts of teachable moments.
This is a three year project. In the first year, second and third grade teachers will expand their body of geography content knowledge and repertoire of teaching skills as they work to improve the academic performance of their students. Fourth and fifth grade teachers will participate in the second year and sixth, seventh and eighth grade teachers will participate in the third year. The proposal gives priority to teachers from high needs, low performing schools in Richland School District One.
Special attention is given to data collection and the evaluation of teacher knowledge and student achievement. Pre and post tests will be developed and given to both the teachers and students. A qualitative study of what happens when teachers construct exemplary lessons based on state standards will be made using observations, discourse analysis of the videotaped lessons and teacher and administrator interviews. Standards defined objective testing (PACT) will be used to assess student achievement. A unique aspect of this project is the development of a digital videobased curriculum library that will provide rich educative references for professional reflection and teacher training. The statewide dissemination of what has been constructed and learned in this project will be based on the mentoring, the development of geography activities books, the inservice presentations and the video library.
<b>Abstract 14</b>

**Project Title:** Increasing Second and Third Grade Teachers' Mathematics Knowledge Using Standards Based Instructional Strategies and Homework Assignments; **Project Director:** Lara Bailey; University of South Carolina

This project is intended to increase mathematics knowledge for second and third grade mathematics teachers using National Council on Teaching Mathematics (NCTM) and South Carolina Mathematics standards. Specifically, a course will be designed for second and third grade teachers that will address NCTM and state standards-based content and pedagogy relevant for second and third grade students and parents. Additionally, teachers will be provided strategies intended to facilitate their abilities to design Interactive Mathematics Homework (IMH) to increase parents' interactions. A workshop will also be designed to increase second and third grade parents' abilities to support students during the completion of standards-based mathematics homework. Richland One Homework Help-line employees will also be trained to assist students during the completion of this homework in the absence of parent involvement. The help-line is primarily staffed by USC students and retired teachers. Additional training and ongoing collaboration is planned for new and current second and third grade teachers and parents over the course of five years. A longitudinal study will be conducted to evaluate the effectiveness of standards-based mathematics training and parent and homework help-line employee workshops for improving teachers' content knowledge, students' mathematics grades, students' PACT mathematics performance and parental involvement. External data analysis will be conducted by the Office of Program Evaluations, which is housed within the College of Education at the University of South Carolina (USC). The external evaluation is deemed necessary to negate any chances of biases in the analysis and interpretation of data.

The courses will be developed during spring and summer 2003 by teams that will include: two USC faculty members, district mathematics coordinators, and second and third grade mathematics teachers. Various forms of technology and innovative mathematics curricula for second and third grade mathematics will be incorporated into the design and development of the course. The teams will revise the course based on the feedback from an external review committee. The course will be taught starting the summer of 2003 and continue each summer throughout the five year project period; the workshops will be held each fall throughout the five year project period.

Workshops will be developed for the parents of second and third grade students, and for Richland One Homework Help-line worker. The workshops are intended to help adults facilitate children's mathematics thinking during the completion of homework. The strategies used will be based on Interactive Homework strategies found in Bailey, Silvern, Brabham and Ross (in press). Richland One's Deputy Superintendent, Dr. Moniuszko, has given the project team consent to train Richland One Homework help-line assistants to assist second and third grade students to complete homework assignments. Mr. Don Doggett, Richland One Homework Help-line coordinator, has also consented to allowing help-line workers to be trained to assist students during the completion of standards-based mathematics homework. This is necessary to bridge any parental involvement gap that might occur during the timeframe of the project.

The structure of the course for teachers will follow recommendations from the principals, second and third grade mathematics teachers, Professional Development standards, South Carolina Mathematics Standards and NCTM standards for second and third grades. Emphasis will be placed on improving second and third grade mathematics teachers' content knowledge in significant areas addressed by these standards and related to the South Carolina PACT, and on improving parent interactions during the completion of mathematics homework. Teachers' pedagogical knowledge related to instructing and motivating second and third grades learners will also be emphasized.

Instruction will be offered two weeks (45 hours) during each summer, starting summer 2003 and ending summer 2007. An additional 30 hours of follow-up training offered during each of the five school years of the project period. The workshops will be offered in three-hour periods, one day a week over the course of 5 weeks during each school year. The class and workshops will be structured to provide participants with opportunities to experiment with and evaluate new methods presented during the project. The assignments will focus on classroom practice and homework in relation to mathematics instruction in second and third grades. Based on feedback from the participants, additional revisions will be made to teach the course. New teachers, parents and home-work help-line workers will be privy to training each year of the five year project period.

**Abstract 15**