

NEWS RELEASE

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Board of Governors for Higher Education
Department of Higher Education
State of Connecticut



FOR IMMEDIATE RELEASE

***Higher Education Department Awards \$437,400 for
Teacher Professional Development
— Nine Projects Funded Under No Child Left Behind Act —***

HARTFORD, March 11 — The Department of Higher Education has approved nine competitive grants totaling \$437,400 for teacher professional development projects led by partnerships of colleges and high-need school districts. The projects, many of which begin this summer, will improve the content knowledge and teaching skills of elementary and secondary public school teachers across the state.

The funds are awarded under the new Teacher Quality Partnership Grant Program which is part of Title II of the federal No Child Left Behind Act of 2001. This program succeeds the higher education portion of the former Eisenhower Professional Development Grant Program, and places new emphasis on content-driven projects led by education, and arts and sciences college faculty working with high-need school districts.

The nine college partners involved in this year's awards are: Central Connecticut State University, Saint Joseph College, the University of Connecticut, Wesleyan University, Western Connecticut State University and Yale University.

“This is a unique opportunity for colleges and universities to be part of the national reform movement, and I am delighted that so many faculty from various disciplines are teaming up to help address school needs,” stated Higher Education Commissioner Valerie Lewis. “As a result, Connecticut teachers have a wide array of stimulating institutes and programs at their disposal, ranging from the latest in interactive math and science experiments to the study of New Haven architecture and history. These projects will have a positive impact on student learning.”

In all, the Department received 22 applications requesting more than \$1.2 million. Of this year's awards, six are in math and science with the remaining three in the arts and humanities. The nine selected projects will enroll more than 400 teachers and impact an estimated 17,000 students.

Proposals were evaluated by two teams which included college faculty, teachers and curriculum specialists. Priority was given to projects supporting state and national curriculum standards, and those meeting the individual needs of local school districts.

Summaries of the nine Teacher Quality Partnership Grant recipients approved for 2003 are attached. For additional details about specific proposals, contact information for the project directors is provided.

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TEACHER QUALITY PARTNERSHIP GRANT PROGRAM

2003 Approved Projects

Total Awarded: \$437,400

CLOSING THE LITERACY GAP: BRISTOL K-12 SUMMER INSTITUTE (\$29,722)

Project Director: Patricia Saylor, Bristol Supervisor of Teacher and Learning (860/584-7083)

Conducted by consultants to the Connecticut Writing Project, this institute will provide a week-long writers workshop for 20 K-12 Bristol teachers. Participants will engage in personal writing, study literacy issues and generate classroom activities. Fall follow-up sessions include a conference at UConn's NEAG School of Education featuring eminent writing and literacy experts. Scheduled summer dates are June 26 – July 2.

BRIDGING LANGUAGE AND CULTURE THROUGH TECHNOLOGY (\$31,263)

Project Director: Paloma Lapuerta, Professor of Modern Languages, Central Connecticut State University (860/832-2884)

This series of six seminars starting next November will help 45 Spanish teachers (35 from New Haven) broaden their awareness of Hispanic cultures and learn ways to incorporate culture into their Spanish language teaching through technology. Teachers will receive three CEU credits from Central Connecticut State University. The seminars will take place during the school year in New Haven.

NORTHEAST CONNECTICUT ASPIRANT LEADERS PROJECT (\$24,068)

Project Director: Debra Siegel, Staff Development Specialist, EASTCONN (860/455-0707)

Open to 25 teachers from Northeastern Connecticut, this project will help them become school leaders and administrators. Co-sponsored with Central Connecticut State University, this project offers field placements, coaching assistance and mentoring along with eight seminars beginning this April on educational leadership issues. Teachers also will learn about effective literacy and math practices for students.

ENHANCING SCIENCE EDUCATION THROUGH A PROFESSIONAL DEVELOPMENT SCHOOL MODEL (\$81,844)

Project Director: Susan Johns, Assistant Professor of Education, Saint Joseph College (860/231-5336)

In this project, Saint Joseph College partners with the John F. Kennedy School in Windsor to conduct a school-wide professional development project anchored in science, math and literacy. Workshops on learning styles, hands-on science experiments and aligning curriculum with state standards and performance-based assessments are planned. The JFK School will become a Professional Development School, serving as a model for best practices and placement site for student teachers from Saint Joseph's.

MARINE SCIENCE FOR MIDDLE AND HIGH SCHOOL TEACHERS (\$32,100)

Project Director: Howard Weiss, Director, Project Oceanology (860/445-9007)

The inviting waters of Long Island Sound provide the setting for this three-week institute for 20 teachers interested in bringing marine science into their classrooms. Starting in July, teachers will conduct science experiments onboard Project Oceanology's research vessels and in their science labs. Follow-up sessions led by UConn faculty at Avery Point will help teachers adapt this new knowledge for classroom use. They will earn six graduate credits from the University of Connecticut.

HARTFORD ELEMENTARY SCIENCE PROFESSIONAL DEVELOPMENT PROJECT (\$68,896)

Project Director: Wilma Toney, PIMMS (860/685-6456)

This five-day science institute, planned for this June, is designed for 75 elementary school teachers from Hartford. Sessions will focus on science instruction, best practices and how to use assessments to measure student knowledge and to inform teaching practices. A new set of assessment instruments based on state frameworks and Hartford's science curriculum will be developed and implemented at each grade level as part of this project. Teachers will earn two graduate liberal studies program credits from Wesleyan University.

HARTFORD NUMERACY COACHES LEADERSHIP ACADEMY (\$42,523)

Project Director: Dan Dolan, PIMMS (860/685-6455)

Thirty Hartford elementary school teachers will be trained to become numeracy coaches in this project's five-day June institute and three full-day sessions during the school year. Topics will focus on number sense, estimation, fractions and proportional reasoning. Teachers will also benefit from 17 days of on-site coaching and mentoring, and will receive three graduate credits from Wesleyan.

MATHEMATICS CONTINUOUS CONTENT IMPROVEMENT INSTITUTE (\$61,639)

Project Director: Lynne Clark, Dean of Education (203/837-9500)

Mathematics and education faculty from Western Connecticut State University will conduct a four-day institute in June for 30 elementary school teachers and six principals from Danbury public schools. Sessions will use highly interactive learning activities to increase math knowledge and apply this knowledge to classroom use. Participants will receive stipends and a generous supply of resource materials.

NEW HAVEN CULTURAL LANDSCAPE TEACHER PROFESSIONAL DEVELOPMENT PROGRAM (\$65,666)

Project Director: Otherine Neisler, Associate Director, Yale Teacher Preparation Program (203/764-8308)

This program is designed for fifth grade teachers in New Haven. Through workshops, meetings and institutes, teachers will increase their knowledge of New Haven architecture and history, gain skills for using primary documents, and develop inquiry-based instructional design techniques aligned with state standards and assessment criteria. Teachers will receive stipends, CEU credits and instructional materials. Workshops begin in August.