

## Funded Projects for 2010-11

The following projects are being funded by subgrants awarded to the sponsoring institutions by the University of Wisconsin System. Funding for this program is provided by a grant to the University of Wisconsin System by the U.S. Department of Education under ESEA Title IIA Higher Education Professional Development Program. These Wisconsin Improving Teacher Quality project activities will take place during the summer of 2010 and the 2010-11 academic year.

For further information contact the director of an individual project or Phil Makurat, Wisconsin ESEA Improving Teacher Quality Program Coordinator, at 262-215-4616 or makuratp@uww.edu.

Information for each project is listed in this order:

Institution of Higher Education  
Project Title  
Grade Level  
Project Director (e-mail address)  
Local Education Agencies (LEAs) Involved  
Brief description of the project

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Project: Sound the ALARMS! (Adolescent Literacy Achievement Requires Multi-level Support)

Project Director: Lisa Ameson, CESA 5 [amesonl@cesa5.k12.wi.us](mailto:amesonl@cesa5.k12.wi.us)

Participating LEA's: Almond-Bancroft, Auburndale, Cambria-Friesland, Fall River, Lodi, Montello, Necedah, New Lisbon, Pardeeville, Pittsville, Port Edwards, Portage, Princeton, Randolph, Reedsburg, Rio, Rosholt, Tri-County, Wautoma, Westfield, Wild Rose, and Wisconsin Dells.

High needs LEA partner: Bowler School District

This three-year project includes high quality professional development for 6-12 grade teachers and building administrators in the areas of 1) comprehension, 2) writing, and 3) technology to improve student engagement, as well as support in college/work readiness, the 21st Century Framework of Skills and peer coaching/leadership skills. Participants will advance their understanding of effective literacy instructional strategies, improve the quality of classroom instruction for ALL learners, increase their knowledge of state initiatives related to adolescent literacy, and gain leadership/coaching skills to facilitate improvement in their buildings and beyond.

Dates/times of project activities (to be scheduled each year of the project):

Summer institute (5 days--August)

Fall workshop (2 days--October)

Fall Administrative Training (1 day--October)

Spring workshop (2 days--March)

On-site visits—two scheduled per participating school each year

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University of Wisconsin-Madison

Earth Partnership for Schools (EPS) WI RESTORE: Expanding and Strengthening the Schoolyard Restoration-Education Model for Wisconsin.

Grade Level: Kindergarten through 12th Grade

Cheryl Bauer-Armstrong, (cherylbauer@wisc.edu)

LEAs served: Specific High Need LEAS include Milwaukee, Little Chute, Clayton, Hillsboro, Bayfield. All LEAS and the 76 districts currently implementing EPS

School-wide teams of K-12 teachers with regional support staff from UW-System Education and Science Departments and environmental educators will participate in a professional development graduate-level leadership institute at UW-Arboretum and continue education through 3 new EPS Regional Facilitating Centers and 3 existing EPS Facilitating Centers.

Through EPS Leadership and Regional Institutes, teachers will infuse new teaching techniques into science, math, language arts and other core subjects and experience activities aligned to state standards that involve students in inquiry-based problem solving. Teachers will benefit from EPS Facilitating Centers' technical and professional expertise, team building, staff development, curricular support, and networking opportunities. College and University faculty and environmental educators will learn the EPS approach to high quality teacher professional development including content, process, student driven learning, adult learning guidelines, leadership development and group process skills.

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University of Wisconsin-Green Bay

UW-Green Bay/Einstein Project Science Education Institutes

Grade Level: K-5

Scott Ashmann, (ashmanns@uwgb.edu)

LEAs served: School districts in Northeast Wisconsin

Participants will engage in a summer science education institute to enhance their science content knowledge and learning new ideas and skills related to science teaching, student learning, and assessment to then design a new science unit or re-design an existing science unit based upon the concepts and principles addressed during the summer institute.

The science content knowledge of the participants will be enhanced, along with their knowledge and skills to teach science using an inquiry-based approach.

Dates and Times of Project Activities: Summer institutes will occur in early August. Implementation of a newly designed or re-designed science unit will occur during the subsequent academic year.

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Silver Lake College

## Response to Intervention: Developing Expertise

Grade Levels PK-8

Director: Chris Castillero [ccastillero@cesa7.k12.wi.us](mailto:ccastillero@cesa7.k12.wi.us)

LEA partners: Ashwaubenon School District, Bowler School District, Green Bay Area Catholic Education System, Merrill Area School District, Wrightstown School District, Cooperative Educational Services Agency # 7

This three-year project will advance participating elementary schools toward learning, adopting and implementing the Response to Intervention (RtI) conceptual model applied to mathematics instruction.

The instructional staff members and leadership of each school will learn the RtI process and adapt it to their school as well as investigating and implementing content and pedagogy necessary for mathematics.

The two-week, 80 hour summer institutes will occur during the first two weeks in August each year of the three years; the day-long conferences will take place on two Saturdays, one in the fall term each year and one in the spring term each year.

The project will begin on March 1, 2010 and conclude on March 31, 2012

This project will serve 45 participants comprised of in-service PK-8 teachers, paraprofessionals, guidance counselor, elementary or middle school principals.

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## University of Wisconsin-Platteville

Increasing Self Regulation and Knowledge in Language Arts and Math

Grade Levels: PK-2

Director: Gwen Coe [coe@uwplatt.edu](mailto:coe@uwplatt.edu)

LEA Served: CESA 3 & CESA 4, Weston, Hillsboro, Cassville, and Beloit

Participants will attend college credit courses on improving children's self regulation through structured Language Arts and Mathematics Activities in Pre K-Grade Two. Participants will also improve their own knowledge of Language Arts and Mathematics. Participants will return to their school districts to provide mentoring to other teachers. Participants will learn the best practices for assisting their students to achieve higher mental competencies because of self-regulation (focused attention, working memory and cognitive flexibility). Fifteen (15) model teachers from previous cohorts have been identified and will each receive in classroom professional development to deepen their understandings and practice so they may serve as models for new teachers in CESA 3, CESA 4 and the State. Twenty five (25) new teachers will participate in credit course work. District administrators will receive in-service May, 2010. Dates and Times: For 25 new teachers, there will be a 5 day course in July 2010, a 1 day course in October 2010, a 1 day course in February 2011, and 5 day course in summer 2011 for a total of 12 days. There will be classroom observations and technical assistance during the school year by project staff.

The project is a one-year project.

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University of Wisconsin – Whitewater

Building a Community of Mathematics Educators Through Lesson Study

Grade Level: K – 8

Directors: Fe Evangelista, ([evangelf@uww.edu](mailto:evangelf@uww.edu)), William Mickelson, ([mickelsw@uww.edu](mailto:mickelsw@uww.edu))

LEAs served: Aldrich Middle School, Beloit; Milton West Elementary, Elkhorn School District, other LEAs in Southeastern Wisconsin

A summer workshop on one of two content areas - Data and Probability or Algebraic thinking –and learning to conduct lesson study, and implementation of at least 2 study cycles during the year.

Participants will increase their strategies on how to incorporate statistical thinking or algebraic thinking in the curriculum, improve teaching through participation in lesson study teams, and broaden their perspectives on mathematics education through collaboration.

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University of Wisconsin – Oshkosh

Closing Math Achievement Gap (CMAG) for Native Americans

Grades K-12

Judith Hankes, ([hankes@uwosh.edu](mailto:hankes@uwosh.edu))

LEAs served: Bowler; Menominee Indian, Lac du Flambeau, Seymour and Wisconsin school districts

Each year, the CMAG Project will feature 10 days of face-time workshops with math instructors, plus 3 days of on-site classroom visits from those instructors.

Participants will also develop and implement lesson plans and units that incorporate Cognitively Guided Instruction (CGI) principles covered during summer workshops. Project activities will increase participant teacher knowledge in math content, process and formative assessment that align with national and state math standards, and with PI 34 standards. Participants will become skilled with applying CGI principles designed to provide more culturally appropriate math instruction to learning disabled and other Native students who struggle with more traditional math instruction.

The project will enroll 20 teachers from the partnership LEAs (and other LEAs if slots remain available), primarily special education teachers who

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University of Wisconsin – Oshkosh

Science Teaching through Universal Design and Inquiry (STUDI)

Kindergarten through 12 Grade

Directors: Reynee Kachur, [kachurr@uwosh.edu](mailto:kachurr@uwosh.edu); John Lemberger, [jlemborg@uwosh.edu](mailto:jlemborg@uwosh.edu); Peter Meyerson, [meyerson@uwosh.edu](mailto:meyerson@uwosh.edu); and Stacey Skoning, [skonings@uwosh.edu](mailto:skonings@uwosh.edu)

LEAs served: Oshkosh, Omro, and Neenah School Districts and other districts upon request.

Teacher teams of regular and special education teachers will participate in a science professional development opportunity to coordinate and collaborate on the development of differentiated science inquiry units that are inclusive of all students. By participating in this program, teachers will learn the five steps of inquiry as presented in the National Science Education Standards and their importance to scientific literacy; enhance their science content knowledge; use the principles of universal design for learning to differentiate inquiry-based science units appropriate for all students in their classes, including students with disabilities; improve their attitudes and beliefs about the ability of students with disabilities to learn through inquiry-based science instruction; and help their students with disabilities close the achievement gap.

Dates and Times: 1 full week in the summer (i.e. August 16-20), two weekend sessions in the fall (October 16) and spring (March 26), and two follow-up sessions in the participant classrooms (to-be-determined by classroom teacher).

Number of participants: 30-45 participants.

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University of Wisconsin - La Crosse

Using the Local Environment to Integrating Mathematics with Non-Fiction Writing to Enhance Student Learning

Grade Level: 4th-8th grade

Dr. Jennifer J. Kosiak (kosiak.jenn@uwlax.edu)

Bonnie L. Jancik (Jancik.bonn@uwlax.edu)

LEAs served: Open to all Wisconsin LEAs, priority to La Crosse School District and highneed districts.

Thirty teachers complete an 18-credit technology-supplemented curriculum that uses the local environment as the vehicle to provide integrated, inquiry-content and pedagogy training in mathematics and non-fiction reading and writing. will also be immersed in differentiated teaching strategies.

Participants will: 1) increase content knowledge in mathematics language arts; 2) receive pedagogical training for integrating writing and reading comprehension strategies into math instruction; 3) apply pedagogical knowledge through implementing classroom accommodations for students with diverse learning needs; 4) enhance reflective practice via the development and implementation of action research plans.

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University of Wisconsin-Madison

Inquiry for the 21st Century (Inquiry 21)

Grade Level: 4-5

Hedi Baxter Lauffer (hfbaxter@wisc.edu)

LEAs served: Madison Metropolitan School District, Delavan-Darien School District

Inquiry for the 21st Century is a professional development model for science education leaders and teachers working collaboratively to support inquiry science teaching and learning with students in grades four and five.

Teachers and supporting administrator participants will engage in a 4-day summer institute, using a collaborative lesson study approach to align a science inquiry from their existing curriculum to implement with facilitated online support in fall, including ongoing inquiry teaching support through the school year.

Participants, both teachers and collaborative teams of district science leaders and STEM / STEM education faculty, will benefit from engaging in networked and integrated professional learning communities with a shared goal to understand and be able to effectively implement science inquiry to support learners' understanding of science concepts, the nature of science and science inquiry as described by the *Wisconsin Model Academic Standards*, using the critical thinking skills called for by the *Partnership for 21st Century Skills*.

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University of Wisconsin-Milwaukee

Mathematics Fellowships for Middle Grades Teachers: Strengthening Teachers' Content Knowledge and Instructional Practices

Grade Level: 5-8

Kevin McLeod ([kevinm@uwm.edu](mailto:kevinm@uwm.edu))

DeAnn Huinker

Henry Kranendonk

LEA Served: Milwaukee Public Schools

Teachers of mathematics in the middle grades will complete a program leading to a MCEA mathematics focus area minor and Wisconsin licensure endorsement by completing up to eight mathematics content courses and a mathematics education seminar, developing a teaching portfolio, and taking and passing the Praxis II middle school content exam.

Participants will increase their knowledge of and proficiency in the mathematics content needed for teaching mathematics in middle grades and will obtain the UWM mathematics minor for MCEA majors, and those participants with a MCEA license or its equivalent will be able to add a mathematics endorsement to their teaching license, thus becoming highly qualified to teach middle grades mathematics under the definition of No Child Left Behind.

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University of Wisconsin-Madison

Science Futures: Developing Teacher Leaders for School Reform

Grade level: Kindergarten-12

Kevin J. Niemi, [kjniemi@wisc.edu](mailto:kjniemi@wisc.edu)

LEAs served: Milwaukee Public Schools, all interested LEAs, statewide

Science Futures is an intensive summer professional development experience with follow-up activities during the academic year for 60 K-12 teachers that emphasizes the dissemination of effective science inquiry teaching skills as well as preparing these 60 classroom teachers for leadership roles within their school, district, and the state of Wisconsin.

Science Futures participants will be immersed in a week of instruction during the summer that will focus their attention on their own pedagogy, their own science content knowledge, and then extend their thoughts to how they can lead reform efforts in their schools, districts and beyond followed by an academic year program for maintaining the Science Futures professional learning community.

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University of Wisconsin-Eau Claire and CESA 10  
Building Connections Through Lesson Study: Across the K-12 Mathematics  
Curriculum, Teacher-to-Teacher; District-to-District  
Grade Level: K-12

Diane K. Masarik ([masaridk@uwec.edu](mailto:masaridk@uwec.edu))

Michelle Parks ([mparks@cesa10.k12.wi.us](mailto:mparks@cesa10.k12.wi.us))

LEAs served: New Auburn and Augusta are the high needs districts that will be involved. Additional districts will be invited to participate.

Participants involved in the grant will complete a full lesson study cycle including researching best practices related to teaching and learning as well as leadership opportunities related to connecting teachers and districts face to face and online. Participants will gain a deeper understanding of mathematics pedagogy and mathematics content from a K-12 perspective.

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University of Wisconsin-Oshkosh  
Enhancing Literacy in Subject Area Classes  
Grade Level: High School Teachers

Dr. Patricia Scanlan ([scanlan@uwosh.edu](mailto:scanlan@uwosh.edu))

LEAs Served: Appleton Area School District, Bowler School District

Teachers will attend two-week summer workshops in 2010, 2011, and 2012, and they will attend follow-up sessions during each of the three academic years. Throughout this time they will participate in and present demonstration lessons, collaboratively reflect on and provide response to these lessons, discuss professional readings, engage in study group work, develop units of study for their students, examine study work samples, reflect on their instruction, and develop and disseminate workshop presentations for district colleagues.

Participating high school teachers will increase their pedagogical knowledge to use reading, writing, and technology in content area instruction. They will develop collaborative learning communities with their colleagues, and they will improve instruction in their respective disciplines. Teachers will also develop their professional knowledge through sharing their improved instructional techniques with district colleagues.

Dates and Time of Project Activities: Two weeks in the summer of 2010 (June 21-25 and August 16-20) and six four-hour meetings during 2010-2011 academic year (the second Tuesday of October, November, January, February, March, and May).

Number of Participants: 25-30

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University of Wisconsin-Whitewater

The Mohican People: Their Lives and Lands – A Curriculum for 4<sup>th</sup> and 5<sup>th</sup> Graders in Shawano Area Schools

Grade Levels: primarily 4<sup>th</sup> and 5<sup>th</sup> grades

Director: Tracey G. Scherr, [scherrt@uww.edu](mailto:scherrt@uww.edu)

Associate Project Director: James Oberly, UW-Eau Claire

LEAs: Shawano School District, Bowler Public Schools; Other Partners include Stockbridge-Munsee Historical Committee and Bowman Performance Consulting, LLC

Participants will participate in a workshop and follow-up seminars to learn and implement the elder written curriculum, “*The Mohican People: Their Lives and Lands*” to teach Native American and non-Native students about the history and culture of the Stockbridge-Munsee Mohican people of Shawano County.

Participants will learn a new curriculum that is designed to meet Wisconsin Model Academic Standards and to help bridge the gap in learning outcomes between Native American and non-Native students.

Dates and Times: One week (June 14<sup>th</sup> – 18<sup>th</sup>), will be an intensive workshop of learning the curriculum and how to teach it to 4<sup>th</sup> and 5<sup>th</sup> grade children. On the second Friday in October, all participants will take part in a seminar to discuss the implementation of the new curriculum. On the last Friday in April, 2011, the participants will gather again discuss the results from the first and second years of teaching the curriculum.

Duration: March 1, 2010 to July 31, 2011

Number of Participants: 30

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Cardinal Stritch University

Title: Empowering Urban Literacy through Collaboration: High-need Schools, High-risk Students, Highly-qualified Teachers, and High-interest Content.

Teaching Grade Level of Participants: Grade Level K4-8

Project Director: Molly Shiffler, Ed.D. ([mollyshi@tds.net](mailto:mollyshi@tds.net))

LEAs the project is designed to serve: The city of Milwaukee urban public, private, choice, and charter elementary/middle schools. With permission from Milwaukee Public Schools, priority will be given to teachers and struggling readers in

Milwaukee Public Schools that are located near Cardinal Stritch Urban Literacy Centers, including our proposed south side location partially funded through this grant.

Activities: In a spring series of 10 3-hour weekly seminars, ten urban teachers from MPS schools will be trained and mentored in literacy assessment and Tier 3 intervention for struggling readers at minimal and basic levels whom they will tutor after school hours in groups of 1-3 through the following school year while translating these successful differentiated intervention strategies and reading resources into their classrooms in a context of experientially-based, learning target correlated science, social studies and art content.

Anticipated benefits include: increased teacher capacity and resources to meet literacy needs of all students including those most at risk; increased student proficiency and self-efficacy in reading; and increased teacher development of students' interest, talents, and positive self-identity in science, social studies, and art through coaching by Cardinal Stritch faculty in these core content areas.

Duration of project: Three years

Number of participants: Per year: 10-12 classroom and LD teachers; 2 literacy coaches and /or principals

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Cardinal Stritch University

K-8 Stem Education and 21<sup>st</sup> Century Skills

Grade Levels: K-8 grade

Director: Joan L. Whitman, Assistant Professor, [jwhitman@stritch.edu](mailto:jwhitman@stritch.edu).

LEA's served are Waukesha School District STEM Charter School and Bayfield School District K-8 math and science teachers.

Participant activities include teacher-directed development and implementation of a STEM lesson plan template for math and science learning targets, intensive professional development and mixed method data collection to measure student achievement.

Benefits to participants include an increase in student achievement and decrease in the achievement gap for district learning targets in math and science through improved content, pedagogy and instruction.

Project activities include Year 1: March 2010 – July 2011: Project selection of leadership and development team (LDT), one day spring session, five day summer institute, fall sessions one week academy and on-line professional development.

Number of participants:

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University of Wisconsin-Oshkosh

4K LEAPS: 4-year-old Pre-Kindergarten Literacy Education and Parenting Skills

Grade Level: Pre K

Lenore Wineberg ([wineberg@uwosh.edu](mailto:wineberg@uwosh.edu))

LEAs Served: Oshkosh Area School District, Menasha School District, North Fond du Lac School District

Participants will focus on current research on emerging literacy skills, production and implementation of classroom modules and improvement of children's achievement, and serving as Early Literacy Community Ambassadors.

Participants will re-examine the theoretical base on which their classroom practices is predicated, morphing existing practice and extending research –based practice into their settings.