

2007-2008 Teacher/Leader Quality Partnerships (TLQP) Program:

Definitions and Instructions for Final Report

Activity

- ◆ Federal Definition: An activity is defined as a distinct event, or as an integrated set of events, in the project's TLQP-assisted program.

A *single* activity could include:

- A series of related meetings with the same set of participants
- A workshop or series of workshops, including follow-up, for a set of participants
- Cohesive, ongoing inservice professional development for a set of participants

Each activity may have a different set of participants and a different focus or objective from the other activities in the program. Thus, if a project provides several different courses for professional development to different sets of participants, each of these courses would be considered to be a distinct activity. Similarly, *unconnected* workshops for different sets of participants would be considered separate activities.

- ◆ Activities in New York State

Most small states and some larger states award their equivalent of TLQP funds to a very small number of institutions who then provide a variety of professional development offerings to different audiences. However, 2003-2008 New York State DDE/TLQP grants were awarded to a variety of institutions to support work focused on a particular set of participants. *In most cases, the different things that a NYS TLQP project does with one set of participants would be considered one activity, although it may often be an activity that has multiple components.* Few of the 2003-2008 TLQP projects proposed to provide more than 5 sets of activities and many, in response to the RFP and subsequent proposal concerns, proposed to provide an intensive set of activities for one set of participants that would be defined as one activity according to the Federal definition.

To determine the boundaries for an activity according to the Federal definition, you will need to consider both the focus of your project and the cohort of participants it serves. A major TLQP objective is to provide long-term, sustained, intensive professional development rather than one-shot workshops; therefore, if your project is in fact a set of supports that helps a specific set of participants to expand their skills and knowledge, it is best to conceive of and to describe it as one activity with several components.

Examples:

- If your project offers a three-day institute during a vacation or long weekend, followed up by 4 half-day sessions during the remainder of the TLQP fiscal year for the same set of participants, this would be considered one activity (and this description of its design should be included in the *Description of Activity Structure and Components* space on Table 1).
- If your project works with the same group of teacher and preservice participants in monthly Saturday sessions, regardless of the different things you do in these sessions, this would be one activity.
- If, in addition to the Saturday sessions for prospective and practicing teachers hypothesized above, your project provided an inservice workshop on curriculum alignment with the New York State Learning Standards for *higher education faculty*, this might be considered a second activity, if it were not specifically related to the Saturday sessions. However, if the workshop had been provided to the group of higher education faculty who assisted you in running the Saturday sessions, the workshop should probably be considered part of the primary (first) activity, a part that gave additional contact hours for this sub-group and sub-session of your project.

Evidence

For the purposes of this report, evidence is defined as objective facts or information indicating that a project's professional development activities are aligned with TLQP standards or that they have had the intended impact. The strongest evidence of impact would be student-related and measurable, such as improved student test scores linked to program activities. Also important would be data on improved student attendance and a decrease in the need for disciplinary measures.

Evidence based on participants' behavior could indicate that participation in professional development brought about a growth in the teachers' knowledge and skills as seen in changes in their actual classroom instruction, with the source for such evidence being observations by evaluators or by the teachers' self-reports on questionnaires, surveys, or other measurement instruments.

If findings are not currently available from evaluations, tests, surveys, or similar data collection, provide other available evidence and discuss how objective data will be gathered in the new program year. **Note: It is important to show the linkage between the professional development provided with TLQP support and changes in teachers' knowledge and skills, classroom instruction, and changes in student achievement.**

IASA

The Improving America's Schools Act, under which the TLQP Program is authorized.

IHE

Institution of Higher Education

Line Number (As found on Tables 3, 4, and 5)

- ◆ In Table 3, group the inservice participants according to their school location, and number each participant in sequence, beginning with the first line of Table 3. The first participant listed on Table 3 would be assigned the identifying Line Number of "1."
- ◆ If any participants fit the categories described on Tables 4 and 5, the sequence of line numbers should be continued from that on Table 3. Thus if Table 4 is used and twenty (20) teacher or other school/district participants are listed on Table 3, the first entry on Table 4 would be Line No. 21.

Participants

"Participants" refers to all those eligible members of the education community who were included in your project's activities. Eligible participants include novice and practicing teachers, prospective teachers and school administrators, higher education/teacher preparation faculty, current school administrators, and any other eligible school staff (see description of school staff below).

- ◆ Probably the single largest group of TLQP participants will be teachers and, for the purposes of this report, participants who are teachers may be prospective, novice, or practicing teachers. At times, the Tables and questions in A-E will ask for disaggregated data about only one of these categories; at other times, the data requested will be about all teachers; and at others, the request will be for data about all participants, regardless of whether or not they are teachers. (For example, item A-1 asks for summary information about teachers only.) Because the various Tables and Sections ask for different information or for information about different categories of participants, **be sure to read carefully the instructions given for each Table or Section.**
- ◆ All participants should be listed on Tables 2, 3, 4 and 5. In Tables 1-2, the role or status of the participants will be indicated by means of the following letter codes:
 - PS = Preservice/prospective teachers
 - N = Novice teachers (those in their first or second year of teaching)
 - T = Teachers (those who have been teaching more than two years)

F = Faculty (only those higher education faculty members whose responsibilities include teaching courses in the teacher/principal preparation program at your institution)

Adm = School or district administrators (principals, assistant principals, department chairpersons, superintendents, etc.)

PA = Prospective administrators

O = Other school or district staff who are education policy decision makers or who work regularly in schools to assist teachers in educating students. This group would include staff developers, guidance counselors, media and computer specialists, teacher classroom assistants or aides, librarians, etc.

In Table 3 the certification status of the participants should be given; possibilities include both the certificates that used to be awarded and the certificates currently being awarded.

- ◆ Note that students, parents and community members are not included as school staff or participants for the purposes of this report, although it is permissible to include them in project activities when appropriate. However, individuals whose only role is that of student, parent, or community member should not be listed on Table 3 or counted as participants in Sections A-E.
- ◆ In two portions of Sections A-E (A-2 and C-2), the information requested on school staff is partially disaggregated; in these instances, some categories of participants are counted separately rather than being included in "Other school staff."
- ◆ Several items throughout Sections A-E ask for counts of participants. The total number of participants in these sections should equal the total number of participants listed on Tables 1-5.

Reporting Period

In the TLQP Program, the reporting period (2007-2008) listed on the cover sheet refers to the period from September 1, 2007, through August 31, 2008.

Report Components

The final project report consists of the following components:

1. Cover page
Complete the cover page, which must be signed by your Chief Executive Officer, your Chief Fiscal Officer, and the Project Director
2. Tables 1-5
Tables 1-5 provide baseline information and should be completed before the remainder of the report. Table 1 (Activity Summary), Table 2 (School Roster), and Table 3 (Teacher and School/District Staff Participant List) should be completed by all projects.
Table 4 should be completed only if the project provided activities for preservice participants, and Table 5 is required only of projects with activities for higher education faculty participants.
3. Sections A-E (quantitative)
The information quantified on Tables 1-5 will be the basis for the responses to many of the quantitative questions in sections A-E. Some questions specific to the Federal TLQP report are related to integrated State IASA reporting, but are not included in the tables.
4. Evidence of effectiveness (a combination of narrative and tabular attachments)
This section should include evidence that the project meets the ten TLQP Standards that were given in this precise form to TLQP projects in the 2007-2008 re-application for TLQP funding. A project that met the requirements of the original RFP for the five-year grant period should be able to provide evidence that it has at least to some degree satisfied all of the Performance Measures linked to these ten Standards.

The evidence cited should show three things: that the project has met these standards, that it has had an impact on the participants, and that it has, through them, improved student academic performance. Some, though not all, of the relevant data is requested in various places in Sections A-D, and the definition of "evidence" (given above on page 2) suggests further information on data that could be included. A discussion and summary of these data should be provided in a narrative that makes clear how each Standard has been met, with appended tables containing supporting details and statistics. The narrative and tables should be included as attachments and labeled with the number of the TLQP Standard(s) that they support.

5. Copy of the FS-10-F

*Send the original of the FS-10-F (your 2007-08 final fiscal report) to NYSED, Grants Finance Unit, 510 EB, Albany, NY 12234. **Also include one copy of the 2007-08 FS-10-F with the Final Report that you send to the TLQP program office.***

The full final report consists of the above five items. Please send **one copy of the FS-10-F** and the **original and one copy of the Final Report** to the TLQP program office, postmarked no later than **October 31, 2008**.

New York State Education Department
TLQP Program
Teacher Development Programs Unit
Education Building Addition, Room 1069
89 Washington Avenue
Albany NY 12234

Albany, NY 12234
(518) 486-6042

**TEACHER/LEADER QUALITY PARTNERSHIPS PROGRAM
2007-2008 FINAL REPORT**

Name of Institution: _____
Campus Name of TLQP Program: _____
Mailing Address: _____

Project #: -

Name of Project Director: _____
Title: _____
Telephone Number: _____ (Area Code) Fax Number: _____ (Area Code)
E-Mail Address: _____

PLEASE RETURN ORIGINAL AND TWO COPIES TO:
TLQP PROGRAM
TEACHER DEVELOPMENT PROGRAMS UNIT
NEW YORK STATE EDUCATION DEPARTMENT
EDUCATION BUILDING ADDITION, ROOM 1069
ALBANY, NEW YORK 12234

Send the original signed copy of the FS-10-F to:
New York State Education Department
Grants Finance Unit
510 Education Building West
Albany, NY 12234

Signatures:

Chief Executive Officer or Designee (Use Blue Ink)

Chief Fiscal Officer (Use Blue Ink)

Project Director

NOTE: IF YOUR GRANT IS FUNDED THROUGH A CUNY/SUNY RESEARCH FOUNDATION, YOU MUST SUBMIT A COPY OF THIS REPORT TO THE APPROPRIATE FOUNDATION LIAISON.

Person responsible for answering questions pertaining to this report.

Name: _____

Telephone Number: _____ (Area Code) _____ Extension

DUE October 31, 2008

PAGE ___ of ___

**Table 1
Activity Summary**

Use one page for each activity; make additional copies of this page as needed. Please note that no program should have more than 5 activities to be reported, most will have less. (e.g. If your project works with the same group of teacher and preservice participants in monthly Saturday sessions, regardless of the different things you do in these sessions, this would be one activity.) If in doubt about what constitutes an activity, review the definition of activity in the Instructions Section.

Activity Format/Design: Indicate the approximate amount of time, as a percentage of total activity time, in which participants were engaged in the types of professional development listed below. Total percentage for all types should equal 100%.												
Workshop/Institute ___ leader presentation ___ practice/inquiry ___ share/discuss ___ other			College Class ___ leader presentation ___ practice/discussion ___ other			Job-embedded Professional Development ___ coaching/mentoring ___ peer observation ___ peer discussion ___ curricula/lesson planning ___ sharing student work ___ analyzing assessments ___ analyzing disaggregated student data				___ Other (specify):		
Narrative Description of Activity Structure and Components (attach additional pages as necessary)												
Subject Area Focus:												
Number of Participants*								Duration of Activity (total of all components)				
PS	N	T	F	ADM	PA	O	Total # of Participants	# of Days	Hours in School Building(s)	Hours in Other Location(s)	Total Hours (Total HRS/Particip)	

* Number of Participants: Provide the number of those who participated in the activity by role or status:

PS=Preservice Teacher
N=Novice Teacher (1st or 2nd year of teaching)
T=Teacher (teaching more than 2 years)

F=Teacher Preparation (Higher Education) Faculty
Adm = School/District Administrator
PA=Prospective School/District Administrator

O=Other School or District Staff

Institution: _____

**Table 2
School Roster**

List alphabetically all schools served by project activities; make additional copies of this page as needed.

School Name/Address	District/BOCES	% of students in poverty according to Census	SURR?		Number of Participants*							Total # of Participants**	
			Yes	No	PS	N	T	F	Adm	PA	O		
TOTAL	-----	-----											

* Number of Participants: Provide the number of those who participated in project activities from or in each school by role. PS=Preservice; N=Novice Teacher (1st or 2nd year of teaching) T=Teacher (teaching more than 2 years); F=Teacher Preparation (Higher Education) Faculty; Adm=School or District Administrators; PA=Prospective Administrators; O=Other School or District Staff.For Total Number of Participants, add the numbers in Columns PS, N, T, F, Adm, PA, and O.

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Table 3
Teacher, Administrator, and Other School/District Staff Participant List

Please group participants by school.

Make additional copies of this page as needed.

Line No.	School Location of Teacher/Administrator/Other Staff					Certification Status**					Number of Professional Development Contact Hours			
	School Name	Participant Name (Do not list college personnel)	Role*	Grade Level(s) Taught	Main Subject Area(s) Taught	Per or Prof	Prov or Init.	Tr B or C	Un or Tem	C T O F	In School Building	On IHE Campus	Other Location(s)	Total Contact Hours
TOTAL***		-----	----	----	-----									

* Role - Indicate role using the following code letters: N=Novice Teacher (1st or 2nd year of teaching) T=Teacher (teaching more than 2 years) ; O=Other School or District Staff; Adm=School/District Administrator.

** Check the certification status of each participant listed who is a practicing classroom novice teacher (N), teacher (T), or administrator (Adm): Per or Prof=Permanent or Professional Certification; Prov or Init.=Provisional or Initial Certification; Tr B or C=Transitional B or C Certification; Un or Tem=Uncertified or has only Temporary Certification; CTOF=Certified but Teaching Out of Field.

*** Please note that the total number of participants per school reported here should equal the number of participants listed for each school on Table 2, columns N+T+O+Adm.

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Table 4
Preservice Teacher/Administrator Participant List

Make additional copies of this page as needed.

Line No.	Participant Name	Class Level*	Name of School(s) Where Placed	Certification Track	PK-12 School Site				Number of Professional Development Contact Hours		
					Assignment(s)		Placement(s)**		In School Building	Other Location(s)	Total Contact Hours
					Grade Level(s)	Subject Area(s)	Intern	Student Teacher			
TOTAL***		----	-----	-----	-----	-----					

* Class Level - F=First Year; SO=Sophomore; J=Junior; SR=Senior; G=Graduate
 ** School Site Placement Role(s): Check all that apply.
 *** Please note that **the total number of participants per school reported here should equal the number of participants listed for each school on Table 2, Columns PS and PA.**

**Table 5
Higher Education/Teacher Preparation Faculty Participant List**

Make additional copies of this page as needed.

Line No.	Participant Name*	Department	Content Area (if applicable)	Number of Professional Development Contact Hours			Total Contact Hours
				On IHE Campus	At PK-12 School Site	Other Location(s)	
TOTAL **		-----	-----				

* Program staff should not be included as participants.
 ** Please note that the total number of participants per school reported here should equal the number of participants listed for each school in Table 2, Column F.

2007-2008 Teacher/Leader Quality Partnerships (TLQP) Program: Final Report Sections A-E

A. Summary

A-1. Indicate the number of TLQP project activities* that focused on each of the following professional development needs during the reporting period. Include each activity only under its major focus. The total number of entries below (in A-1a **and** A-1b combined) should equal the number of activities provided by the project and described in the Activity Summary[ies], Table 1. (Put "0" if none of your activities, as described in Table 1, have the described major focus.)

a)	<u>Focus of Professional Development for Teachers</u>	<u># of Project Activities*</u>
1)	Recruiting potential teachers into preservice professional development	_____
2)	Inservice professional development for teachers to improve their skills and knowledge (including specialization in a new discipline)	_____
3)	Developing learning communities of preservice, novice, and/or experienced teachers in school buildings	_____
4)	Developing learning communities/networks among grade level or subject area groups and/or teams	_____
5)	Supporting certification efforts in a school and/or district	_____
6)	Other foci (specify)	_____
Total Number of Activities:		_____

b)	<u>Focus of Professional Development for Other School Staff</u>	<u># of Project Activities*</u>
1)	Recruiting potential school and/or district administrators into preservice professional development	_____
2)	Professional development for administrators	_____
3)	Professional development for other school staff**	_____
Total Number of Activities:		_____

A-2. Indicate the number of TLQP project activities* that concentrated on the following subject areas during the reporting period. Include each activity only under the major subject area focus. The total number of entries should equal the number of activities provided by the project and described in the Activity Summary, Table 1.

Subject Area Focus	# of Project Activities	
a) Mathematics	_____	
b) Science	_____	
c) English (Reading/Language Arts)	_____	
d) Civics and government (History/Geography/Economics)	_____	
e) Foreign Languages	_____	
f) Arts	_____	
g) Integrated subjects (specify)	_____	
Total Number of Activities:		_____

* See "Definitions and Instructions."

** "Other school staff" here refers to any education policy decision makers or school-based staff—other than teachers and administrators or supervisors—who play a role in assisting teachers, administrators, and students in the school; e.g., school or district staff developers, librarians, computer specialists, guidance counselors, and teacher classroom assistants or aides. (Include information ONLY about participants who are educators. Do NOT include students, parents, or community members.)

Institution: _____

B. Activity Scope/Duration

B-1. Indicate the number of TLQP project activities* that took place over each of the time periods listed in the categories below. The total number of entries below should equal the number of activities provided by the project and described in the Activity Summary[ies], Table 1.

<u>Time Period for Activity:</u>	<u># of Activities</u>
a) One day or less	_____
b) More than one day, but within a single week	_____
c) Over more than one week, but within one month	_____
d) Over more than one month, but less than 3 months	_____
e) Over more than 3 months, but less than the school year	_____
f) Throughout the school year	_____
Total Number of Activities:	_____

B-2. Indicate the number of TLQP project activities* whose duration (number of contact hours) falls within the ranges listed in the categories below. The total number of entries below should equal the number of activities provided by the project and described in the Activity Summary[ies], Table 1.

<u>Activity Duration:</u>	<u># of Participants</u>	<u># of Activities</u>
a) Less than 3 hours	_____	_____
b) Between 3 and 6 hours	_____	_____
c) Between 7 and 18 hours	_____	_____
d) Between 19 and 30 hours	_____	_____
e) Between 31 and 40 hours	_____	_____
f) Between 41 and 80 hours	_____	_____
g) More than 80 hours	_____	_____
Total Number:	_____	_____

C. Participant Credit, Position, and Placement

C-1. Indicate the **number** of participants* (**not the percentage**) in project activities receiving each of the following types of credit after participating in the activity. List all types of credit received. (Since participants may receive more than one type of credit, the total in the first column may be greater than the number of participants.)

<u>Type of Credit</u>	<u># of Participants Receiving Some Kind of Credit</u>	<u># of Academic Credits Awarded</u>
a) Graduate credit	_____	_____
b) Undergraduate credit	_____	_____
c) Credit toward salary increase	_____	
d) Credit toward continuing education	_____	
e) Credit toward certification	_____	
f) Other (Specify _____)	_____	
g) No credit given	_____	
Total Number of Participants Receiving Some Kind of Credit	_____	

* See "Definitions and Instructions."

Institution: _____

C-2. Indicate the number of participants* in project activities by each of the following positions. Count each participant only once, listed under the category that is his or her primary status or function.

<u>Position</u>	<u># of Participants</u>
a) Teachers (novice and practicing)	_____
b) Preservice teacher candidates	_____
c) Teachers aides and assistants	_____
d) School and/or district administrators/supervisors	_____
e) Preservice school and/or district administrators/supervisors	_____
f) Other school staff**	_____
g) Higher education/teacher preparation faculty	_____
h) Policy makers (school board members, etc.)	_____
i) State level administrators/supervisors	_____
j) Other (Specify)	_____
Total Number of Participants:	_____

C-3. Indicate the number of participants* in your project who are teaching or working in LEAs with each of the following poverty categories. (For partners that are districts, the poverty level is according to the census [see re-application directions for using the census to determine Poverty level]; for individual schools, give the percentage of students approved for free or reduced-price lunches.) Please check against the information reported on Table 2.

<u>Poverty Level of School</u>	<u># of Participants</u>
a) From schools classified as low poverty (poverty levels below 35%)	_____
b) From schools classified as medium poverty (poverty levels at or above 35% and below 50%)	_____
c) From schools classified as high poverty (poverty levels at or above 50% and below 75%)	_____
d) From schools classified as very high poverty (poverty levels at or above 75%)	_____
e) Teacher preparation faculty, not working in schools	_____
Total Number of Participants:	_____

C-4. Indicate the number of participants* in your project, if any, who are teaching or working in Schools under Registration Review (SURR Schools). Please check against the information reported on Table 2.

<u>Participant Role</u>	<u># of Participants</u>
a) Preservice/prospective teachers	_____
b) Novice teachers	_____
c) Teachers	_____
d) School Administrators/Supervisors	_____
e) Prospective school administrators/supervisors	_____
d) Other school staff**	_____
e) Teacher preparation faculty	_____
Total Number of Participants in SURR schools:	_____

* See "Definitions and Instructions."

** See the definition of Other School Staff" given in Section A of this report format.

Institution: _____

C-5. Based on the participant tracking that has been done by your project, indicate the known teaching status of former project participants.

<u>Participant Retention in Education</u>	<u># of Participants</u>
a) The teacher (principal) continued as teacher (principal) at the same high-need LEA. (For pre-service teachers, the pre-service teacher began teaching at a high-need LEA after graduation.)	_____
b) The teacher left that LEA, but is teaching at a similarly high-need LEA.	_____
c) The teacher continued to teach, but no longer at a high-need LEA.	_____
d) The teacher left teaching, but is still working in a school environment (e.g., librarian, assistant principal, counselor).	_____
e) The teacher is no longer teaching because of layoffs in his or her district, but is actively seeking a teaching position.	_____
f) The teacher has voluntarily left teaching, but plans to make it a temporary absence (e.g., to raise children).	_____
g) The teacher has left teaching and doesn't plan to return to teaching.	_____
h) Other (e.g., deceased, in National Guard and sent overseas)	_____
i) Information is not available for these participants.	_____

Total Number of Former Participants Who Have Been Tracked _____

The above tracking covers participants from the following grant years: _____
 _____.

D. Partners

D-1. Indicate the type of institution where your project is based (check one):

- a) Public 4-year university or college _____
- b) Private 4-year university and college _____

D-2. Indicate the number of Partners (LEAs, other Institutions of Higher Education, etc.) involved with your project, **other than the institution where the project is based**. (Separate colleges within one university are not to be considered separate Institutions of Higher Education.) Please check numbers of schools, districts, and BOCES against the information reported on Table 2.

<u>a. Type of IHE</u>	<u># of IHEs</u>
1. Public 4-year colleges	_____
2. Private 4-year colleges	_____
3. Public 2-year colleges	_____
4. Private 2-year colleges	_____

Total Number of IHE Partners _____

b.	<u>Type of LEA</u>	<u># of LEAs</u>
1.	Public schools	_____
2.	Private schools	_____
3.	School districts	_____
4.	BOCES	_____
5.	Teacher centers	_____
6.	Museums	_____
7.	Public Television Stations	_____
8.	Other (Specify)	_____
Total Number of Non-IHE Partners		_____

Total Number of Partners Other than the Institution where the Project is Based (i.e., Totals for D-2, a and b) _____

E. Additional Evidence of Effectiveness

Provide, as an attachment labeled "Evidence of Effectiveness," evaluative evidence* (including the performance measures and data sources you used) that documents the following two items:

E-1: In what way and the degree to which your program has improved the academic performance of students being taught by teachers who are program participants.

E-2: How well your program meets the 10 TLQP standards and their sub-measures (ref. Attachment I of the 2007-08 TLQP Re-application Guidelines).

Standard 1: Professional Development provided was intensive, sustained, and on-going.

Performance Measures:

- 1.1. Minimum of **40** inservice contact hours.
- 1.2. Minimum of **13** inservice contact hours in the school buildings where most participants teach.
- 1.3. Minimum of a **4** month span of inservice professional development activities, with at least **2** contact hours in each 2 month period.

Standard 2: Professional Development activities provided by the TLQP project served teachers and/or administrators in New York's highest need schools and districts.

Performance Measures:

- 2.1 All projects must provide evidence that at least 50 percent of their partner LEAs, including the required LEA** partner, meet both prongs (students' poverty and teachers' certification status) of the Federal "high-need" requirement. (See Attachment III for directions.)
- 2.2 Projects supporting Statewide initiatives demonstrate that their participants include teachers and/or other school staff from a minimum of three counties and that at least one of the partner LEAs is either a high-need urban district in one of the "Big 5" (New York City, Yonkers, Syracuse, Rochester and Buffalo) or is in an underserved rural area of the State.

Standard 3: Professional development activities provided by the TLQP project were responsive to the teaching and learning needs identified in school and/or district professional development plans.

Performance Measures:

- 3.1 Projects provide evidence of alignment with school and/or district professional development plans through articulated service agreements, such as Memoranda of Agreement, that specify:
 - a. how the professional development provided addresses school and/or district needs identified in the professional development plan(s); and
 - b. how the effectiveness of the professional development provided by the project will be evaluated, and project activities revised, to meet the continuing needs identified by the school/district professional development plan(s).
- 3.2. Projects will provide evidence of project/faculty involvement with a school and/or district in developing/revising, implementing, and evaluating their professional development plan(s).

* See discussion of "Evidence" in "Definitions and Instructions."

** The "required LEA partner" must be a local education agency that is a school district, not an individual school.

Standard 4: Professional development activities provided by TLQP assisted high-need schools, districts, and/or regions in building capacity for school renewal by developing teacher collegiality and expertise to improve the teaching and learning environment.

Performance Measures:

- 4.1 Projects provide evidence that a minimum of 50% of total participant contact hours are spent with participants working in groups or teams; participants may be grouped by grade level taught, by subject area, or in accordance with some other reasonable criterion.
- 4.2 Projects provide evidence that at least 75% of participants report that, as a result of project activities, they expect to implement project learning in their classrooms.
- 4.3 Projects provide evidence that at least 25% of participants report that, as a result of project activities, they expect to provide assistance and/or turnkey training to their colleagues.
- 4.4 Projects provide evidence of direct support for intra- and/or cross-school and/or district collegial network opportunities.

Standard 5: Professional development activities provided by TLQP supported the development and growth of learning communities that involve prospective, novice and experienced teachers, administrators, and higher education faculty in collaborative interactions focused on improving student achievement.

Performance Measures:

- 5.1 Professional development was embedded in every day school life, providing opportunities for teachers and administrators to meet, observe, and study with each other around student learning needs.
- 5.2 Novice teachers were linked with and mentored by experienced teachers during project activities, and received ongoing support through in-school follow-up activities.
- 5.3 Preservice teacher participants were linked with inservice participants in providing classroom instruction in high-need and/or SURR schools and districts.
- 5.4 Higher Education faculty were supported through release time to work in school buildings at least ½ day per week.
- 5.5 K-12 teachers assisted in teacher preparation by:
 - a. serving as higher education faculty for coursework; and/or
 - b. formally participating in the design of teacher preparation curricula.

Standard 6: All TLQP professional development activities provided significant opportunities for active learning.

Performance Measures:

- 6.1 Projects provided support, directly or through articulated agreements, of non-traditional, active learning activities such as:
 - ◆ coaching or mentoring in the classroom
 - ◆ peer observation and feedback of participant teaching
 - ◆ practice under simulated conditions with feedback
 - ◆ informal meetings with other participants to discuss classroom implementation
 - ◆ sharing/reviewing student work
 - ◆ scoring/analyzing assessments
 - ◆ planning, developing, and peer reviewing curricula or lesson plans
 - ◆ opportunity to present, demonstrate, or lead discussions with peer participants
 - ◆ analyzing teaching and learning needs using disaggregated student achievement data
- 6.2 All participants received at least **fifteen (15)** non-traditional activity contact hours.

Standard 7: Professional development content and/or pedagogical activities provided by TLQP projects have scientifically-based research as their underpinnings.

Performance Measure:

- 7.1 All projects can demonstrate how “scientifically-based research” underlies the basic theory of the project and/or a significant number of the professional development activities provided to participants. (See definition in Appendix I of 2003-08 RFP or in Attachment VI of 2005
- 7.2 -06 Re-application Guidelines.)

Standard 8: TLQP professional development content activities utilized the New York State Learning Standards in the appropriate content area(s).

Performance Measure:

- 8.1. Explicit connections between professional development activities and the New York State Learning Standards were made in content activity offerings.

Standard 9: All TLQP professional development activities incorporated equity strategies to assist teachers, administrators, and other school staff in using practices that provide all of their K-12 students, regardless of population grouping, with the opportunity to achieve excellence.

Performance Measures:

- 9.1 Project activities addressed equity issues in teaching and learning.
- 9.2 All participants have received **at least 3** contact hours utilizing GESA (Generating Expectations for Student Achievement), TESA (Teacher Expectations for Student Achievement), or other research-based strategies that directly address equity issues in teaching and learning and improve teachers' abilities to reflect on and assess equity in their own teaching practice.
- 9.3 All participants have had **at least 3** contact hours in using disaggregated classroom and school student achievement data to analyze achievement discrepancies and identify teaching and learning needs.

Standard 10: TLQP projects in teacher preparation institutions exhibited the attributes of effective professional development and effectively prepared teachers for placement and retention in New York State’s high-need urban districts.

Performance Measures:

- 10.1 Required teacher preparation coursework provided substantial opportunities for active learning.
- 10.2 Required teacher preparation coursework incorporated explicit equity strategies that assisted prospective teachers in using practices that will provide all of their K-12 students, regardless of population grouping, with the opportunity to achieve excellence.
- 10.3 Teacher preparation coursework provided content-specific pedagogy that explicitly addressed the New York State Teaching and Learning Standards in the appropriate content area(s).
- 10.4 The teacher preparation curriculum provided extended and supported classroom placements in high-need urban schools prior to and including student teaching.