

Recipients of Improving Teacher Quality State Grants

2004-05

- Summer Spanish Teaching Endorsement Workshops
- Improving Teacher Competence and Student Learning in Foreign Language Classroom, Part II
- Animals in the Classroom - Engaging Scientists
- Enhancing Mathematics Achievement by Collaborative Professional Development
- A Professional Development Project to Provide a Summer Reading /Writing Program for At-Risk Elementary Students in Low Performing Schools - Year One
- Social Studies Standards, Assessment and Teaching Strategies Project

Summer Spanish Teaching Endorsement Workshops

Nebraska Wesleyan University / Dr. Rita Ricaurte, Department of Modern Languages with Nebraska Wesleyan University Department of Education and Educational Service Units #1, #3, #8, and #10

In 2003-2004 the Nebraska Department of Education identified 95 teachers who were teaching Spanish but did not hold endorsements in Spanish. This project will provide an accessible program of courses for completing a subject endorsement in Spanish. Targeting teachers in high need districts within the four participating ESUs, the program will consist of a two-week, six credit workshop held at Nebraska Wesleyan in June of 2005. The project director has preliminary plans to offer the workshop in 2006 and 2007 if needed to allow teachers the necessary time to complete an endorsement. Funding is for 2005.

Funding Amount: \$42,410

Improving Teacher Competence and Student Learning in Foreign Language Classroom, Part II

University of Nebraska-Lincoln/ Dr. Ali Moeller, Education with University of Nebraska-Lincoln Department of Modern Languages and Lincoln Public Schools

In June of 2005, 30 Spanish teachers will spend two weeks immersed in Spanish language, culture, and pedagogy on the UNL campus. In addition to improving their

Spanish language skills and content-specific pedagogical expertise, they will learn to integrate the Nebraska LinguaFolio into their curriculum the following school year. A similar project was funded in 2003-2004 using the Nebraska World Language Portfolio. The feedback from teachers resulted in the creation of the LinguaFolio to be used in this project.

Funding Amount: Not to exceed \$73,951

Animals in the Classroom - Engaging Scientists

University of Nebraska-Lincoln/ Dr. David Brooks, Education with University of Nebraska-Lincoln Entomology Department and Folsom Children's Zoo & Botanical Gardens

A project called Our Zoo to You was funded in 2003-2004. Following the same design, this project will enable teachers to teach science through inquiry using live animals. Teachers will attend two workshops: one in the summer before an animal is taken into the classroom and the second mid-term of the following school year. The teachers will learn strategies for incorporating observation, theory testing, and Internet data sharing in the classroom, as well as animal care. The zoo loans animals for six-week periods throughout the school year and zoo keepers will visit the classrooms twice a month. This project will focus on low-performing schools within a 30 mile radius of Lincoln.

Funding Amount: \$49,664

Enhancing Mathematics Achievement by Collaborative Professional Development

University of Nebraska at Omaha/ Dr. Neal Grandgenett, College of Education with University of Nebraska at Omaha College of Arts and Sciences and Omaha Public Schools

This project targets teachers in grades 4-6 in schools that have struggled to meet their Annual Yearly Progress in mathematics. Over one full year, teachers will participate in professional development activities that help address the achievement gaps and content objectives of their schools. The experiences will emphasize reflective practice, effective pedagogy, and mathematics content. Teachers will then have the opportunity to refine their own individual classroom curriculum. The project will also assist teachers in attending a regional mathematics education conference.

Funding Amount: Not to exceed \$78,938

A Professional Development Project to Provide a Summer Reading /Writing Program for At-Risk Elementary Students in Low Performing Schools - Year One

Creighton University/ Dr. Lynn Olson, Education with Creighton University Arts and Sciences and Omaha Public Schools

A similar three-year project was funded from 2001 to 2004 that targeted English Language Learners in OPS. Also designed to span three years, this project for elementary education majors, elementary teachers, and paraprofessionals will serve at-risk students in two inner-city schools in Omaha that provide summer reading clinics. Participants will attend classes at Creighton University to learn about the use of selected reading diagnostic tools and assessment and to develop individual instructional programs for the students attending the summer clinics. This recommendation is for year-one funding.

Funding Amount: \$44,538

Social Studies Standards, Assessment and Teaching Strategies Project

Doane College / Dr. Tom King, Education Division,
with Doane College Social Science Division and Crete Public Schools

This project will provide professional development for 36 teachers from Crete and surrounding communities. Teachers will learn to use the Comprehensive Social Studies Assessment Project (CSSAP) technology. They will gain the knowledge to review, create, and develop a wider assortment of quality assessment items. Instruction will also be provided in new teaching and learning strategies and models. Instruction will take place throughout the school on designated staff development days.

Funding Amount: Not to exceed \$50,979