

<b>NIAGARA UNIVERSITY PROFILE</b>
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## 2009-2012 APPLICATION FOR FUNDING

## Teacher/Leader Quality Partnerships Program (TLQP)

Instructions

Complete all parts of this form and include it **at the front of the application**. The **original and three copies** of the completed application must be returned no later than **April 27, 2009** to:

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

Name of Institution: Niagara UniversityAddress: 125J Academic Complex, Niagara University, NY 14109Name of Project Director (if selected): Patricia K. FowlerTitle: Director, Teacher Leader Quality PartnershipE-mail address: pfowler@niagara.edu

Phone: 716-286-8310 Fax: 716-286-8152  
 (Area Code) (Number) (Extension) (Area Code) (Number)

**Will the teacher preparation program in this institution be a primary partner? Circle one:**

**YES** NO **If not, at what institution is the teacher education primary partner?**

Number of students in the teacher education program that will be a primary partner:

673 graduate 773 undergraduate

Pass rate of this program's teacher candidates on NYSTE 96%

Number of students in an Educational Administrator Certification program in the teacher education primary partner: 65

ATTACHMENT I

Number of proposed participants:     \_\_91\_\_ In-service     \_\_9\_\_ IHE faculty     \_\_5\_\_ Prospective K-12  
administrators   \_\_25\_\_ Current school (K-12) administrators  
\_\_15\_\_ Others (specify): School counselors and psychologists

Name of other two primary partners (high-need school/district and school of arts and sciences):  
College of Arts and Sciences  
LEA Buffalo Public Schools

**Indicate the amount of TLQP funds requested and the other resources to be allocated:**

TLQP funds requested	\$ <u>298,650</u>
Institutional contribution	\$ <u>65,650</u>
Other sources (specify):	\$ _____
TOTAL:	\$ <u>364,300</u>

Person completing this form: Patricia Wrobel

Signature: \_\_\_\_\_

Title: Assistant Dean for External Relations, College of Education \_\_\_\_\_

Phone: 716 286 - 8559

**CEO Signature** (in blue ink): \_\_\_\_\_

**CEO Name and Title** \_\_\_\_\_

**Date:** \_\_\_\_\_

**INSTITUTION BACKGROUND****Institution Name:** Niagara University

SECTOR (check one):

 SUNY     CUNY     Independent     Proprietary

TYPE (check one):

 2-yr.     4-yr.     Graduate School     Non-profit organization     OtherLOCATION *Institution location is (check one):*     Urban     Suburban     Rural*County(ies) where schools to be served are located:* Erie, Niagara

Other partners (not including the three primary partners) collaborating with the proposed project:

Cleveland Hill Union Free School DistrictNiagara Falls City School District

**Describe any important aspects of the local community\* served by the institution (for instance, high unemployment or immigrant population) that influence the institution's policies and/or program design. Attach another sheet or use the back of this page if needed.**

Buffalo Public Schools is an NYSED designated high-needs, urban district that serves approximately 36,000 students, eighty-five percent of whom qualify as low income as defined by their participation in the free and reduced lunch program. Six percent of the students are identified as English Language Learners, 5.4% are foreign born, and as of March 2009, one per cent of the students are reported as homeless. The district currently serves a large minority population – 57% black / African American and 14% Hispanic / Latino students. The turnover rate of teachers with fewer than five years of experience is 34%. As of January 2009, Erie County's rate of unemployment was 8.6% and the city of Buffalo's unemployment rate was 9.9%.

The Cleveland Hill School District is a small working/middle class district located in the suburban community of the Town of Cheektowaga. The western border of the district is the City of Buffalo. Nearly all the property in the district is residential with very little commercial and no industrial property. Students in the district are racially and ethnically diverse: 63% are white, 28% are African-American, 4.5% are Hispanic, 1% are Asian and .5 % are American Indian, Native Alaskan, Native Hawaiian or Pacific Islander and 3.0% multi-racial. A small minority of students are recent immigrants. The population has remained relatively stable over the past year with total PK – 12-grade enrollment at approximately 1572 students. 37% of students are eligible for the free/reduced lunch

program. The Cleveland Hill Board of Education has identified three goals for the 08-09 school year in the areas of increased parent community involvement, communication and student achievement. The professional development plan for the year 08-09 identified data analysis, formative assessments, literacy, and Response to Intervention (RtI) Tiers 1, 2, and 3 Interventions.

The Niagara Falls City School District is designated by the NYSED as a high-needs, urban district that serves approximately 7,400 students, 64% of whom qualify as low income as defined by their participation in the free and reduced lunch program. Fourteen percent of the students in the Niagara Falls School District are classified as students with disabilities, and 1% of the students are designated as English Language Learners. The District currently serves a minority population of 46% – 38% Black / African-American, 3% Hispanic / Latino, 4% American Indian, and 1% multiracial and Asian/Pacific students. As of March 2009, Niagara County's rate of unemployment was 11.5%, and the City of Niagara Falls' unemployment rate was 13.4%.

**INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND**Institution Name: Niagara University

Instructional Period: 2009-2010

Program Name: Teacher Leader Quality Partnership

List all local education agencies (LEAs)—schools, school districts, and/or BOCES—that will be involved in the planning, development, implementation, and evaluation of this project.

School/District/BOCES Name and Address (Including County)	If School, Provide District Number	SURR school? (Y/N)	High-Need School or District by TitleII, A (For Definition, see Appendix B) (Y/N) **	Number of Students in School/District	Number or Percent of Title I Students
Buffalo Public Schools Erie County	-	-	Y	49,179	23,315
FOCUS: The Academy School 1369 Broadway Buffalo, NY 14212	14-06-00-01-0131	N	Y	180	100%
Cleveland Hill Union Free School District Erie County	-	-	N	1572	992
Niagara Falls City School District Niagara County	-	-	N	7,655	64.04%
FOCUS: Niagara Falls High School 4455 Porter Road Niagara Falls, NY 14305 Niagara County	40-08-00-01-0034	N AYP	N	2,256	53.45%

INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND

Institution Name: Niagara University

Instructional Period: 2009-2010

(Check all that apply):

Summer only  Academic year only  Summer and  Academic year

During school hours  After school  Weekend

Ongoing communication/support through:  On-line support  Mentoring support  Other  
Specify: Tweeter, Blogs, Face book

Indicate the number of faculty who will be involved in planning, development, implementation, and/or evaluation of the proposed project:

School of Education  Undergraduate  Graduate

Science Department (specify which)  Undergraduate  Graduate

Mathematics Department  Undergraduate  Graduate

English Department or another  Undergraduate  Graduate

Department dealing with Language Arts Specify: Literacy

Education Administration  Undergraduate  Graduate

Social Sciences (specify which)  Undergraduate  Graduate

Other Departments (specify which)  Undergraduate  Graduate

Indicate the number of teachers and other school personnel who will be involved in the planning, development, implementation, and/or evaluation of the proposed project:

4 Elementary Teachers 6 Middle School Teachers 15 High School Teachers

37 Special Education Teachers 7 Principals 4 Assistant Principals 6 Other K-12

Personnel: School Counseling, School Psychology, Mental Health Counseling 3 Superintendents/  
Assistant Superintendents

ATTACHMENT I

Indicate the anticipated total number of teacher/leaders who will participate in and students who will be affected by this program: 197 teachers/leaders & 25,343 students

<b>NUMBER OF TEACHERS AND OTHER SCHOOL PERSONNEL</b>						
<b>LEVEL</b>	<b><u>Pre-Service</u></b>	<b><u>Novice Teachers</u></b>	<b><u>In-service Teachers</u></b>	<b><u>Other Please specify</u></b>	<b><u>TOTAL</u></b>	<b>Number of Students Affected</b>
Elementary	10				10	
Middle	10				10	
High School	43		43 Buffalo Academy School & District		86	23495
Vocational						
Special Education	23		23 Special Education Teachers Niagara Falls		46	390
Other*		20 Cleveland Hill (All Grade Levels)	91 Teachers teaching out of cert. Buffalo	15 Building Administrators (5 potential administrators)	131	1458
<b>TOTAL</b>	86	20 Cleveland Hill	137 Buffalo & NF	20 All Districts	283	25343

**INSTITUTION/PROGRAM PROFILE—TLQP PROGRAM BACKGROUND**Institution Name: Niagara UniversityProgram Name: Teacher Leader Quality Partnership**List any other organizations and/or programs having similar purposes that will be coordinated with this program:**

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Indicate the number of staff to be funded by this project:

1 Professional                      X Full-time                         Part-time  
1 Nonprofessional                         Full-time                      X Part-time

**PRIORITIES ADDRESSED (check all that apply)**

X Substantial collaboration exists among the three required partners, and teachers, administrators, and the school and/or district professional development planning team are involved in the planning, implementation, and evaluation of proposed activities.

X Project activities are substantively embedded in the everyday life of school: faculty, prospective teachers, novice teachers, and/or experienced teachers regularly interact as members of a school-based team focused on improving teacher practices and student performance.

X Project activities are grounded on scientifically based research and include many opportunities for active learning.

X Project includes significant equity activities and training in the use of disaggregated classroom and school student achievement data to identify teaching and learning needs.

X Project addresses the legislation's geographical distribution requirement by planning to serve high-need schools in underserved counties or in areas in the State's "Big Four" cities (Buffalo, Rochester, Syracuse, and Yonkers) that are underserved.

**Academic Subject, Grade Level, and Special Focus:** (check all that apply):

X Mathematics instruction                      X Language arts instruction  
X Arts instruction                         Foreign language instruction  
X Science instruction (specify which science[s]) Grades 7-12 (STEM)  
   Social sciences instruction (specify which area[s])   

**Level(s):**                      X Elementary                      X Middle                      X High school  
   Other

**Special Focus:**                      X Pedagogy                      X Technology                      X Special Education  
   Bilingual/LEP

## ATTACHMENT I

**Proposed activities** (check all that apply):

- Use of manipulatives
- Problem-solving modules
- Hands-on modules
- Peer review
- Inquiry
- Action research
- Teacher reflection and practice
- Expert/novice teacher pairing
- Group review of student work
- Analyzing teaching and learning needs by study of disaggregated student data
- Classroom use of computer and/or other technologies
- Curriculum addressing NYS Learning Standards and assessments
- Assisting teachers to achieve new and/or additional subject area certification
- Leadership training for administrators
- Support for IHE faculty to reform teacher preparation activities/ requirements

Other activities (please specify):

- Preparation of Teacher Leaders

**STATEMENT OF ASSURANCES  
INSTITUTION/PROGRAM PROFILE—TLQP**

Institution Name: Niagara University

Program Name: Teacher Leader Quality Partnership

1. The recipient will, if funded, operate a Teacher/Leader Quality Partnerships (TLQP) program within the letter and spirit of all pertinent legislation and rules, including the appropriate Guidelines.
2. Funds from this source will supplement, not supplant, local expenditures and will not duplicate expenditures from other sources.
3. Educational activities conducted under this project will take place in accordance with appropriate sections of the following Acts:
  - A. Title VI of the Civil Rights Act of 1964
  - B. Title IX of the Education Amendments of 1972
  - C. Section 504 of the Rehabilitation Act of 1973
  - D. Section 303 of the Age Discrimination Act of 1975
4. All activities supported by Teacher/Leader Quality Partnerships funds will, to the extent possible, be accessible by persons with disabilities.
5. Upon request, the recipient will provide State Education Department staff access to its records and other information necessary to determine whether violations of civil rights have occurred.
6. All materials produced with grant funds and all publicized grant activities will contain a statement that no aspect of the program discriminates on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, generic predisposition or carrier status, or sexual orientation.
7. All materials developed in whole or in part with the support of Teacher/Leader Quality Partnerships funds, including publicity releases and program announcements, will include the following statement:

**Support for the development and production of this material was provided by a grant under the New York State Higher Education Teacher Quality Leader/Partnerships program administered by the New York State Education Department.**

8. The State funds requested will be used to develop or expand efforts to improve teacher preparation and professional development programs for current and prospective K-12 teachers of the core academic subjects and/or faculty involved in teacher preparation or development. Projects must be developed and implemented by a primary partnership consisting of a teacher education program, a college of arts and sciences, and one or more high-need local education agencies. The project will be designed to meet the needs of (a) high-need\* school(s) and/or district(s) to improve teacher practice and the academic achievement of elementary, middle, and secondary school students. Students and teachers benefiting from the funds are New York State residents.

**ATTACHMENT II**

\*N.B. For the purposes of Title II A (b) activities, a “high-need local education agency” is defined as a local education agency:

- A. (1) that serves not fewer than 10,000 children from families with incomes below the poverty line; or  
(2) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
  - B. (1) for which there is a high percentage of teachers not teaching in the academic areas or at the grade levels for which the teachers were trained to teach; or  
(2) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.
9. All consultants meet competency requirements and are legally eligible to receive Title II A (b) funds.
10. The agency assures that no one member of the partnership will receive more than 50 percent of the award funds.

Statement of Assurances

**CHIEF EXECUTIVE OFFICER CERTIFICATION**

I hereby certify that the information in this application is correct and in total compliance with appropriate State laws and regulations and that the program design will be carried out as described in the application.

Signed\*: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chief Executive Officer)

Print name and title \_\_\_\_\_

**XVII. DRUG-FREE WORKPLACE CERTIFICATION**  
**(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

1. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
  - (b) Establishing an on-going drug-free awareness program to inform employees about-
    - (1) The dangers of drug abuse in the workplace;
    - (2) The grantee's policy of maintaining a drug-free workplace;
    - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
  - (c) Making it a requirement that each employee to be engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
  - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
    - (1) Abide by the terms of the statement; and
    - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
  - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;
  - (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
    - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
    - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

**ATTACHMENT III**

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

II. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE**  
**(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

- I. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- II. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the CEO or the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

_____ Name of Applicant	_____ PR/Award Number and/or Project
_____ Printed Name and Title of CEO or Authorized Representative	
_____ Signature (in blue ink)	_____ Date

**The University of the State of New York  
THE STATE EDUCATION DEPARTMENT**

**Required Federal Certification for Debarment/Suspension and Lobbying for Federal Grants  
Administered by the New York State Education Department**

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**Section 1. REQUIRED FEDERAL CERTIFICATION REGARDING DEBARMENT AND SUSPENSION**

This certification covers all Federal programs in this application and is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the office to which this proposal is submitted.

**INSTRUCTIONS FOR CERTIFICATION**

- (1) By signing and submitting this proposal, the prospective lower-tier participant is providing the certification set out below.
- (2) The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- (3) The prospective lower-tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- (4) The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of such regulations.
- (5) The prospective lower-tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
- (6) The prospective lower-tier participant further agrees by submitting this proposal that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion— Lower Tier Covered Transaction," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.

## ATTACHMENT IV

- (7) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
- (8) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- (9) Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### **Section II. REQUIRED FEDERAL CERTIFICATION REGARDING LOBBYING**

Submission of this certification covers all Federal programs in this application and is required by the U.S. Department of Education and Section 1352, Title 31 of the United States Code and is a prerequisite for making or entering into a sub-grant or subcontract over \$100,000 with any organization.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the awarded documents for all sub-awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

**Section III. CERTIFYING STATEMENT**

\_\_\_\_\_ The prospective lower-tier participant certifies, by submission of this proposal, at neither it nor debarment/its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or suspension voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

\_\_\_\_\_ This certification is a material representation of fact upon which reliance was placed when this lobbying transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

School or Federal Fiscal Year \_\_\_\_\_

Federal Program(s) \_\_\_\_\_

\_\_\_\_\_

Institution Name \_\_\_\_\_

Name and Title of CEO or Authorized Representative

\_\_\_\_\_  
Signature (in blue ink)

\_\_\_\_\_  
Date

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**Attachment VII: FS-20 Budget Summary**

**Memorandums of Agreement**

**Appendix**

### **A. Project Abstract**

It is imperative that school systems invest in the leadership capacity of teachers. Schools that have high leadership capacity are those that believe in leadership for all. Schools in which teachers are becoming leaders of significance have structures in place that provide opportunities for broad participation in teams, study groups, vertical communities, and action research teams. The guiding paradigm is that the principal is only one leader in the school community (Lambert, 2005).

This collaborative effort between Niagara University's Colleges of Education and Arts and Sciences, Buffalo Public School District, Niagara Falls School District, and Cleveland Hill Union Free School district addresses: building teacher leaders, training and retaining teachers in high needs schools, getting teachers certified who are teaching out of certification, recruiting administrative candidates for school leadership programs, and strong induction programs for novice teachers. All of these components support the research stated above and include all of the structures mentioned.

The purpose of this proposal is to utilize and maximize the valuable resources that reside in neighboring P-12 school districts and local universities. Building on the strengths of research practitioners, we can close the student achievement gap, share what we know works, and explore new methodologies to reach our most at-risk students.

The goals of our project will be accomplished through a firm commitment of each of the partners. The project partners bring valuable expertise to the necessary commitment to involve all levels of participants to change the school culture in a way that will have a positive impact on student achievement for all learners. Professional learning communities create a shared vision, one shared by a community of learners that elevates the role the learner may want to embrace in the school environment. Through the work of the school district professional development plan, this will allow each area of expertise to show how connecting the pieces matter to effective teaching and learning. For example, other successful grant projects (i.e. Math and Science Partnerships Grant and Teacher Quality Enhancement Grant) Master Teachers can model and serve as catalysts for improved teaching and learning and share their climb to the "mastery" level.

#### **Expected outcomes:**

- In all school districts, 5% increase in student achievement for affected students.
- Develop a shared professional development community with current research-based practices for high needs schools in alignment with the New York State Learning Standards.
- Shared expertise of Master Teachers in content driven professional development for literacy, math, science, and technology (STEM).
- Work with administrators and teachers to build a cost effective, sustainable and comprehensive professional development model.
- Alignment of curriculum mapping to professional development plan.

Buffalo School District:

- Raise student achievement and attendance at the Academy School.
- Increase number of certified teachers who are teaching out of certification.
- Recruit potential applicants for school administration programs.

Niagara Falls School District:

- Student achievement improvements in literacy and writing for 390 Students with Disabilities at Niagara Falls High School.
- Increased use of differential learning in literacy and written language by 23 Special Education teachers receiving training.

Cleveland Hill Union Free School District:

- Decrease 15% rate of teacher turnover (novice teachers) with less than 5 years of experience.
- Increase overall effectiveness of novice teachers through strong induction program with data analysis, literacy, differentiated instruction, Response to Intervention (RtI) and formative assessments.
- Improve instructional practices aligned to Response to Intervention (RtI) Tier 1, 2, and 3 interventions.

#### **B. Institutional Effectiveness in Meeting the Teachers' Professional Development Needs in High- Need Schools and School Districts**

Founded by the Vincentian Community in 1856, Niagara University (NU) is a private liberal arts university with more than 4,000 students enrolled in undergraduate and graduate programs in the colleges of Arts and Sciences, Business Administration, Education, and Hospitality and Tourism Management. All of Niagara's colleges hold major national accreditations, including those of the Middle States Association of Colleges and Schools, the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business International (AACSB), the Council on Hotel, Restaurant, and Institutional Education (CHRIE), and the Council on Social Work Education (CSWE). In addition, significant resources are dedicated to outreach, community, and continuing education programming.

An indication of the commitment of the Colleges of Education and Arts and Sciences is the recent notification from the American Association of Colleges for Teacher Education that two grant funded projects through the United States Department of Education and New York State Education Department will represent New York State in a publication on the AACTE's Day on the Hill, June 17-18, 2009 in Washington, D.C. Both projects have produced a model of sustainable professional development and gains in student achievement across P-12 grade levels. The publication is entitled "Partnerships That Work" Turning Around Low-Performing Schools and is presented to members of Congress.

#### **Institutional progress toward meeting the needs of:**

##### **1) Students, teachers, and other educators from high-need schools and/or districts.**

The College of Education and Arts and Sciences has F/T and P/T faculty heavily involved in high needs schools throughout the school year and during summer programs on campus and in the schools. College of Education faculty work with high needs

districts on multicultural issues, gender equity, socioeconomic and literacy for students and parents. A university-school partnership that reflects this commitment is through our existing TLQP project with The Academy School in the Buffalo School District. The focus of the College of Education TLQP project has been to increase literacy skills and provide research-based strategies to teachers through embedded professional development at the school. Every pre-service candidate receives a minimum of one to two semesters experience in a high needs district.

**2) Teachers who either lack New York certification or are teaching out of the field or grade level for which they are certified.**

The College of Education has been involved in many grant initiatives working with teachers and highly qualified paraprofessionals to receive certification in critical shortage areas within the school district. From 2003-2007, the TLQP grant provided Niagara University the opportunity to certify 13 paraprofessionals from the Buffalo School District in critical areas of need. Twelve paraprofessionals received Master of Science Degrees in the areas of literacy, Special Education and 7-12 content areas, and one received a Bachelor of Arts Degree with TESOL certification. All 13 students employed in the Buffalo School District remain involved in TLQP activities by serving on the advisory council for the grant and provide valuable input on professional development needs.

**3) Teachers and administrators who will be working in high-need schools and/or districts.**

All undergraduate and graduate programs in the College of Education are aligned to meeting National and State standards. Beyond that point, content knowledge, skills and dispositions are measured through field placements and reflective practices in the high needs school districts. A model, which has been piloted and implemented, is a two-semester placement within a high needs district, where the teaching assistantship and student teaching placement is with the same cooperating teacher. This model affords the pre-service candidate to receive professional development opportunities with the cooperating teacher offered by Niagara University faculty throughout the school year. In advanced programs, such as Educational Leadership, Literacy, Special Education, School Counseling, and School Psychology, 40-45% of students are in high needs placements for practicums and internships annually.

**Description of Current TLQP Project**

During the 2003-2009 grant cycles, the Colleges of Education and Arts and Sciences partnered with high-needs LEA Buffalo Public School district. During 2003-2007, the project enrolled 13 paraprofessionals in degree programs in education leading to NYS certification, one graduating with a Bachelors of Arts degree and 12 with Master of Science degrees in critical shortage areas. All 13 participants are currently employed with the district: seven as full time teachers, two as substitute teachers, and three as full-time teaching assistants. During 2007 – 2008, nineteen additional paraprofessionals enrolled in literacy, TESOL, and mathematics credit-bearing coursework as non-matriculated students. Seventeen are currently employed in the district: 15 as teaching assistants, one as a special education health aide, and one as a special education individual teacher aide.

During 2008 – 2009, a comprehensive school–university partnership within the LEA Buffalo School District was established

with The Academy School, an alternative school for overage underachieving students in grades 7-12. The TLQP project provides ongoing professional development aligned with the district Professional Development Plan and the School Improvement Plan to The Academy School administrators and teachers. The TLQP Project Director has worked diligently with 19 teachers in an embedded professional development model consisting of two graduate literacy courses this past year. Much emphasis was placed on literacy and content integration in the core subject areas. Teachers have acknowledged new strategies, embraced a visual difference of literacy concepts in the classrooms, and implemented action research to problem solve. Faculty in the Colleges of Education and Arts and Sciences have provided activities/services in the following areas: a) a Wii video game project to highlight math skills, team building, anger and stress management, and improve attendance, b) Literacy faculty bringing classes of pre-service candidates for literacy tutoring in the fall 2008 semester, c) mentoring in the core academic areas, and d) Generating Expectations for Student Achievement (GESA) training.

### **C. Partnerships**

The College of Education has developed the *Institute of Applied Learning*, the professional development arm of the college. The institute has been in existence for five years and has collaborated with school districts in building continuous and sustainable forms of professional development in high needs, inner city, and urban settings.

The commitment of the college is substantiated with the creation of the position of Assistant Dean for External Relations who oversees the Institute of Applied Learning and works directly with the P-16 education community.

#### **1. The scope and extent of involvement in the project by high need school and /or district partners.**

The scope and extent of involvement in the project by high need school and /or district partners is the strength of this proposal. School/school district partnerships in this proposal are indicative of the value of a continuous dialogue based on school district data, administrator and teacher needs, and an awareness of culture, curriculum, and socioeconomic conditions in building sustainability in school/teacher leadership. Through the partnerships established with the school districts included in this proposal, professional development has been offered through customizing coursework and workshops to meet district needs and offering general sessions to all districts with topics of common interest. This model has produced a cadre of Master Teachers, presenters and coaches/mentors that can share scientifically based research practices that have produced gains in student achievement across the core content areas. The other partners in the project, Cleveland Hill Union Free and Niagara Falls can strengthen and benefit from sharing in-house resources. This proposal's planning has included: school district superintendents, assistant superintendents, curriculum directors, teacher center directors, human resource departments, and professional development planning committees. A time frame has been established identifying project personnel and school/district representatives who will be responsible for planning, implementation, and assessment of the grant's activities.

#### **2. The College of Education and Arts and Sciences faculty and administration**

The College of Education and Arts and Sciences faculty and administration share a plethora of knowledge by sitting on school district quality councils, teacher center policy boards, school district professional development planning committees and

working in school districts an average 100 hours per week. Through the *Institute of Applied Learning*, a model of content and pedagogy co-teaching has been very effective through other grant projects: Teacher Quality Enhancement Grant (5 years), Math and Science Partnership Grant (5 years), and Teacher Leader Quality Partnership Grant (6 years). College of Education and Arts and Sciences faculty have worked with Master Teachers hired in the grant projects to provide new coursework and re-align core content area curriculum for pre-service candidates to meet the rigor of national and New York State Learning Standards. The scope of these projects have included: creation of a sustainable professional development model with student achievement gains by participating teachers, the development of a Math, Science, Technology (MST) Masters Degree, the development of an advanced certificate of study for Teacher Leaders, the recruitment and retention of 41 teachers (Niagara Falls School District) who will receive the MST Masters Degree (embedded teacher trainers in P-12), graduate course offerings created through district data and needs (15 courses designed), embedded classroom professional development, integration of math, science and technology, and literacy integration. An extension of core content areas has been to include faculty from Educational leadership, Literacy, Special Education, School Counseling, School Psychology, and Mental Health Counseling to provide professional development in topics such as: Response to Intervention (RtI), parental issues, behavioral and anger management, gender equity training, cooperative and interactive learning, and educational leadership. All pre-service candidates in the College of Education begin field experiences in their freshmen year, this enables students to start working in high needs districts and gives them over 150 hours of classroom application prior to student teaching. The College of Education places between 700-800 students each semester in local school districts. In 2008-2009, 100% of pre-service candidates did one of their placements in high needs/inner city schools. In all high needs/inner city, grant projects, participating teachers are required to take a pre-service candidate for two semesters, a 35-hour teaching assistantship and a seven-week student teaching placement. The pre-service candidates receive 8 hours of literacy training in the adopted school district literacy program. This fall/spring semester arrangement allows pre-service candidates the opportunity to become familiar and identify with students individual learning styles and needs.

### **3. Other partners**

Other partners included in the project are the New York State Math, Science, and Technology Associations, organizations that can provide field trips (both virtual and hands-on) for teachers such as Castellani Art Museum, New York State Power Authority, Buffalo Zoo, and University of Buffalo Center for Bioinformatics. Often, an exhibit or display will be scheduled after a grant deadline that can provide an experience aligned to the coursework. As in past projects, with the continuum model of professional development, teachers establish new boundaries through inquiry-based learning, and find and create new resources that match (i.e. forensic societies, hospitals): content area interest, NY State Learning Standards alignment and real life applications for students. This project includes developing a professional learning community, which focuses on shared resources, curriculum mapping and opportunities to bring exposure that is more international to the classroom with technology-expanding teachers' knowledge of available resources.