Cindy Opat, an early childhood unified residency student at WSU, receives full-time classroom experience at Wichita’s Horace Mann Dual Language Magnet School. Horace Mann is a Kindergarten–8th grade school in which students are taught to think, talk, read and write in both English and Spanish.

On the cover: Juan Yanez, majoring in secondary mathematics, is a student intern in Lisa Kahn’s class at Wichita South High School.
Transforming Teacher Education

Research shows what we all know—the single most important factor in our children’s education is the quality of the classroom teacher. That’s what the Wichita Teacher Quality Partnership is about—building a great future for our children in the new world of the 21st century through the highest quality teacher education.

Our mission is to provide a diverse cadre of highly qualified, effective teachers for Pre-Kindergarten through 12th grade students in urban schools.

How are we doing this? Through transforming the way we recruit, prepare, launch and develop our teachers throughout their professional careers.

Our network involves hundreds of extraordinarily committed educators who form a pipeline that stretches from early childhood learning centers; to elementary, middle and secondary schools; to community colleges; to Wichita State University and beyond.

It’s been five years of hard work, a surprising amount of growth and unexpectedly positive results. In the pages to follow, you’ll find the history of our partnership, its growth and current work and what evaluation of our program reveals.

When you see what’s been accomplished so far, we hope you’ll believe with us in the importance of strong teaching and the power of education to enhance the lives of individuals and change the world for the better.
Dear Colleagues, Partners and Friends,

In the fall of 2007, we embarked on a journey to create a Professional Development School model for preparing university students to become teachers.

Through a three-year grant from the Kansas Board of Regents (KBOR) for urban education, field experiences in Wichita partner school classrooms were created for a small cohort of elementary teacher candidates. The grant also provided specialized instruction for teaching English language learners and for teacher recruitment activities. The number of cooperative education placements increased, allowing more WSU students to receive pay for supervised work in Wichita schools. Our students now spend more time providing classroom help beginning with their first semester at WSU.

In 2008, taking our idea to scale became a reality when a grant proposal based on the original KBOR program was funded by the U.S. Department of Education for 6.5 million dollars over a five-year period. In 2011, we received a new three-year KBOR grant to sharpen the focus on English language learners, recruitment, and expansion of our residency program.

Thus, our work has grown to bring all elementary, middle-level and secondary WSU teacher education programs into the PDS model, create the first known early childhood residency program, and offer teacher education professional development over the career span.

What a challenge the journey is! The results of WSU faculty and college staff work are real and enduring.

Moreover, how rewarding it is to see so many people from so many different education perspectives and professions join us on this journey. They all see that the future of our children and the future of Wichita are worth making the effort for teachers.

Sincerely,

Sharon Hartin Iorio, Ph.D.
Principle Investigator
Dean, WSU College of Education
Dear Colleagues, Partners and Friends,

Over the past few years, Wichita Public Schools have joined other districts across the nation in focusing greater attention on increasing student achievement. The Wichita Teacher Quality Partnership is providing an opportunity to further students’ growth by focusing on teacher preparation.

The collaboration with Wichita State University benefits both WSU faculty and the district’s teachers by enhancing all phases of teaching, from teacher recruitment to university preparation of teachers within our schools, to new teacher induction, to professional development of experienced teachers.

In the current economic environment, the influx of grant funding to support this effort certainly benefits our existing programs, but more than that, teachers, principals, and administrators have seen the positive effect of having a larger number of WSU teacher preparation students in our classrooms for a longer period of time, helping in a variety of ways to augment our students’ learning experiences.

The result is progress toward shared goals and the development of realistic plans to continue the Professional Development School model after the grant funding that helped create the programs expires.

The goals we have undertaken are both demanding and humbling, and the evidence of long-term success comes only with time. Yet, nothing can be more important than supporting teachers and future teachers in the most fundamental work of a democratic society – advancing the education of our children.

This report celebrates a milestone of accomplishment for the WTQP.

Respectfully,

JOHN ALLISON
Superintendent
Wichita Public Schools
Working Together for Teacher Preparation

Head Start—A research-based program, Head Start’s mission is to help prepare children for success in school and in life. As one of the most researched and evaluated early childhood programs in America, studies have shown that children enrolled in Head Start have increased achievement test scores, decreased grade repetition and special education needs, and increased graduation rates.

The Opportunity Project—A Wichita non-profit organization, TOP operates three early education centers, serving approximately 400 area children from poverty, aged six weeks to five years. TOP provides high quality, early educational day care and preschool services, readying its students for kindergarten and increasing the likelihood that they will graduate high from school and attend college.

Wichita Public Schools—The largest school district in Kansas, USD 259 educates approximately 11 percent of all public school students in the state. Enrollment for 2011-2012 surpassed 50,000—70% classified as economically disadvantaged and 70% claiming ethnic minority status, with 88 languages reported spoken in the homes of WPS students.

Butler Community College, Cowley College and Hutchinson Community College—These community colleges in the area surrounding Wichita align their curricula to WSU’s teacher education program to provide the first two years of the state-prescribed professional education courses and related general education courses that will lead to the bachelor’s degree in education from WSU.

Wichita State University—Kansas’ only urban-serving research state university, WSU offers students experience-based learning that surpasses other higher learning institutions. The College of Education’s teacher education program comprises 14 undergraduate content areas and eight graduate degrees, including a doctorate in educational leadership, and has been nationally accredited since 1954.

WTQP Advisory Council

**Sharon Iorio**, WSU College of Education, Dean, WTQP Principle Investigator & Advisory Board Chair

**Terry Behrendt**, WSU College of Education, Senior Fellow, Department of Curriculum & Instruction, WTQP Co-director

**Kim McDowell**, WSU College of Education, Associate Professor, WTQP Co-director

**Janice Ewing**, WSU College of Education, Associate Professor, Chair of Department of Curriculum & Instruction

**Shellie Gutierrez**, Butler Community College, Director of Teacher Education

**Larry Landwehr**, United Teachers of Wichita, President

**Peer Moore-Jansen**, WSU College of Liberal Arts & Sciences, Professor, Chair of Department of Anthropology

**Julie Rhoads**, Cowley College Director of Education

**Martha Robertson**, Hutchinson Community College, Director of Learning

WSU College of Education Advisory Board

(From left) **Karen Godfrey**, Kansas National Education Association vice president; **Linda Weir-Enegren**, LS Industries president; **Keith Pickus**, interim WSU provost; **Dean Sharon Lorio**; **Pam Chamberlin**, WSU Foundation development officer; **JoAnn Skillet**, retired classroom teacher; **Rhonda Turner**, licensed clinical marriage and family therapist; **Ron Holt**, Sedgwick County assistant manager; and **Linnea Glenmaye**, WSU associate provost. Not pictured are **John Allison**, superintendent of Wichita Public Schools and **Cindy Schwan**, Wichita community leader.
Early Childhood Unified Residency Leadership Team

Kim McDowell, Associate Professor, WSU Department of Curriculum & Instruction, WTPQ Co-director
Jeri Carroll, Professor, WSU Department of Curriculum & Instruction
Janice Ewing, Chair, WSU Department of Curriculum & Instruction
Connie Powell, Director, Early Learning Services, WPS
Janice Smith, Director, The Opportunity Project
Glenda Wilcox, Early Childhood Director, Head Start

Teacher Licensure Leadership Team

Terry Behrendt, WSU College of Education, Senior Fellow, WTPQ Co-director
Amy Belden, WSU Technology, Lab Assistant
Daniel Bergman, WSU College of Education, Assistant Professor, Department of Curriculum & Instruction
Norma Bricker, WSU Elementary, Liaison for WTPQ
Kim Davis, WSU Technology, Liaison for WTPQ
Janice Ewing, WSU College of Education, Associate Professor, Chair of Department of Curriculum & Instruction
Kelly Frederick, Wichita North High School, WTPQ Contact Teacher
Susan Hussey, WSU Elementary, Liaison for WTPQ
Ronald Jones, WSU Secondary, Liaison for WTPQ
Cara Ledy, Wichita South High School, Principal
Shirley Lefever-Davis, WSU College of Education, Professor and Associate Dean
Teruko Mitchell, WSU College of Education, Administrative Assistant for WTPQ
Denise Quinones, Wichita South High School, WTPQ Contact Teacher
Chris Reed, WSU Elementary, Liaison for WTPQ
Susanne Smith, Wichita Public Schools, Division Director Learning Services
Amy Snodgrass, Wichita Public Schools, Executive Coordinator of New Teacher Induction
Pam Stead, Enterprise Elementary School, Principal
Charles Wakefield, Hadley Middle School, Principal

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Mara Alagic
Daniel Bergman
Raymond Flores
Jim Granada
Shirley Lefever-Davis
Gayla Lohfink
Kim McDowell
Donna Sayman

Anh Tran
Alan Aagaard
Terry Behrendt
Jeri Carroll
Kay Gibson
Fuchang Liu
Katherine Mason
Linda Mitchell
Johnnie Thompson

Clinical Educators

Marla Lindenmeyer
Rick Pappas
Mary Robillard

Penny Longhofer
Sandra Peer
Mary Spencer

Shirley Lefever-Davis (left) is professor and associate dean of the college. Janice Ewing is associate professor and chair of the Department of Curriculum & Instruction.
WTQP Teacher Licensure Program

After 38 years of working in public schools and universities, I have come to the conclusion that university and school district partnerships are critical to growing the next generation of high-quality teachers. Future educators need the knowledge base of academic content, educational theory and research-based practices applied to real classroom experiences with diverse urban populations over time. This experience-based learning, tempered with proven research practices, will create the best teachers for our schools and communities. This can only happen when teams of university faculty are actively engaged with groups of Professional Development School teachers to create complex learning environments to model best practices for future educators.

The partnership, however, must start in high schools to recruit and develop diverse student populations to consider teaching as a career and provide these students, as they enter college, the opportunities to work in similar teacher roles as Cooperative Education para-professionals. With these rich experiences, they enter the College of Education with a clear understanding of teaching and the classes they take have more relevance to their career choice, with an understanding of the skills they will need to become a licensed teacher.

Even beyond the four-year, pre-baccalaureate, rich experience-based program, as they move into the teaching profession, these new teachers need continued support through new teacher induction and aligned staff development. In partnership, the new teachers will continue to grow to support high-quality learning for their students and increased student achievement. The hope is that someday these WTQP graduates will play an active role in the development of future cohorts of teachers.

This partnership does not happen naturally. It requires much effort by many people and extensive planning to create complex arrangements and systems to support continuous growth in the partnership. Growing together, the partnership can develop high-quality teachers if we want to advance our children and the future of our community.

High-quality teachers are the key to quality schools. A strong partnership between a university and district to create and retain these teachers is critical to maximizing learning.

Terry Behrendt, Ed.D.
WTQP Co-director
WSU College of Education faculty are highly engaged in Professional Development Schools to assure student success.
Early Childhood Unified Teacher Residency

With an emphasis on urban schools, the Early Childhood Unified (ECU) teacher residency program prepares candidates to meet the needs of children with and without disabilities in varied settings. Consistent with the other WTQP programs at WSU, the ECU residency program has a philosophy that centers on shared responsibility for teacher preparation between universities and schools, as well as a shared responsibility for student learning.

Key elements identified from various models of successful teaching resident programs include a year-long residency. WSU teacher candidates are employed within a partner agency and assigned to a classroom where they receive systematic mentoring and support while learning pedagogy. Teacher resident cohorts are involved in ongoing professional development throughout the residency and through the first two years of licensed teaching.

The WTQP ECU teacher residency program recruits program candidates from a wide range of underrepresented populations and mid-career changers who hold degrees in other fields. Diversity of residency candidates and program faculty is a primary objective of the program. The WTQP ECU residency program is a 16-month program in which teacher candidate residents are employed full- or part-time by WPS and community partners, TOP and Head Start.

The ECU residency program at Wichita State University allows for individuals with bachelor degrees in related fields who have a desire to become a teacher to progress through a graduate program in early childhood unified that leads to initial licensure through Kansas State Department of Education. Active and dynamic partnerships allow for field-based experiences and mentoring activities with experienced teachers. The program employs empirically supported content and practices, and allows for continued professional development.

Kim McDowell, Ph.D.
WTQP Co-director
The Wichita Early Childhood Residency program is the first known program of its kind in the nation.
WTQP addresses the full spectrum of teacher education

FROM RECRUITMENT TO PREPARATION TO INDUCTION TO ONGOING PROFESSIONAL DEVELOPMENT.

Recruitment

Students are recruited through activities in area high schools, partnerships with community colleges and financial support in the form of scholarships, grants and forgivable loans. The goal is to create a highly qualified, large and diverse cadre of teachers for the 21st century.

Teacher Preparation

Teacher preparation at Wichita State University features three components: disciplinary knowledge, field experience and pedagogical knowledge. The hallmark of the WSU program is the integration of field experiences. Cooperative Education and Work-based Learning is a WSU program where students receive course credit and are paid for their endeavors in a workplace setting.

Future educators association groups recruit high school students considering teaching as a career.

Teacher education class in the college’s technology lab.
New Teacher Induction

New teachers receive two years of intensive professional support. One year of new teacher induction and mentoring is provided by the Wichita Public Schools. A second year of induction consists of regular meetings of school district hires in their second year of licensure and is currently funded through the WTQP grant.

Professional Development

Providing professional development for retention and continuous improvement of licensed, practicing teachers leads to the ultimate goal of effective PreK-12 student learning. WTQP produces teachers who are life-long learners embracing new developments in education-based research, who collaborate to find solutions and who adapt to the changing needs of 21st century classrooms.
Recruitment
OFFERING MANY PATHWAYS TO BECOME A TEACHER

High school students interested in an education career may take Introduction to Education/Career Development—a three credit hour course for high school credit with optional college credit.

Students are actively recruited to WSU by means of interaction with Future Educators of America (FEA) groups in area high schools.

Students are also recruited from community colleges that have prepared students to meet the requirements of the WSU teacher education program. WSU advisors work with advisors from partnership community colleges—Butler Community College, Cowley College and Hutchinson Community College—to ensure that students are taking courses that will transfer to WSU and will make a seamless transition to the WSU professional teaching program.

More than $600,000 in scholarship awards will be available to WSU College of Education undergraduate students for 2012-2013, with scholarship funds growing each year. A major portion of scholarships go toward math and science education students through an endowment of $7.5 million from the estate of Doris and Ralph Klose.

In addition to scholarships, financial aid opportunities such as Perkins loans, Pell grants and federal TEACH grants are available to eligible WSU teacher preparation students. For qualified applicants wishing to teach a high-need subject in a high-need school, full support is available.

The Klose Scholarship provides tuition, fees and books for high-achieving math and science education students at WSU during their junior and senior years.

Future Educators Association groups have been formed in area high schools to cultivate WSU teacher education students.
Teacher Preparation

Nationally accredited, the teacher education program at WSU’s College of Education uses a Professional Development School model. The PDS model combines the resources and expertise of area public school district teachers, administrators and support staff with those of the WSU College of Education to immerse teacher education students into the learning community. Students are mentored by exemplary PreK-12 teachers and develop a strong, supportive network that follows them into their professional life as a licensed teacher.

All teacher education students experience the following:

- **Disciplinary knowledge** – Students in the middle or secondary programs are required to successfully complete at least 30 credit hours of liberal arts and science courses within their disciplines. Students in Elementary and Early Childhood Unified programs complete discipline specific course work delivered within the teacher education unit. The courses specific to the discipline provide the content knowledge upon which the professional education courses build.

- **Field experience** – In the first two years, every student has the opportunity to become actively engaged in area PreK-12 classrooms. Students learn firsthand about classroom management, use of technology in the classroom and evaluation of student learning from teachers who are selected to mentor our students. During the junior and senior years, teacher education candidates complete four consecutive semesters of field experiences resulting in a full-time classroom experience in their final semester. Particular effort is made to provide our students with opportunities to work with a diversity of PreK-12 students and settings, including students in poverty and of various ethnicities, language backgrounds and achievement levels.

- **Professional/Pedagogy courses** – All teacher education students are required to successfully complete 40 credit hours of professional education coursework that utilizes the latest in education research and practices. Among others, these include:
  * Instructional strategies, including classroom and behavior management,
  * research-based reading and literacy strategies,
  * courses in understanding diverse populations, with focus on teaching high poverty students and English language learners,
  * methods courses that connect theory to practice, with focus on the use of technology,
  * statistics, evaluation and assessment courses that ensure our students understand quantitative analysis and can use it for student learning in the classroom,
  * instruction in education history, philosophies and ethics.

- Students who complete the WSU program will be prepared to sit for Kansas teacher licensure examinations in one of 14 areas and sit for the exam for English Language Learner teaching endorsement.
New Teacher Induction
HELPING NEW TEACHERS IN THEIR FIRST TWO YEARS

Beginning teachers in Wichita Public Schools receive two years of intense professional support through the New Teacher Induction Program (NTI) in Wichita Public Schools. The NTI program reaches new educators through its focus on new hires, college to classroom teachers, and both peer and mentor support.

New teachers participate in what is referred to as “Model Classroom”, where they meet with distinguished teachers from the same grade level or content area. These experienced teachers provide tours of their classrooms, as well as share information and ideas with the new teachers.

Experienced teachers provide support and evaluation to new teachers throughout the year. This collaboration promotes competency, aids in retention of effective teachers and works toward success for all students.

All of the training integrates relationship building, cultural proficiency, research-based strategies for English language learners and special education students, as well as training in curriculum and district initiatives.

The second year of induction provides more specific training to meet the needs of second year educators. In this year, training focuses on methods to motivate teachers to create extraordinary learning environments through learning tools, strategies and resources.

Experienced teachers who are known as mentors receive training on coaching skills four times during the first year; two times with their mentees. The second year, mentors attend one training. Mentors provide continued support to mentees, which focuses on consulting, collaboration, coaching and observation in an effort to support and foster growth.

The New Teacher Induction program in WPS is a rich, deeply embedded program encompassing the work of educators. Utilizing research-based training along with the support and partnership of WSU, we are moving teachers from beginning educators to strong leaders.
Professional Development
CONTINUING TO GROW AS EXPERIENCED TEACHERS

Staff development and ongoing communication are key to the success of any organization’s transformation. Staff development on research-based initiatives occurs in cross-team environments with faculty, public school administration, cooperating teachers, PDS contact teachers, and WTQP liaisons working together to grow the partnership.

Faculty have been active in staff development to more deeply understand and implement Professional Development Schools standards; English language learner support (via three days of Sheltered Instruction Observation Protocols); literacy; co-teaching strategies; mentoring and integration of Smart Board technology to support curriculum redesign and implementation. A new grant will provide more preparation for faculty and teachers working with English language learners.

District central office administration and principals from 25 Professional Development Schools have received common staff development in PDS implementation. Additionally, they receive monthly newsletters and updates on program enhancements from WTQP liaisons and faculty who visit them at their schools.

PDS contact teachers and cooperating teachers have received staff training in PDS standards and implementation, co-teaching, mentoring and strategies for new roles of PDS in raising student achievement. Additionally, PDS schools have used a teacher-of-teacher model, in which teachers who have received this staff development share what they have learned with others back at their schools and through digital newsletters. Each semester, teachers mentoring teacher interns (student teachers) receive specific staff development to enhance their experience with their teacher intern.
Results

Given the current data, of the 25 schools in the partnership, 16 elementary schools showed a net gain of 3.2 percent in mathematics and 2.5 percent in reading scores in the 2011 test results as compared to the 2010 test results. In all, 12 of the 16 elementary schools showed student improvement in math and 13 out of 16 schools showed student improvement in reading. WSU students were placed in all these schools as student teachers/interns and/or pre-student teacher candidates, field experience observers, or as cooperative education students. Of the nine secondary schools in the partnership, average student improvement was 1.8 percent in math and 1.6 percent in reading. It should be noted that 2010-11 was the first year for the secondary program and for teacher candidates to be assigned to the PDS, and these candidates spent more time observing in entry-level courses than assisting in the classrooms.

On average, students in partnership schools outperformed students in the entire district elementary, middle, and high schools. The district average in reading was 71 percent and in math 67.4 percent in the 2009-2010 school year.

<table>
<thead>
<tr>
<th>Professional Development Schools (Wichita)</th>
<th>Percent</th>
<th>Math Scores</th>
<th>Reading Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>Free/Reduced Lunch*</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>16 Urban Elementary Schools Averages</td>
<td>80.3</td>
<td>78.8</td>
<td>82.0</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>Free/Reduced Lunch*</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>9 Middle and High Schools Averages</td>
<td>68.9</td>
<td>60.2</td>
<td>62.0</td>
</tr>
<tr>
<td>Entire District (as a whole)</td>
<td>70.4</td>
<td>67.4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Students receiving free or reduced lunch reflects percentage of economically disadvantaged students.
WTQP by the Numbers

Pre-baccalaureate (bachelor’s) candidates enrolled in September 2011 .............. 297

High school students in “Introduction to Education” classes .......................... 97
Those high school students who expressed satisfaction ......................... 93%

Cooperative Education students in 26 PDS schools ................................. 98
Those Cooperative Education students who expressed satisfaction ...... 94%

Professional Development Schools in Fall 2011 .................................... 25

Cooperating Teachers ........................................................................... 347

University Supervisors ......................................................................... 23

University-wide faculty teaching students involved in WTQP .......... 170

The first cohort of elementary candidates to complete teacher education within the PDS model completed the program in spring 2011. Test results have been compiled by Educational Testing Service and transmitted to WSU for exams required for Kansas teacher licensure. The pass-rate goal set by the partnership was a 95% pass rate for each exam.

Pass rate of Program graduates who sat for required teacher license examinations:

- All new teachers .................................. 96%
- Early Childhood Unified ................. 100%
- Elementary Education ...................... 95%
- Music Education .................................. 100%
- Physical Education ............................. 100%

The first cohort of secondary candidates began in fall 2010 and will complete teacher education and may apply for testing in spring 2012.

The Future of the WTQP

Grant funding has allowed us to implement the transformation of the WSU teacher education program to better serve Wichita students. Through reevaluation of program effectiveness, the WTQP is making plans for the partnership to continue long past the time that federal and state funding come to a close.

Photography: Patrice Hein, Jeff Tuttle, and Wichita Public Schools
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This award was made possible through the Kansas Board of Regents (H.B. 2185) Teacher Education Competitive Grant program to increase the number of teachers in underserved geographic areas and hard-to-fill disciplines. The review committee recommending this award had representatives from the Kansas Board of Regents, the Kansas State Department of Education, education faculty and K-12 teachers.

This award was made possible through the U.S. Department of Education (84.336B and 84.405A) American Recovery and Reinvestment Act of 2009. The Teacher Quality Partnership program statute is contained in Title II of the Higher Education Act, as amended on August 14, 2008, by the Higher Education Opportunity Act (Public Law 110-315) (HEA).