



**The U.S. Department of Education's Teacher Quality Enhancement  
Grant at Northern Illinois University: Performance Report Evaluation,  
Year 5**

**David Walker  
Project REAL Evaluator  
Northern Illinois University  
dawalker@niu.edu  
815-753-9362**

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## I. Project REAL Overview

The Teacher Quality Enhancement grant (TQE)/Project REAL (Rockford Education Alliance) is a comprehensive and mutually beneficial partnership between Northern Illinois University (NIU), Rock Valley College (RVC), and Rockford Public School (RPS) District 205 with a focus on improving student performance and enhancing the quality of educators. Shared decision making, teacher recruitment, teacher education reform, extending pre-service clinical experiences, professional development, and enabling effective instructional leadership are key factors to ensuring a successful collaboration among the partners in this project. The overall goal for Project REAL is to raise student achievement, so that 75% of Rockford Public School students in the four partnership schools are meeting or exceeding standards on state assessments in five years.

The Project's six overall objectives and identified outcomes are seen below:

- *OBJECTIVE 1: Creating Shared Decision-Making.* Create a shared decision-making and governance model for partnering to prepare teachers and improve student performance in urban schools and to establish mechanisms to disseminate lessons learned.
  - *Identified Outcomes:* (A) Institutionalized shared governance model for teacher preparation that is viewed as effective by at least 75% of the partner group members. (B) Improved student performance in the PDS schools with at least 75% of students meeting or exceeding standards at the end of the fifth year.
- *OBJECTIVE 2: Developing a Future Teacher Pool.* Build a "pipeline" for recruiting diverse and underrepresented groups into the teaching profession to serve local needs.
  - *Outcome:* An increase of at least 25% in diverse and under-represented applicants meeting standards for admission into teacher preparation programs at RVC and NIU and completing their preparation successfully, with at least 50% of those recruited from RSD returning to teach in the local community.



- **OBJECTIVE 3: *Reforming Educator Preparation.*** Develop a fully integrated school-university partnership with RSD using Professional Development Schools (PDS) in order to transform teacher preparation, enhance content preparation, and integrate technology into instruction.
  - **Outcomes:** (A) Improved content knowledge of teacher candidates demonstrated by a 99% pass rate on content examinations. (B) Improved college/university faculty knowledge about current urban school contexts with at least 25 faculty having extensive experiences in urban settings. (C) Improved ability of faculty and students to integrate technology into instructional practices with 99% of teacher candidates able to select and integrate appropriate technologies in lesson plans and 100% of participating faculty having at least 25% of their lessons incorporate technology.
  
- **OBJECTIVE 4: *Expanding Clinical Experiences.*** Provide integrated and extended clinical experiences designed to enhance exposure to diverse populations and incorporate extensive interactions among pre-service students, teachers, and teacher educators.
  - **Outcomes:** (A) New teachers will have stronger teaching skills with 100% of teacher candidates demonstrating competence in the Illinois Professional Teaching Standards. (B) All teacher candidates (across colleges) are able to design and teach lessons that address state standards and address the needs of diverse students.
  
- **OBJECTIVE 5: *Providing Professional Development.*** Initiate a sustained mentoring and professional development program focused on retaining teachers, enabling them to become nationally certified (NBPTS) and assuring that they are highly qualified (HQT).
  - **Outcomes:** (A) Teacher retention rate in the PDS schools will improve by 1/3 in the first three years of the project and teacher performance ratings will improve for all PDS teachers. (B) At least 25 RPS teachers will become nationally certified. (C) All teachers in PDS will be highly qualified in their content areas.
  
- **OBJECTIVE 6: *Enhancing Managerial and Leadership Skills.*** Implement a focused leadership development program for current and potential leaders in the local district to enable them to act effectively as instructional leaders and expert managers in high-need schools.
  - **Outcomes:** (A) Better prepared principals with skills required to lead urban and diverse schools as demonstrated by improved performance ratings for principals participating in professional development. (B) Improved use of data for decision-making by principals in PDS schools. (C) At least 25 current teachers will complete administrator preparation



and 100% will pass the state content examination. (D) At least 75% of administrators completing leadership training will be placed in leadership positions in the district. (E) The percentage of school leaders from diverse and underrepresented groups will increase.

## **II. The Professional Development School Reform Model**

Professional development schools (PDS) were an outgrowth of a reform report, *Tomorrow's Schools*, released by the Holmes Group (1986, p. 4). This report was created by deans from colleges of education interested in different ways of involving major research universities in improving the quality of teacher education.

PDS partners are guided by a shared vision of teaching and learning that is collaboratively developed. This vision guides all other aspects of the model and utilizes National Council for Accreditation of Teacher Education (NCATE) standards and assessment tools to direct implementation. PDSs have a four-part mission: the preparation of new teachers, teacher professional development, inquiry (e.g., action research) directed at the improvement of practice, and curriculum development; all aimed at enhancing student learning (Osguthorpe, Harris, Harris, & Black, 1995; Teitel, 2003). This mission is supported through standards that define a PDS. NCATE's (2001) PDS standards focus on (1) creating a positive learning environment that supports both professional and children's learning, (2) upholding professional standards for teaching, (3) developing a university/school community with shared responsibility, (4) ensuring professionals are prepared to meet the needs of diverse learners, and (5) providing resources and structures that support the partnership work.

The Project REAL partnership schools encompass four main elements of a PDS: (1) clinical placements for teacher candidates, (2) on-site professional development for classroom teachers, (3) collaborative curriculum development at both the university and



PK-12 school level, and (4) research jointly conducted on teaching and learning.

Collaboration, in terms of expertise and resources, is a fundamental principal with the ultimate goal of improving student learning. All partners work together in order for the PDS to be successful (Teitel, 2003). In addition to improving student performance, this collaborative PDS effort should result in improvements to college and university teacher preparation programs, integration of theory into practice, and upgrading and articulation of curriculum at all levels. Thus, the PDS and its supporting partnership function both as an agent of change and as a structure for institutionalizing reform.

In Project REAL, PK-12 students are at the center of the PDS model. That is, students in the PK-12 schools drive the candidate training and teacher professional development in the PDS schools. In these schools, the university and school partners collaboratively identify PK-12 students' needs, and ways to meet them, and connect these needs and strategies to teacher candidate preparation and also to a professional development agenda. What is created is a learning community focused on student performance (see Figure 1). In Project REAL, the model places PK-12 student learning at the center, with various project components thought to have a relationship with student achievement directed toward this central goal. These components include teacher professional development (i.e., determined by looking at student performance and needs), leadership development, pre-service candidate training on site, direct services to students (e.g., tutoring), involvement of parents and community, and institutional-level collaboration among university and school personnel that concludes in decisions about needs in the PDS schools and resources that can be brought to bear on problem areas.



# Project REAL

ROCKFORD EDUCATION ALLIANCE  
Northern Illinois University (NIU)  
Rockford Public Schools (RPS)  
Rock Valley College (RVC)



College of Education • College of Engineering and Engineering Technology • College of Health and Human Sciences • College of Liberal Arts & Sciences • College of Visual & Performing Arts • NIU Outreach

URL: [www.projectreal.niu.edu](http://www.projectreal.niu.edu)  
Grant # P336B030021-5

Figure 1. Project REAL Model

### III. Project REAL's Evaluation Framework: The a-e-I-o-u Method

Thus, with the grant's overall goal and core objectives in mind, Project REAL implemented as its framework the a-e-I-o-u program evaluation method, which was



originally conceptualized and presented by Sorensen and Sweeney (1996) and later written about via an exemplar by Kemis and Walker (2000). Within the a-e-I-o-u method, “a” is associated with accountability and asks the question “Did the project do what it said it was going to do?” This annual evaluation report’s tables, figures, and data presented for year 5 illustrate that, indeed, Project REAL was very accountable in terms of addressing and measuring performances related to the Project’s six objectives and the goal of improved student achievement in mathematics and reading.

The “e” is affiliated with effectiveness and asks the question “How well did the activities meet the objectives of the project?” Again, the subsequent tables, figure, and data presented in this evaluation show that Project REAL was very effective in terms of addressing and measuring performances related to the Project’s six objectives and the goal of improved student achievement in mathematics and reading (see Tables 1-15 and Figure 2).

The “I” concerns impact and poses the question “What changes have occurred as a result of the project?” The data from year 5 indicate that the multi-entity partnership for this extremely large project has become very cohesive and involved. In fact, the number of sessions produced this past year involved nearly 12,000 partnership participants. Another impact measure can be found in Tables 19 and 20, which demonstrate the performance measures and effect size growth transpiring within the project for all of its partners, while Figures 7-8 show the Project’s progression toward its goal.

The “o” pertains to organizational factors and invites the question “What structures, policies, or events helped or hindered the project in accomplishing its goals?”



The data presented in this report show that, organizationally, Project REAL is unified and overwhelmingly met its six core objectives during year 5 (see Figure 2 and Tables 1-15).

Finally, the “u” connotes unanticipated outcomes and asks the question “What happened that you did not plan or expect?” One unanticipated outcome was the enormous participation of the various grant partners that comprise this project over the last five years. Also, the number of counts for Objective 1, Creating Shared Decision Making, increased from 70 instances in year 4 to 117 instances in year 5 or an increase of 63%.

#### **IV. Project REAL Objectives**

The data that follow indicate that year 5 was extremely successful in terms of measuring positive progress toward meeting the Project’s stated objectives. Thus, year 5 of Project REAL was spent evaluating various performance measures pertaining to the Project’s six overall objectives for the grant and the identified outcomes of those objectives seen below:

When regarding the above-mentioned grant objectives, Figure 2 and Tables 1-15 illustrate that overall as a project for year 5; all of Project REAL’s six objectives were addressed via various performance measures. As noted in the subsequent data from Table 1, in year 5, there were 350 instances, or a 12% increase of occurrences reported from year 4 (i.e., 313), where a single to numerous of the Project’s six objectives were met. For instance, Figure 2 shows that Objective 2, Developing a Future Teacher Pool, had the greatest increase in frequency (i.e., in 50 instances, which is up from 30 in year 4 or a 67% increase), followed by Objective 1 (i.e., in 114 instances, which is up from 70 in year 4 or a 63% increase), Objective 3 (i.e., in 57 instances, which is up from 41 in year 4



or a 39% increase), and Objective 4 (i.e., in 29 instances, which is up from 25 in year 4 or a 16% increase). Objectives 5 and 6 had decreased counts due to those objectives being met earlier in the Project and, thus, constituting a lesser emphasis on them later in the grant. It should be noted that in a few instances of totaling all of the objectives that were met for the grant, some were counted twice in the tally because, for example, an objective met by the NIU College of Education and also by Rolling Green Elementary through the same performance measure often satisfied different criteria for each partner depending on the context.

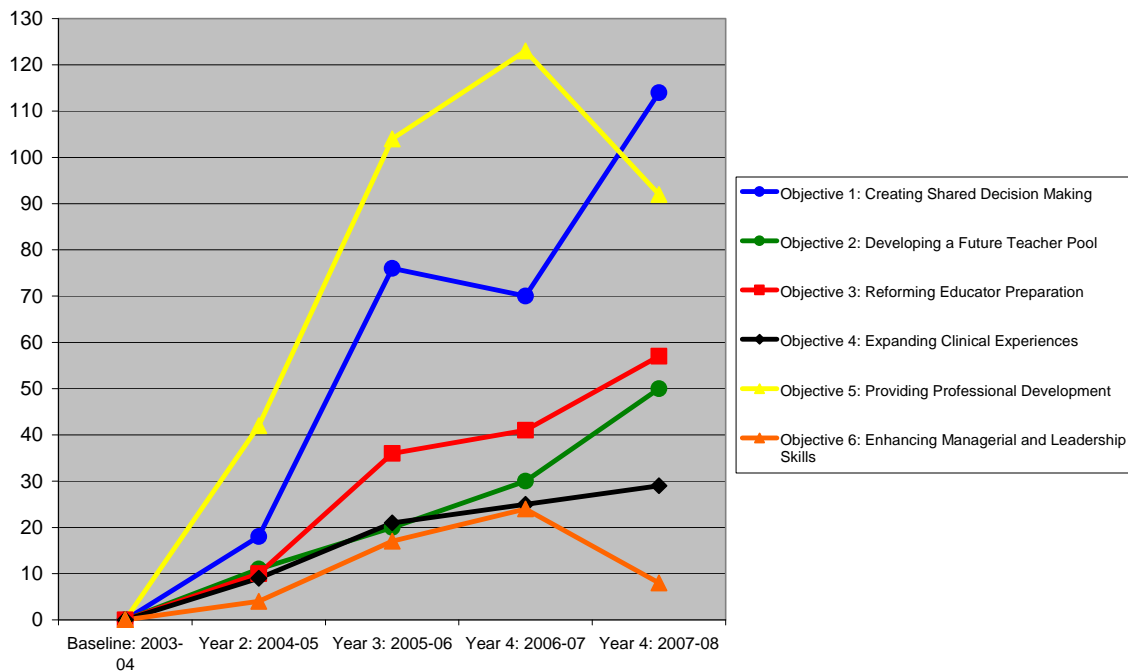


Figure 2. Project Objectives Met Via Performance Measures: Years 1 to 5



Table 1. Overall Project Objectives Met for Year 5 by Performance Measure

**Objective 1: Creating Shared Decision-Making**

<b>Performance Measure</b>	<b>Responsibility</b>	<b>Number of Participants</b>
Bilingual Teachers Professional Development Classes Nelson Elementary School	Mayra Daniel -NIU	4 bilingual teachers 1 NIU instructor
Bilingual Family Nights How to Succeed in School Nelson Elementary School	Mayra Daniel - NIU	4 bilingual teachers 1 NIU instructor 247 family members 189 family members 226 family members 200 family members
Six Plus One Trait Writing Course Nelson Elementary School	Pam Farris -NIU	14 Nelson teachers 2 NIU faculty
Children’s Literature Nelson Elementary School	Pam Nelson -NIU	2 Nelson teachers 60 Nelson students 1 NIU faculty
Reader’s Theatre Nelson Elementary School	Pam Nelson -NIU	2 Nelson teachers 60 Nelson students 1 NIU faculty
PBIS Nelson Elementary School	Marge Spangler Steve Francisco	22 teachers
Family Picnic Nelson Elementary School	SRT Team	200 parents and children, 22 teachers 1 administrator
Technology Workshop – PowerPoint and Educational Internet sites Nelson Elementary School	Lisa Mehlig - NIU	8 staff members
ETT 590 Technology NIU/Rockford Fall semester	Lisa Mehlig -NIU	14 Rockford School District teachers
ETT 590 Technology NIU/Rockford Spring semester	Lisa Mehlig - NIU	13 Rockford School District teachers
ETT 590 Technology NIU/Rockford Summer semester	Lisa Mehlig - NIU	9 Rockford School District teachers
Early Intervention Reading Rolling Green Elementary School	Viki Collins – NIU 4 tutors	Students and staff in grades K, 1,2 Approximately 300 students
Love and Logic training – 8 sessions Rolling Green Elementary School	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	Rolling Green staff - 55 teachers each of 8 sessions
Love and Logic Seminar - Colorado	Seminar trainers	4 Rolling Green teachers



Performance Measure	Responsibility	Number of Participants
Love and Logic Student Training Rolling Green Elementary School	Rolling Green staff	548 students
Love and Logic Review Rolling Green Elementary School	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	Rolling Green Staff ; 55 teachers
SIP Day speaker – Rolling Green	Dr. Michael Haggerty	Rolling Green staff 55 teachers
FlashMaster Training	Portia Downey - NIU	4 <sup>th</sup> , 5 <sup>th</sup> grade teachers; 10 teachers
Vocabulary Training	Diane Burns - RPS	Rolling Green Staff ; 55 teachers
Work with pre-service NIU students, art teachers and classroom teachers; assign placements for elementary middle-level, and high school (administrative). Observe clinical students & debrief with teachers	Debbie Smith-Shank Kryssi Staikidis, Monica Presti - NIU	11 NIU participants, 6 art teachers, 5 classroom teachers
ACT Prep Course Jefferson High School	Brian Gustafson, Katie Wishowski, Cathy Morrow, Bob Walton JHS teachers	60 Jefferson High School students
Writing Portfolio Project Jefferson High School	Brad Peters-NIU	RPS teachers: Lynn Gracyck Deb Spears Dave Carson Judy Cox-Henderson - NIU Judy Pokorny-NIU
“A Step Up” Tutoring Program Jefferson High School	Colleen Antonovich, Jefferson teacher	Average of 30 students per day. 5+ NIU field experience students and student teachers 5 Jefferson High School certified teachers in a variety of disciplines
NIU Club Jefferson High School	Judy Cox-Henderson-NIU Liz Armstrong JHS teacher	120 Jefferson High School students 1 LAS faculty 1 Jefferson High School faculty
The REAL NIU Experience Summer Camp	Judy Cox-Henderson - NIU Jennifer Gould - JHS	30 Jefferson High School students 1 RPS teacher 14 NIU faculty
The REAL NIU Experience Summer Camp College of Health and Human Sciences	Jeanne Isabel, Beverly Henry - NIU	30 Jefferson High School students
The REAL Teaching Experience	Laurie Elish-Piper - NIU	30 Jefferson High School students
Photo Story	Robert Botts - NIU	30 Jefferson High School students
Video Game Instruction	Students Jason Underwood - NIU	30 Jefferson High School students
Preparing for College Presentations to Jefferson High School English students	Judy Pokorny-NIU	120 Jefferson High School students



Performance Measure	Responsibility	Number of Participants
Preparing for College Presentations to Jefferson High School English students	Taylor Atkins-NIU	Mary Ann Gerber, RPS teacher 90 English student
Freshman Foundation Orientation Jefferson High School	Jefferson Administration	30 teachers 100 parents 300 students
ITEAMS: Integrated Technology and Engineering to Advance Math and Science	Monsour Tahernezhad - CEET	20 middle school and high school teachers
GETWISE	Monsour Tahernezhad and other CEET faculty	20 middle school students at RESA 20 high school students at Jefferson
Motorola Foundation Grant Engineering and Technology Program	Monsour Tahernezhad and other CEET faculty	40 middle school and high school students
Project SMILE Science and Math in Learning Engineering	Monsour Tahernezhad and other CEET faculty	20 middle school students and high school students
Hiring of Assistant Director of Diversity Recruitment and Retentions	CEET faculty	CEET faculty, high schools and community college
6 Plus One Trait Writing RESA Middle School – 4 workshops	Donna Werderich - NIU	27 teachers, 21 teachers, 10 teachers, 10 teachers
Love and Logic Paul Gasser Parent/Teacher Presentation RESA Middle School	Paul Gasser - Love and Logic	90 teachers 50 parents 62 students
Love and Logic, Part 2 - 9 sessions RESA Middle School	Jan Johnson	20 teachers each of 9 sessions
Love and Logic - Student training	RESA staff	878 students
Family Math Night RESA Middle School	Jan Johnson, Tommy Gibbons, Jim Sheridan, Madelyn Johnson	28 parents 4 teachers 56 students
Family Math Night #2 RESA Middle School	Discovery Center, Rockford Illinois Jan Johnson	35 parents 5 teachers 69 students
ISAT Motivation Committee RESA Middle School	SRT Team	5 teachers each of the 3 meetings
Highly Effective Students – 2 workshops RESA Middle School	Peter Vedro	35 teachers, counselors and administrators 82 teachers, counselors and administrators
After School tutoring RESA Middle School	Niki Dawson	Average of 60 students 5 RESA teachers



Performance Measure	Responsibility	Number of Participants
		2 RVC students
4 <sup>th</sup> and 5 <sup>th</sup> graders from Nelson and Rolling Green tour RVC October 17 <sup>th</sup> , 18 <sup>th</sup> , 22 <sup>nd</sup> , and 24 <sup>th</sup> , 2007	Diane Kuehl	4 <sup>th</sup> and 5 <sup>th</sup> graders from Nelson and Rolling Green Schools
4 <sup>th</sup> and 5 <sup>th</sup> graders from Nelson and Rolling Green tour RVC Sept 2008 September 16 <sup>th</sup> , 18 <sup>th</sup> , 19 <sup>th</sup> and 25 <sup>th</sup> , 2008	Amy Diaz, Patrick Peyer, Ann Bradley, RVC staff and faculty	4 <sup>th</sup> and 5 <sup>th</sup> graders from Nelson and Rolling Green Schools
Planning Meetings – RVC and NIU	Marjorie Oliver, Associate Dean	RVC administration and faculty
Minority Male Leadership Conference	Valerie Jefferson 15 RVC students	Multi - cultural Coordinator 15 RVC students; 150 JHS students
RVC Summer Camp for Jefferson students	Amy Diaz, Matt Taylor, Amanda Lonsway, RVC faculty	9 students from Jefferson High School
Coordination and collaboration meetings for Project REAL	Diane Kuehl or Amy Diaz	One administrator
Updating of EDU and AAT degrees	Paula Grueder	RVC administration
Development of AAT in Early Childhood degree	Mary Flynn, Marjorie Oliver	RVC faculty
Development of ATT in Math degree	Bob Hessel; Evan McHugh	RVC faculty
School Meetings: Rolling Green, Nelson, RESA, Jefferson	4 Principals	108 teachers and administrators
School Meetings: Rolling Green, Nelson, RESA, Jefferson	4 Principals	98 teachers and administrators
Participation in governance	NIU Outreach	Marilyn Bellert
Communications NIU Outreach	Anissa Kuhar, Brian Walk, Mary Collins, Mark McGowan	NIU Outreach staff
Clerical Support	NIU Outreach	Paulette Bowman



## Project REAL Objective 2: Developing a Future Teacher Pool

Performance Measure	Responsibility	Number of Participants
The REAL Teaching Experience	Laurie Elish-Piper- NIU	30 Jefferson High School students
Photo Story	Robert Botts- NIU	30 Jefferson High School Students
Video Game Instruction	Jason Underwood - NIU	30 Jefferson High School Students
Future Teacher Club	Judy Cox-Henderson - NIU	33 Jefferson High School students, 1 teacher
NIU Club	Judy Cox-Henderson -NIU	90 Jefferson High School students, 1 NIU faculty, 1 Jefferson High School teacher
GETWISE	Monsour Tahernezehadi and other CEET faculty	20 middle school students at RESA 20 high school students at Jefferson High School
Motorola Foundation Grant Engineering and Technology Program	Monsour Tahernezehadi and other CEET faculty	40 middle school and high school students
Project SMILE Science and Math in Learning Engineering Verizon	Monsour Tahernezehadi and other CEET faculty	20 middle school students and high school students
The REAL NIU Experience College of Health and Human Sciences	Jeanne Isabel, Beverly Henry - NIU	30 Jefferson High School students
Work with pre-service NIU students, art teachers and classroom teachers; assign placements for elementary middle-level, and high school (administrative). Observe clinical students & debrief with teachers	Debbie Smith-Shank, Kryssi Staikidis, Monica Presti - NIU	1 NIU participants, 6 art teachers, 5 classroom teachers
Korean artist Po-Wen Liu teaches ceramics to a group of Jefferson High School students; one day at Jefferson High School and one day on the NIU campus, Ceramic pots are donated for sale to participate in Rice Bowl project.	Po-Wen Liu - Guest artist Judy Cox Henderson - NIU	26 Jefferson High School students and 3 teachers
The REAL NIU Experience College of Visual and Performing ARTS	2 Art Professors, 2 Clinical students 30 JHS students,	30 Jefferson High School students, 2 Art Professors, 2 clinical students
Introduction to Education RVC class	Diane Burns , Julie Stacionis - RPS	32 RVC students, 2 teachers
Children's Literature RVC Class	Diane Burnes, Mary Flynn -RPS	32 RVC students, 2 teachers
Meeting with pre-service teachers Rolling Green Elementary School	Julie Stacionis - RPS	Polly Young, Liz Strey, Karyn Pirages, Peg Hoover, Tammy Hooks, Katie Wolff, Becky Lindvall and 7 NIU pre-service teachers.
Meeting with mentor teachers Rolling Green Elementary School	Michelle Dettman - RPS	Julie Stacionis, Katie Wolff, Becky Lindvall, Liz Strey, Peg Hoover
Workshops for pre-service teachers Rolling Green Elementary School	Sherry Mensching, Mary Suhr Julie Stacionis - RPS	Jane Kelow, Kelley Marlot, Erin Kirk, Amber Wilk, Tim Scheiwe, Steve Walters, Lori Ander
NIU student teachers begin their semester	Linda Felchlin -NIU	Polly Young, Karyn Pirages, Becky Lindvall,



Performance Measure	Responsibility	Number of Participants
Rolling Green Elementary School		NIU students
NIU 382 students advanced observations Rolling Green Elementary School	Linda Felchlin - NIU	55 Rolling Green staff, 12 NIU students
NIU 382 students 3 week experience Rolling Green Elementary School	Linda Felchlin - NIU	55 Rolling Green staff, 14 NIU students
Workshops for NIU 382 student Rolling Green Elementary School	Lorraine Schoepfer, Polly Young, Nicole Stirlen - RPS	12 NIU 382 students
NIU 8 week student teachers Rolling Green Elementary School	Jena Swanson, Julie Stacionis, Becky Lindvall -RPS	Rolling Green staff 6 NIU students
Meeting with RVC students in education program	Mary Flynn, Ken Held, Diane Burns, Julie Stacionis – RVC and RPS	33 RVC students
Building Liaison Rolling Green Elementary School	Julie Stacionis - RPS	Julie Stacionis
Hosting of 382,383 and student teachers Nelson School Elementary School	Michelle Dettman -RPS	24 NIU students and 24 teachers
Professional development workshops for NIU students Nelson School Elementary School	Michelle Dettman RPS	24 NIU students and 1 teacher
Meeting at Nelson School with building liaisons Nelson Elementary School	Michelle Dettman - RPS	Julie Stacionis, Pam Brooks, Colleen Antonovich
District Liaison Building Liaison Nelson Elementary School	Michelle Dettman - RPS	Meet with building liaisons, Project REAL Manager, RPS representative, and NIU faculty
Technology Workshop PowerPoint/ Internet site Nelson Elementary School	Lisa Mehlig - NIU	8 staff members
NIU Secondary Pre-Service Teachers (301) RESA Middle School	NIU Clinical Office- Janet Ainsworth Pam Brooks Judy Cox-Henderson Michelle Dettman,	6 students 6 cooperating teachers
NIU Secondary Pre-Service Teacher (301) Second semester RESA Middle School	Pam Brooks - RPS	13 students 13 cooperating teachers
NIU Student Teachers 16 weeks RESA Middle School	Pam Brooks - RPS	1 student teacher 1 cooperating teacher
Building Liaison - RESA Middle School	Pam Brooks - RPS	Pam Brooks
REAL RVC NIU Experience, Summer Camp	Judy Cox-Henderson - NIU, Jennifer Gould - RPS	62 Jefferson High School students, 1 RPS teacher, 14 NIU faculty
Preparing for College	Judy Pokorny -NIU	120 Jefferson High School students



<b>Performance Measure</b>	<b>Responsibility</b>	<b>Number of Participants</b>
Presentations to Jefferson High School English students		
Preparing for College Presentations to Jefferson High School English students	Taylor Atkins - NIU	Mary Ann Gerber, RPS teacher 90 English students
Future Educators Society Rock Valley College	Diane Kuehl and Tom Lombardo - RVC	Two FES advisors
Advisement of Education Majors	Diane Kuehl, Art Delgado, SRS advisors - RVC	7 advisors; one director; one career advisor; approximately 200 students
Updating of EDU and ATT degrees	Paula Grueder - RVC	RVC administration
RVC Intro to Education	Mary Flynn - RVC	EDU instructor and 70 students
Development of ATT in Math degree	Bob Hessel; Evan McHugh - RVC	RVC Faculty
Development of ATT in Early Childhood degree	Mary Flynn; Marjorie Oliver - RVC	RVC Faculty
Earth Day at RESA presented by RVC - FES	Diane Kuehl, Tom Lombardo - RVC	RESA and RVC students



### Project REAL Objective 3: Reforming Educator Preparation

Performance Measure	Responsibility	Number of Participants
The REAL Teaching Experience	Laurie Elish-Piper - NIU	30 Jefferson High School students
Photo Story	Robert Botts - NIU	30 Jefferson High School students
Video Game Instruction	Jason Underwood - NIU	30 Jefferson High School Students
Co-Teaching Jefferson High School	Judy Cox-Henderson - NIU Liz Armstrong - JHS teacher	120 Jefferson High School Students 1 LAS faculty 1 Jefferson High School faculty
Faculty Liaison	Judy Cox-Henderson - NIU	25 Jefferson High School teachers 14 NIU faculty
NIU Club Jefferson High School	Judy Cox-Henderson - NIU Jennifer Gould- JHS	90 Jefferson High School students, 1 NIU faculty 1 JHS teacher
GETWISE	Monsour Tahernehzadi and other CEET faculty	20 middle school and high school students
Motorola Foundation Grant Engineering and Technology Program	Monsour Tahernehzadi and other CEET faculty	40 middle school and high school students
Project SMILE science and Math in Learning Engineering	Monsour Tahernehzadi and other CEET faculty	20 middle school and high school students
Early Intervention Reading Rolling Green Elementary School	Viki Collins - NIU 4 tutors NIU graduate assistants	Students and staff in grades K, 1, 2 Approximately 300 students
Introduction to Education RVC class	Diane Burns, Julie Stacionis RPS	32 RVC students 2 teachers
Children's Literature RVC class	Diane Burns, Mary Flynn RPS and RVC	32 RVC students, 2 teachers
Meeting with pre-service teachers	Julie Stacionis - RPS	Polly Young Liz Strey Karyn Pirages Peg Hoover Tammy Hooks Katie Wolff Becky Lindvall 7 NIU pre-service teachers



Performance Measure	Responsibility	Number of Participants
Meeting with mentor teachers	Michelle Dettman - RPS	Julie Stacionis Katie Wolff, Becky Lindvall Liz Strey Peg Hoover
Workshops for pre-service teachers	Sherry Mensching, Mary Suhr, Julie Stacionis - RPS	Jane Kelow Kelly Marlot Erin Kirk Amber Wilk Tim Scheiwe Steve Walters Lori Ander
NIU student teachers begin their semester Rolling Green	Linda Felchlin - NIU	Polly Young Karyn Pirages Becky Lindvall NIU students
NIU 382 students advanced observations Rolling Green	Linda Felchlin - NIU	55 Rolling Green staff 12 NIU students
NIU 382 students 3 week experience Rolling Green	Linda Felchlin - NIU	55 Rolling Green staff 14 NIU students
Workshops for NIU 382 student Rolling Green	Lorraine Schoepfer, Polly Young, Nicole Stirlen - RPS	12 NIU 382 students
Elmo Training	Polly Young - RPS	32 teachers, each session
NIU 8 week student teachers Rolling Green	Jena Swanson, Julie Stacionis, Becky Lindvall - RPS	Rolling Green staff 6 NIU students
Meeting with RVC students in education program Rolling Green	Mary Flynn, Ken Held, Diane Burns, Julie Stacionis - RPS	33 RVC students
Building Liaison Rolling Green	Julie Stacionis - RPS	Julie Stacionis
Hosting of 382, 383 and student teachers Nelson School	Michelle Dettman - RPS	24 NIU students 24 teachers
Professional development workshops for NIU students Nelson School	Michelle Dettman - RPS	24 NIU students 1 teacher
Meeting at Nelson School with building liaisons	Michelle Dettman - RPS	Julie Stacionis Pam Brooks Colleen Antonovich
ETT 590 Technology NIU/Rockford Fall semester	Lisa Mehlig -NIU	14 Rockford School District teachers
ETT 590 Technology NIU/Rockford Spring semester	Lisa Mehlig - NIU	13 Rockford School District teachers



<b>Performance Measure</b>	<b>Responsibility</b>	<b>Number of Participants</b>
ETT 590 Technology NIU/Rockford Summer semester	Lisa Mehlig - NIU	9 Rockford School District teachers
District Liaison Meeting at NIU-DeKalb	Sharon Smaldino - NIU	9 liaisons
District Liaison/ Building Liaison Nelson Elementary School	Michelle Dettman - RPS	District liaison Building liaison
Email Workshop	Pam Brooks, Kevin Rundle - RPS	10 teachers
Web Page Creation	Teresa Berg - RPS	6 teachers
Technology in the Classroom	Lisa Mehlig - NIU	18 teachers each session
United Streaming/Brian Pop	Pam Brooks - RPS	6 teachers each session
Smartboard Training	Tommy Gibbons - RPS	10 teachers
Math Workshop	Dr. Houry Dr. Hines - NIU	10 teachers
Elmo Training	Pam Brooks - RPS	32 teachers each session
NIU Secondary Pre-Service Teachers (301)	NIU Clinical Office Janet Ainsworth-NIU, Pam Brooks- RPS, Judy Cox-Henderson-NIU, Michelle Dettman-District Liaison - RPS	6 students 6 cooperating teachers



### Project REAL Objective 4: Expanding Clinical Experiences

Performance Measure	Responsibility	Number of Participants
NIU Teacher Assistance Program	Judy Cox-Henderson-NIU	50 NIU pre-service students 25 Jefferson High School teachers
Work with pre-service NIU students, art teachers and classroom teachers; assign placements for elementary middle-level, and high school (administrative). Observe clinical students and debrief with teachers	Debbie Smith-Shank and Lisa Kay-NIU	11 NIU participants 6 art teachers 5 classroom teachers
The REAL NIU Experience-Summer camp for Jefferson High School students. Four art classes offered (ceramics, photography, printmaking, and sculpture) daily for 4 days (3 hours each day) 6 hours on Friday for preparation and exhibition of artwork	Debbie Smith-Shank Monica Presti, Mike McGovern Po-Wen Liu	30 Jefferson High School students 2 Art Professors, 2 clinical students
Introduction to Education RVC class Rolling Green Elementary School	Diane Burns- RPS Julie Stacionis - RPS	32 RVC students 2 teachers
Meeting with pre-service teachers Rolling Green Elementary School	Julie Stacionis - RPS	Polly Young Liz Strey Karyn Pirages Peg Hoover Tammy Hooks Katie Wolff Becky Lindvall 7 NIU pre-service teachers
Meeting with Mentor teachers Rolling Green Elementary School	Michelle Dettman - RPS	Julie Stacionis Katie Wolff Becky Lindvall Liz Strey Peg Hoover
Workshops for pre-service teachers Rolling Green Elementary School	Sherry Mensching, Mary Suhr, Julie Stacionis - RPS	Jane Kelow Kelly Marlot Erin Kirk Amber Wilk Tim Scheiwe Steve Walters Lori Ander
NIU 382 students 3 week experience Rolling Green Elementary School	Linda Felchlin -NIU	55 Rolling Green staff, 14 NIU students
Workshops for NIU 382 student Rolling Green Elementary School	Lorraine Schoepfer, Polly Young, Nicole Stirlen - RPS	12 NIU 382 students



Performance Measure	Responsibility	Number of Participants
Elmo Training Rolling Green Elementary School	Polly Young - RPS	32 teachers, each session
NIU 8 week student teachers Rolling Green Elementary School	Jena Swanson, Julie Stacionis, Becky Lindvall - RPS	Rolling Green staff 6 NIU students
Meeting with RVC students in education program Rolling Green Elementary School	Mary Flynn, Ken Held, Diane Burns, Julie Stacionis - RPS	33 RVC students
Building Liaison Rolling Green	Julie Stacionis - RPS	Julie Stacionis
Hosting of 382, 383 and student teachers Nelson Elementary School	Michelle Dettman - RPS	24 NIU students 1 teacher
Professional development workshops for NIU students Nelson Elementary School	Michelle Dettman - RPS	24 NIU students 1 teacher
Meeting at Nelson School with building liaisons Nelson Elementary School	Michelle Dettman - RPS	Julie Stacionis Pam Brooks Colleen Antonovich
District Liaison Meeting at NIU-DeKalb -monthly	Sharon Smaldino - NIU	Liaison meeting Michelle Dettman
District Liaison/ Building Liaison Nelson Elementary School	Michelle Dettman - RPS	District liaison Building liaison
NIU Secondary Pre-Service Teachers (301) RESA Middle School	NIU Clinical Office Janet Ainsworth-NIU, Pam Brooks- RPS, Judy Cox-Henderson-NIU, Michelle Dettman-District Liaison, Nelson	6 students 6 cooperating teachers
NIU Secondary Pre-Service Teachers (301) RESA Middle School	Pam Brooks - RPS	13 students, 13 cooperating teachers
NIU Student Teachers 16 weeks RESA Middle School	Pam Brooks - RPS	1 student teacher 1 cooperating teacher
Tutoring (added to teaching experience for RVC and NIU students) RESA Middle School	Niki Dawson - RPS	Average of 60 students 5 RESA teachers 2 RVC students 5 NIU students
Building Liaison RESA	Pam Brooks - RPS	Pam Brooks



## Project REAL Objective 5: Providing Professional Development

Performance Measure	Responsibility	Number of Participants
Bilingual Teachers Professional Development Classes Nelson Elementary School	Mayra Daniel - NIU	4 bilingual teachers 1 NIU instructor
Six Plus One Trait Writing Course Nelson Elementary School	Pam Farris - NIU	14 Nelson teachers 2 NIU faculty
Children's Literature Nelson Elementary School	Pam Nelson - NIU	14 Nelson teachers 4 NIU students 1 NIU faculty
Reader's Theatre Nelson Elementary School	Pam Nelson - NIU	2 Nelson teachers 60 Nelson students 1 NIU faculty
ETT 590 Technology NIU/Rockford Fall semester	Lisa Mehlig - NIU	14 Rockford School District teachers
ETT 590 Technology NIU/Rockford Spring semester	Lisa Mehlig - NIU	13 Rockford School District teachers
ETT 590 Technology NIU/Rockford Summer semester	Lisa Mehlig - NIU	9 Rockford School District teachers
PowerPoint, Internet Nelson Elementary School	Lisa Mehlig - NIU	8 Nelson teachers, 2 NIU faculty
Rockford Future Leaders Cohort II NIU/Rockford LEEA 525 School Law LEEA 535 Supervisory Behavior LEEA 586 Internship LEEA 511 Principalship LEEA 586 Internship	Jon Crawford, Teresa Wasonga, Joseph Saban NIU	19 Rockford School District teachers each course
Early Intervention Using DIBELS data Rolling Green Elementary School	Viki Collins - NIU 4 tutors	Students and staff in Grades K, 1, 2 Approximately 300 students
Six Plus One Trait Writing Workshop RESA Middle School	Donna Werderich - NIU	RESA faculty , 1 NIU faculty
Co-Teaching Jefferson High School	Judy Cox-Henderson - NIU Liz Armstrong - JHS teacher	120 Jefferson High School students 1 LAS faculty 1 JHS faculty
The REAL NIU Experience Summer Camp	Judy Cox-Henderson - NIU	30 Jefferson High School students, 1 RPS teacher, 14 NIU faculty
ITEAMS: Integrated Technology and Engineering to Advance Math and Science	Monsour Taherznehadi - NIU	20 middle school and high school teachers



Performance Measure	Responsibility	Number of Participants
Work with pre-service NIU students, art teachers and classroom teachers; assign placements for elementary middle-level, and high school (administrative). Observe clinical students & debrief with teachers	Debbie Smith-Shank, Kryssi Staikidis, Monica Presti - NIU	11 NIU participants 6 art teachers, 5 classroom teachers
Korean artist Po-Wen Liu teacher ceramics to a group of Jefferson High School students; one day at Jefferson High School and one day on the NIU campus, Ceramic pots are donated for sale to participate in Rice Bowl project.	Po-Wen Liu – Guest artist Judy Cox Henderson - NIU	26 Jefferson High School students 3 teachers
Keynote: Seven Habits of Highly Ineffective Educators	Wavelength Presenters	108 teachers, administrators, NIU student teachers
Professional Learning Communities that Connect	Wavelength Presenters	61 teachers, administrators, NIU student teachers
Communication Skills that Work	Wavelength Presenters	36 teachers, administrators, NIU student teachers
Technology-Elmos	Lisa Mehlig-NIU	35 teachers, administrators, NIU student teachers
Seven Habits of Highly Effective Teachers	Peter Vedro	41 teachers, administrators, NIU student teachers
Keynote: The Sense of Humor	Wavelength Presenters	59 teachers, administrators, NIU student teachers
Supercharge Your Classroom	Wavelength Presenters	38 teachers, administrators, NIU student teachers
The Conflict Within	Wavelength Presenters	98 teachers, administrators, NIU student teachers
Online E-Learning Modules	NIU Outreach	E-Learning modules are available on the Project REAL website and on CD's to teachers and NIU students-9 NIU staff involved in development
Illinois Interactive Report Card	NIU Outreach	Harvey Smith
SIP Day speaker Rolling Green Elementary	Dr. Michael Heggerty	Rolling Green staff 55 teachers
FlashMaster Training Rolling Green Elementary	Portia Downey - NIU	4 <sup>th</sup> , 5 <sup>th</sup> grade teachers-10 teachers
Elmo Training Rolling Green Elementary	Polly Young - RPS	32 teachers each session
Love and Logic Seminar, Colorado	Seminar Trainers	Lorraine Schoepfer Emma Mulnix Deb Laskey Jennifer Meinke
Building Liaison Rolling Green Elementary School	Julie Stacionis - RPS	Julie Stacionis
SWISS computer based program Nelson Elementary School	Marge Spangler, Steve Francisco - RPS	22 teachers
IAMME planning Nelson Elementary School	Mayra Daniel -NIU	2 teachers
IAMME presentation	Mayra Daniel -NIU	2 teachers
Professional Development Conference, Orlando Florida	PDS staff	1 teacher



Performance Measure	Responsibility	Number of Participants
District Liaison/ Building Liaison Nelson Elementary School	Michelle Dettman- RPS	District liaison Building liaison
Email Workshop RESA Middle School	Pam Brooks, Kevin Rundle - RPS	10 teachers
Web Page Creation RESA Middle School	Teresa Berg - RPS	6 teachers
Paul Gasser Parent/Teacher Presentation RESA Middle School	Paul Gasser – Love and Logic	90 teachers 50 parents 62 students
Love and Logic, Part 2 RESA Middle School	Jan Johnson - RPS	20 teachers each of 9 sessions
United Steaming/Brian Pop RESA Middle School	Pam Brooks - RPS	6 teachers each session
Smartboard Training	Tommy Gibbons - RPS	10 teachers
Math Workshop RESA Middle School	Helen Khoury - NIU Ellen Hines - NIU	10 teachers
Elmo Training RESA Middle School	Polly Young - RPS	32 teachers each session
Professional Development Conference, Orlando Florida	PDS staff	7 teachers 1 administrator
Highly Effective Students RESA Middle School	Peter Vedro	35 teachers and administrators each session
Highly Effective Students Session 2 RESA Middle School	Peter Vedro	82 teachers, counselors, administrators
Building Liaison RESA Middle School	Pam Brooks - RPS	Pam Brooks
Faculty Liaison Jefferson High School	Judy Cox-Henderson - NIU	25 JHS teachers 14 NIU faculty
Physics First Support Jefferson High School RESA Middle School	Patricia Sievert - NIU	RESA middle school students; JHS physics students JHS science faculty 1 NIU faculty
Enhancing Discussion Strategies Jefferson High School	Larry Johannesen -NIU	5 Jefferson High School faculty members 1 NIU faculty
Writing Across the Curriculum Jefferson High School	Brad Peters - NIU	5 Jefferson High School faculty; 1 NIU faculty
CRISS Training	Guy Todhem	30 Jefferson Teachers
TCI-Teaching Curriculum Institute	TCI Presenters	3 Jefferson High School teachers
TCI Training	3 Jefferson High School teachers	(22, 24, 20 teachers) for a total of 66 teachers



Performance Measure	Responsibility	Number of Participants
Developmental Model for Counselors	Pam Hilgert - RPS	6 counselors
Writing Portfolio Project	Brad Peters - NIU	Lynn Gracyck Deb Spears, Dave Carson, RPS teachers Judy Cox-Henderson Judy Pokorny-NIU
Administrator's Academy Monthly Professional Development for Administrators	RPS administrators Pam Hilgert-RPS	110 administrators each session
Best Practices in Literacy- NIU Rockford	Jan Skowron	33 RPS administrators
Research Analysis of Art Methods, Student Journals	Debbie Smith-Shank and Lisa Kay – NIU	3 Rockford teachers Professor 1 graduate student
In-service with teachers	Kryssi Staikidis – NIU Mary Sullivan – Visiting Artist	6 RPS art teachers
Bilingual Teachers Professional Development Classes Nelson Elementary School	Mayra Daniel - NIU	4 bilingual teachers 1 NIU instructor
Six Plus One Trait Writing Course Nelson Elementary School	Pam Farris - NIU	14 Nelson teachers 2 NIU faculty
Children's Literature Nelson Elementary School	Pam Nelson - NIU	14 Nelson teachers 4 NIU students 1 NIU faculty
Reader's Theatre Nelson Elementary School	Pam Nelson - NIU	2 Nelson teachers 60 Nelson students 1 NIU faculty
ETT 590 Technology NIU/Rockford Fall semester	Lisa Mehlig - NIU	14 Rockford School District teachers
ETT 590 Technology NIU/Rockford Spring semester	Lisa Mehlig - NIU	13 Rockford School District teachers
ETT 590 Technology NIU/Rockford Summer semester	Lisa Mehlig - NIU	9 Rockford School District teachers
PowerPoint, Internet Nelson Elementary School	Lisa Mehlig - NIU	8 Nelson teachers, 2 NIU faculty



Performance Measure	Responsibility	Number of Participants
Rockford Future Leaders Cohort II NIU/Rockford LEEA 525 School Law LEEA 535 Supervisory Behavior LEEA 586 Internship LEEA 511 Principalship LEEA 586 Internship	Jon Crawford, Teresa Wasonga, Joseph Saban NIU	19 Rockford School District teachers each course
Early Intervention Using DIBELS data Rolling Green Elementary School	Viki Collins - NIU 4 tutors	Students and staff in Grades K, 1, 2 Approximately 300 students
Six Plus One Trait Writing Workshop RESA Middle School	Donna Werderich - NIU	RESA faculty , 1 NIU faculty
Co-Teaching Jefferson High School	Judy Cox-Henderson - NIU Liz Armstrong - JHS teacher	120 Jefferson High School students 1 LAS faculty 1 JHS faculty
The REAL NIU Experience Summer Camp	Judy Cox-Henderson - NIU	30 Jefferson High School students, 1 RPS teacher, 14 NIU faculty
ITEAMS: Integrated Technology and Engineering to Advance Math and Science	Monsour Tahernezhad - NIU	20 middle school and high school teachers
Work with pre-service NIU students, art teachers and classroom teachers; assign placements for elementary middle-level, and high school (administrative). Observe clinical students & debrief with teachers	Debbie Smith-Shank, Kryssi Staikidis, Monica Presti - NIU	11 NIU participants 6 art teachers, 5 classroom teachers
Korean artist Po-Wen Liu teacher ceramics to a group of Jefferson High School students; one day at Jefferson High School and one day on the NIU campus, Ceramic pots are donated for sale to participate in Rice Bowl project.	Po-Wen Liu – Guest artist Judy Cox Henderson - NIU	26 Jefferson High School students 3 teachers
Keynote: Seven Habits of Highly Ineffective Educators	Wavelength Presenters	108 teachers, administrators, NIU student teachers
Professional Learning Communities that Connect	Wavelength Presenters	61 teachers, administrators, NIU student teachers
Communication Skills that Work	Wavelength Presenters	36 teachers, administrators, NIU student teachers
Technology-Elmos	Lisa Mehlig-NIU	35 teachers, administrators, NIU student teachers
Seven Habits of Highly Effective Teachers	Peter Vedro	41 teachers, administrators, NIU student teachers
Keynote: The Sense of Humor	Wavelength Presenters	59 teachers, administrators, NIU student teachers
Supercharge Your Classroom	Wavelength Presenters	38 teachers, administrators, NIU student teachers
The Conflict Within	Wavelength Presenters	98 teachers, administrators, NIU student teachers
Online E-Learning Modules	NIU Outreach	E-Learning modules are available on the Project REAL website and on CD's to teachers and NIU students-9 NIU staff involved in development
Illinois Interactive Report Card	NIU Outreach	Harvey Smith



**Project REAL Objective 6: Enhancing Managerial and Leadership Skills**

<b>Performance Measure</b>	<b>Responsibility</b>	<b>Number of Participants</b>
Leadership Advisory Committee	Jon Crawford - NIU	3 Rockford Administration 4 principals, 4 NIU faculty Project REAL Manager
Administrator's Academy Monthly Professional Development for administrators	RPS administrators Pam Hilgert – RPS	110 RPS administrators each of 9 sessions
Mentoring of new administrators	CEC Pam Hilgert-RPS	14 RPS administrators
Administrators Kickoff Workshop	RPS Superintendent, Linda Hernandez and other district administrators	134 RPS administrators
Minority Male Leadership Conference	Valerie Jefferson - RVC; 15 RVC students	Multi-cultural Coordinator 15 RVC students and 150 Jefferson students
Leadership Advisory Committee	Jon Crawford - NIU	3 Rockford Administration 4 principals, 4 NIU faculty Project REAL Manager
Administrator's Academy Monthly Professional Development for administrators	RPS administrators Pam Hilgert – RPS	110 RPS administrators each of 9 sessions
Mentoring of new administrators	CEC Pam Hilgert-RPS	14 RPS administrators
Administrators Kickoff Workshop	RPS Superintendent, Linda Hernandez and other district administrators	134 RPS administrators
Minority Male Leadership Conference	Valerie Jefferson - RVC; 15 RVC students	Multi-cultural Coordinator 15 RVC students and 150 Jefferson students
Leadership Advisory Committee	Jon Crawford - NIU	3 Rockford Administration 4 principals, 4 NIU faculty Project REAL Manager
Administrator's Academy Monthly Professional Development for administrators	RPS administrators Pam Hilgert – RPS	110 RPS administrators each of 9 sessions
Mentoring of new administrators	CEC Pam Hilgert-RPS	14 RPS administrators
Administrators Kickoff Workshop	RPS Superintendent, Linda Hernandez and other district administrators	134 RPS administrators



**Table 2. NIU College of Education’s Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
Bilingual Teachers Professional Development Nelson Elementary School	October 1, 2007- September 30, 2008	4 bilingual teachers	Mayra Daniel, NIU	5 sessions- 2 hours per session	Objective 1 Objective 5	Improved instruction through the use of new instructional strategies. Planning for Bilingual Family Nights.
Bilingual Family Nights How to Succeed in School Nelson Elementary School	September 17, 2007 October 11, 2007 October 25, 2007 November 13, 2007	4 bilingual teachers 1 NIU instructor 247 family members 189 family members 226 family members 200 family members	Mayra Daniel, NIU	4 sessions-2 hours each session	Objective 1	Parents were introduced to grade level expectations and ways to help their children at home to support success at school.
Six Plus One Trait Writing Course Nelson Elementary School	Fall semester, 2007	14 Nelson teachers 2 NIU faculty	Pam Farris, NIU	10 sessions-2 hours each session	Objective 1 Objective 5	Clarification and implementation of Six Plus One Trait Writing strategies.
Children’s Literature Nelson Elementary School	Fall semester 2007 Spring semester 2008	14 Nelson teachers 4 NIU students 1 NIU faculty	Pam Nelson, NIU	3 sessions-2 hours each session	Objective 1 Objective 3 Objective 4 Objective 5	Introduction of new Children’s Literature to enhance reading instruction.
Reader’s Theatre Nelson Elementary School	Fall semester 2007 Spring semester 2008	2 Nelson teachers 60 Nelson students 1 NIU faculty	Pam Nelson, NIU	1 time a week throughout the school year	Objective 1 Objective 5	Introduction of Reader’s Theatre to improve fluency.
ETT 590 Technology NIU/Rockford	Fall semester 2007	14 Rockford School District teachers	Lisa Mehlig, NIU	12 sessions 3 hours each session	Objective 1 Objective 5	Enhancing teaching and learning through technology.
ETT 590 Technology NIU/Rockford	Spring semester 2008	13 Rockford School District teachers	Lisa Mehlig, NIU	12 sessions 3 hours each session	Objective 1 Objective 5	Enhancing teaching and learning through technology.
ETT 590 Technology NIU/Rockford	Summer semester 2008	9 Rockford School District teachers	Lisa Mehlig, NIU	12 sessions 3 hours each session	Objective 1 Objective 5	Enhancing teaching and learning through technology.
PowerPoint, Internet Nelson Elementary School	January 28, 2008	8 Nelson teachers 2 NIU faculty	Lisa Mehlig, NIU	2 hours	Objective 5	Using PowerPoint and Web sites to enhance instruction.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
Rockford Future Leaders Cohort II NIU/Rockford LEEA 525 School Law LEEA 535 Supervisory Behavior LEEA 586 Internship LEEA 511 Principalship LEEA 586 Internship	Fall semester 2007 Spring semester 2008 Summer semester 2008	19 teachers each course	Jon Crawford, Teresa Wasonga, Joseph Saban	3 - 3 credit classes 2 - 1 credit classes	Objective 5 Objective 6	To provide teachers the courses to receive their Type 75 Administration Certification. To provide Rockford School District with administrators specifically trained for RPS.
Leadership Advisory Committee	October 1, 2007- May 2008	3 Rockford Administration, 4 principals, 4 NIU faculty, Project REAL Manager	Jon Crawford, NIU	2 meetings- 2 hours each	Objective 1 Objective 6	To plan, evaluate, and guide Rockford Future Leaders.
Early Intervention Using DIBELS data	October 1, 2007 throughout the year	Students and staff in Grades K, 1, 2 Approximately 300 students	Viki Collins, NIU 4 tutors	200 hours	Objective 1 Objective 3 Objective 5	Continuation of previous year- An assessment team, along with staff, recorded performance on DIBELS. Results were used to develop interventions that affect classroom grouping and instruction and to focus in school tutoring to specific objectives.
Six Plus One Trait Writing Workshop	September 22, 2007 October 24, 2007 September 10, 2008 September 17, 2008	RESA faculty 1 NIU faculty	Donna Werderich, NIU	8 hours	Objective 5	Clarification and implementation of Six Plus One Trait Writing strategies.
The REAL Teaching Experience	June 16-19, 2008	30 JHS students	Laurie Elish-Piper, NIU	12 hours	Objective 1 Objective 2 Objective 3	To introduce high school students to the teaching career and going to college.
Photo Story	June 16-19, 2008	30 JHS Students	Robert Botts NIU	12 hours	Objective 1 Objective 2 Objective 3	To introduce high school students to the career of photography and going to college.
Video Game Instruction	June 16-19, 2008	30 JHS Students	Jason Underwood, NIU	12 hours	Objective 1 Objective 2 Objective 3	To introduce high school students to a career related to technology and the possibility of going to college.



**Table 3. NIU Liberal Arts and Sciences’ Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor/ Facilitator	Length of Meeting	Objectives	Outcomes
NIU Teacher Assistance Program	Fall 2007-Spring 2008	50 students 25 JHS teachers	Judy Cox-Henderson NIU	16-1 hour sessions	Objective 4	Students became actively involved in teaching/ tutoring/assistance activities involving diverse student populations.
Co-Teaching	September 2007-May-2008	120 JHS students 1 LAS faculty 1JHS faculty	Judy Cox-Henderson NIU Liz Armstrong JHS teacher	Weekly-2 days per week	Objective 3 Objective 5	Increased knowledge of working in today’s schools particularly in urban setting. Impact on teaching the Methods course.
Faculty Liaison	May 2004-Present	25 JHS teachers 14 NIU faculty	Judy Cox-Henderson NIU	10 hours per week	Objective 3 Objective 5	NIU-TAP; co-teaching; SIP team; Computer classroom.
Future Teacher Club	October 1, 2007-Present	33 JHS students 1 teacher	Judy Cox-Henderson, NIU	4 hours per month	Objective 2	To recruit Jefferson students into teaching and provide teaching experiences focusing on diverse and underrepresented groups.
NIU Club	October 1, 2007	90 JHS students, 1 NIU faculty 1 JHS teacher	Judy Cox-Henderson NIU Jennifer Gould JHS	1 meeting a week throughout school year	Objective 1 Objective 2 Objective 3	Increase motivation to attend college and become teachers.
The REAL NIU Experience Summer Camp	June 23-27, 2008	30 JHS students, 1 RPS teacher 14 NIU faculty	Judy Cox-Henderson NIU Jennifer Gould JHS	5 days 4 nights	Objective 1 Objective 2 Objective 3	Increase motivation to go to college at NIU and introduce career possibilities including teaching.
Physics First Support	August, 2007 - June, 2008	RESA middle school students JHS physics students JHS science faculty 1 NIU faculty	Patricia Sievert	Professional development for JHS and RESA science teachers; spring break day camp for middle school students	Objective 5	Improve student learning in science, middle school; help transition HS science department to Physics First.



Performance Measure	Dates Of Activity/Event	Participants	Instructor/Facilitator	Length of Meeting	Objectives	Outcomes
Enhancing Discussion Strategies	January 2008- March 2008	5 JHS faculty members 1 NIU faculty	Larry Johannesen	2 hours 5 sessions	Objective 5	Assist teachers in implementing effective discussions.
Writing Across the Curriculum	August, 2007 to present	5 JHS faculty 1 NIU faculty	Brad Peters – NIU	1.5 hour sessions Twice a month	Objective 5	Give teachers support for infusing informal writing in their curricula.
ACT Prep Course	February 5, 2008- February 17, 2008	60 JHS students	Brian Gustafson, Katie Wishowski, Cathy Morrow, Bob Walton- JHS teachers NIU faculty	18 -1 hour sessions	Objective 1	Improve student performance in core subject areas; improve test-taking skills.
Preparing for College	March 11, 2008	120 JHS students	Brian Gustafson Katie Wishowski Cathy Morrow Bob Walton JHS teachers NIU faculty	18-1 hour sessions	Objective 1 Objective2 Objective 3	Increase motivation to go to college at NIU.
Preparing for College	March 18, 2008	Mary Ann Gerber – RPS teacher 90 English students	Taylor Atkins – NIU	5 hours	Objective 1 Objective2 Objective 3	Increase motivation to go to college at NIU.
Writing Portfolio Project	October 1, 2007 to present	Lynn Gracyck Deb Spears Dave Carson RPS teachers Judy Cox-Henderson Judy Pokorny – NIU	Brad Peters – NIU	100 hours throughout the semester	Objective 1 Objective 3 Objective 5	Action research project focused on writing portfolios in high school.
Professional Development in Areas of Mathematical Thinking Workshop	November 17, 2008	10 RESA Middle School teachers 3 NIU faculty	Helen Khoury Ellen Hines – NIU	3 hours	Objective 5	Review of student work for the purpose of increasing student performance.



**Table 4. NIU College of Engineering and Engineering Technology’s Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor/ Facilitator	Length Of Meeting	Objectives	Outcomes
ITEAMS: Integrated Technology and Engineering to Advance Math and Science (no cost to Project REAL)	October 1, 2007 to present	20 middle school and high school teachers	Monsour Tahernezhad, NIU	Planning sessions with NIU courses to follow	Objective 1 Objective 5	To establish a Masters of Science in Engineering Education for middle school and high school math and science teachers.
GETWISE (no cost to Project REAL)	Monthly meetings at Rockford middle schools and high schools October 1, 2007 to present Summer 2008	20 middle school students at RESA 20 high school students at Jefferson	Monsour Tahernezhad and other CEET faculty	1 hour monthly meetings 1 week long summer camp	Objective 1 Objective 2 Objective 3	To increase awareness in engineering and technology programs.
Motorola Foundation Grant Engineering and Technology Program (no cost to Project REAL)	October 1, 2007 to present	40 middle school and high school students	Monsour Tahernezhad and other CEET faculty	Planning meetings, Meetings in schools	Objective 1 Objective 2 Objective 3	To increase awareness in engineering and technology programs.
Project SMILE: Science and Math in Learning Engineering Verizon (no cost to Project REAL)	Summer 2008	20 middle school students and high school students	Monsour Tahernezhad and other CEET faculty	1 week in summer	Objective 1 Objective 2 Objective 3	To increase interest in engineering and technology by working on projects related to the engineering and technology.
Hiring of Assistant Director of Diversity Recruitment and Retentions	August 2007	CEET faculty, high schools and community college	CEET faculty	Ongoing throughout the year	Objective 1	Outreach to high school and community college; Increase retention rate of at-risk students with CEET.



**Table 5. NIU College of Health and Human Sciences' Objectives, Outcomes, and Performance Measures**

<b>Performance Measure</b>	<b>Dates Of Activity/Event</b>	<b>Participants</b>	<b>Instructor</b>	<b>Length Of Meeting</b>	<b>Objectives</b>	<b>Outcomes</b>
The REAL NIU Experience Summer Camp	June 23-27, 2008	30 JHS students	Jeanne Isabel, Beverly Henry	5 days 6 hours each day	Objective 1 Objective 2	Students participated in hands on activities to learn science and math concepts in health careers.



**Table 6. NIU College of Visual and Performing Arts' Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor/Facilitator	Length Of Meeting	Objectives	Outcomes
Work with pre-service NIU students, art teachers and classroom teachers; assign placements for elementary middle-level, and high school (administrative). Observe clinical students & debrief with teachers	August-December 2007	11 NIU participants, 6 art teachers, 5 classroom teachers	Debbie Smith-Shank Kryssi Staikidis, Monica Presti NIU	15 hours per week- 200 hours total	Objective 1 Objective 2 Objective 4 Objective 5	Partnership develops between NIU students & Rockford Schools; at least 15 clock hour observations/teaching by NIU students.  Rockford teachers develop experience with assessment strategies.
	June-May 2007					
Research analysis of Art Methods. Student Journals	June 1-June 30, 2007	3 Rockford teachers; professor and one grad student	Debbie Smith-Shank & Lisa Kay NIU	10 hours per week (grad student)  3 hours per week (professor)	Objective 5	Continuing data analysis which will result in Presentation at National Art Education Association.
Korean artist Po-Wen Liu teacher ceramics to a group of Jefferson High School students; one day at Jefferson High School and one day on the NIU campus, Ceramic pots are donated for sale to participate in Rice Bowl project.	December 16 & December 18, 2007	26 JHS students and 3 teachers; NIU students	Po-Wen Liu Judy Cox Henderson Guest artist, NIU	3 hours on each day	Objective 2 Objective 5	Liu, an exceptional ceramics artist taught techniques, facilitated success, and explained the professions possible within the context of ceramics.
In-service with teachers	February 14, 2008	6 RPS art teachers	Kryssi Staikidis (NIU) Mary Sullivan (Visiting Artist)	3 hours	Objective 5	In-service with Rockford art teachers; papermaking seminar, critiqued high school student art portfolios.
The REAL NIU Experience- Summer camp for Jefferson High School students. Four art classes offered (ceramics, photography, printmaking & sculpture) daily for 4 days (3 hours each day) 6 hours on Friday for preparation and exhibition of artwork.	June 23-June 27, 2008	30 JHS students, 2 Art Professors, 2 Clinical students	Debbie Smith-Shank Monica Presti Mike McGovern Po –Wen Liu NIU	32 hours (Jefferson High School students) Plus 6 hours preparation	Objective 2 Objective 4	High School students who want to be teachers participate in art camp on NIU campus.  Clinical hours for pre-service students with Rockford High School population.



**Table 7. Project REAL Summer Retreat's (All Partners) Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor/Facilitator	Length Of Meeting	Objectives	Outcomes
Keynote: Seven Habits of Highly Ineffective Educators	July 30, 2008	108 teachers, administrators and NIU student teachers	Wavelength Presenters	1 hour	Objective 5	Gain effective strategies for anger management. Multiple intelligences. Teacher responsibilities, community involvement.
Professional Learning Communities that Connect	July 30, 2008	61 teachers, administrators and NIU student teachers	Wavelength Presenters	1.5 hours	Objective 5	Gain tools and knowledge to implement learning communities into your classroom.
Communication Skills that Work	July 30m 2008	36 teachers, administrators and NIU student teachers	Wavelength Presenters	1.5 hours	Objective 5	Explore verbal, non-verbal and conflict bridging skills that enhance learning environments including classroom management, cross-cultural understanding, and active listening skills.
Technology-Elmos	July 30, 2008 July 31, 2008	18 teachers, administrators and NIU student teachers 19 teachers, administrators and NIU student teachers	Lisa Mehlig, NIU	1 hour 1 hour	Objective 5	Learn how to hook up and use Elmo.
Seven Habits of Highly Effective Teachers	July 30, 2008	41 teachers, administrators and NIU student teachers	Peter Vedro	2 hours	Objective 5	Training for 7 Habits of Highly Effective Teachers.
School Meetings	July 30, 2008	108 teachers, administrators and NIU student teachers	4 Principals	1 hour	Objective 1	Shared Decision-Making and Planning.



Performance Measure	Dates Of Activity/Event	Participants	Instructor/Facilitator	Length Of Meeting	Objectives	Outcomes
Keynote: The Sense of Humor	July 31, 2008	98 teachers, administrators and NIU student teachers	Wavelength Presenters	1 hour	Objective 5	Addressed techniques for using humor, laughter and spontaneity to enhance community and achievement. Problem solving skill, classroom management, community building, and social-emotional learning.
Supercharge Your Classroom	July 31, 2008	59 teachers, administrators and NIU student teachers	Wavelength Presenter	1.5 hours	Objective 5	Introduced teachers to imaginative ways for students to learn and demonstrate their understanding of subject matter- use of teaching strategies, creating a safe climate. Using theatre arts in the classroom.
The Conflict Within	July 31, 2008	38 teachers, administrators and NIU student teachers	Wavelength Presenter	1 hour	Objective 5	Participants were provided with opportunities for developing listening and speaking techniques to manage conflict.
School Meetings	July 31, 2008	98 teachers, administrators and NIU student teachers	4 Principals	1 hour	Objective 1	Shared Decision –Making and Planning



**Table 8. NIU Outreach’s Objectives, Outcomes, and Performance**

Performance Measure	Dates Of Activity/Event	Participants	Instructor/Facilitator	Length of Meeting	Objectives	Outcomes
Online E-Learning Modules	October 1, 2007-September 30, 2008	E-Learning modules are available on the Project Real website and on CD’s to teachers and NIU students 9 NIU staff involved in development	NIU Outreach	Development, Maintenance of E-Learning Modules-ongoing	Objective 5	Teachers and NIU students gained access to 2 additional E-Learning modules along with 6 original modules. Modules offer professional development online and on CD.
Participation in governance	October 1, 2007-September 30, 2008	Marilyn Bellert	NIU Outreach	1 hour-20 meetings	Objective 1	Participation in meetings for CPT, TEN, NIU Outreach staff.
Communications	October 1, 2007-September 30, 2008	Anissa Kuhar, Brian Walk, Mary Collins, Mark McGowan	NIU Outreach	2 hours-20 meetings	Objective 1	Press releases, development of ELearning modules.
Illinois Interactive Report Card	October 1, 2007-September 30, 2008	Harvey Smith	NIU Outreach	3 hours-2 meetings	Objective 5	Training and maintenance of Illinois Interactive Report Card.
Clerical Support	October 1, 2007-September 30, 2008	Paulette Bowman	NIU Outreach	4 hours per month	Objective 1	Clerical support, database and spreadsheet management for all NIU Project Real activities.



**Table 9. Rock Valley College’s Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates of Activity/Event	Participants	Instructor/Facilitator	Length of meetings	Objective	Outcomes
Future Educator Society	October 1, 2007-September 30, 2008	Two FES advisors	Diane Kuehl and Tom Lombardo	96 hours (3 hours per week for 32 weeks)	Objective 2	Pipeline for RVC education majors to transfer to 4-year programs.
Advisement of Education Majors	October 1, 2007-September 30, 2008	7 advisors; one director; one career advisor; approximately 200 students	Diane Kuehl, Art Delgado, SRS advisors	Approximately 100 hours/month	Objective 2	Advising education majors at RVC.
4 <sup>th</sup> and 5 <sup>th</sup> graders visit RVC	October 17, 18, 22, and 24, 2007	4 <sup>th</sup> & 5 <sup>th</sup> Graders from Nelson and Rolling Green Schools	Diane Kuehl, Michelle Rothmeyer, SRS staff, RVC faculty	24 hours	Objective 1	Exposure to college and careers that require college.
Updating of EDU and AAT degrees	October 1, 2007-September 30, 2008	RVC administration	Paula Grueder	10 hours/month	Objective 1 Objective 2	Monitoring an upgrading appropriate course articulation; management of EDU and AAT degree development.
Planning Meetings	October 1, 2007-September 30, 2008	Associate Dean of Liberal Arts	Marjorie Oliver	Approximately 32 hours/year	Objective 1	Planning for RVC activities in REAL grant.
RVC Intro to Education	October 11, 2007-September 30, 2008	EDU instructors and students	Mary Flynn in EDU 274; approximately 70 students	6 hours of presentation at Rolling Green per semester	Objective 2 Objective 3 Objective 4	RVC education practicum students receive instruction on site at Rolling Green.
Development of AAT in Math degree	October 2007	RVC Faculty	Bob Hessel; Evan McHugh	20 hours	Objective 1 Objective 2	Continued development of AAT in math degree.
Development of AAT in Early Childhood degree	Spring 2008	RVC Faculty	Mary Flynn; Marjorie Oliver	40 hours	Objective 1 Objective 2	Continued development of AAT in early childhood degree.
Minority Male Leadership	February 2008	Multi-cultural coordinator and RVC students	Valerie Jefferson; 15 RVC students	20 hours prep; 6 hours of workshop implementation	Objective 1 Objective 5 Objective 6	Minority Male Leadership Conference was hosted by RVC (at SCCE) for Jefferson High School males (n=150)



Performance Measure	Dates of Activity/Event	Participants	Instructor/Facilitator	Length of meetings	Objective	Outcomes
Earth Day at RESA by FES	April 2008; Earth Day Activities	RESA and RVC students	Diane Kuehl, Tom Lombardo	4 hours	Objective 2	Lesson plan for Earth Day celebration activities
RVC Summer Camp for Jefferson student	Week of June 16, 2008	9 students from Jefferson High Students	Amy Diaz, Patrick Peyer, Ann Bradley, RVC faculty	28 hours	Objective 1	Exposure to college and careers that require college
4 <sup>th</sup> and 5 <sup>th</sup> graders visit RVC	September 16, 18, 19, and 25, 2008	4 <sup>th</sup> and 5 <sup>th</sup> Graders from Nelson & Rolling Green School	Amy Diaz, Matt Taylor, Amanda Lonsway, RVC faculty	28 hours	Objective 1	Exposure to college and careers that require college
Coordination and collaboration meetings for Project REAL	October 1, 2007-September 30, 2008	One administrator	Diane Kuehl or Amy Diaz	Approximately 26 hours/month	Objective 1	Coordination and collaboration with REAL grant partners



**Table 10. Rolling Green/Muhl PK-5 Elementary School’s Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length Of Meeting	Objectives	Outcomes
Early Intervention Reading	October 1, 2007 throughout school year	Students and staff in grades K, 1,2 Approximately 300 students	Viki Collins, NIU 4 tutors	200 hours	Objective 1 Objective 3 Objective 5	Continuation An assessment team, along with staff recorded performance on DIBELS. Results were used to develop interventions that affect classroom grouping and instruction and to focus in-school tutoring to specific objectives.
Love and Logic training, Session #5	October 1 , 2007	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program.
SIP Day speaker	October 9, 2007	Rolling Green staff 55 teachers	Dr. Michael Heggerty	5 hours	Objective 1 Objective 5	School-wide improvement of writing instruction.
Introduction to Education RVC Class	October 11, 2007	32 RVC students 2 teachers	Diane Burns , Julie Stacionis	2 hours	Objective 2 Objective 3 Objective 4	Introduction to Education RVC class.
Love and Logic training Session #6	October 16, 2007	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program.
4 <sup>th</sup> and 5 <sup>th</sup> graders visit Rock Valley College	October 17, 2007 (4th grade) October 18, 2007 ( 5 <sup>th</sup> grade)	All 4 <sup>th</sup> and 5 <sup>th</sup> grade students and teachers 230 students/10 teachers	Rock Valley instructors	3 hours	Objective 1	Students learned about the opportunities offered at Rock Valley College.
Children’s Literature RVC Class	October 25, 2007	32 RVC students 2 teachers	Diane Burnes, Mary Flynn	2 hours	Objective 2 Objective 3	Children’s Literature RVC class.
FlashMaster Training	October 29, 2007	4 <sup>th</sup> , 5 <sup>th</sup> grade teachers 10 teachers	Portia Downey	1 hour	Objective 1 Objective 5	FlashMasters will be available in 4 <sup>th</sup> and 5 <sup>th</sup> grade classrooms.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length Of Meeting	Objectives	Outcomes
Meeting with preservice teachers	October 30, 2007	Polly Young, Liz Strey, Karyn Pirages, Peg Hoover, Tammy Hooks, Katie Wolff, Becky Lindvall and 7 NIU preservice teachers	Julie Stacionis	1 hour	Objective 2 Objective 3 Objective 4	Understand expectations for preservice teachers.
Meeting with Nelson at School	November 3, 2007	Julie Stacionis, Katie Wolff, Becky Lindvall, Liz Strey, Peg Hoover	Michelle Dettman	1 hour	Objective 2 Objective 3 Objective 4	Clear understanding of expectations from NIU.
Workshops for preservice teachers	November 6, 2007	Jane Kelow, Kelley Marlot, Erin Kirk, Amber Wilk, Tim Scheiwe, Steve Walters, Lori Ander	Sherry Mensching, Mary Suhr, Julie Stacionis	1 hour	Objective 2 Objective 3 Objective 4	Preparation for teaching.
Love and Logic training session #7	November 17, 2007	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program
Love and Logic training session #8	December 14, 2007	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program.
Love and Logic training session #9	January 8, 2008	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program.
NIU student teachers begin their semester	January 8, 2008	Polly Young, Karyn Pirages, Becky Lindvall, NIU students	Linda Felchlin	16 weeks	Objective 2 Objective 3 Objective 4	Teacher training
NIU 382 students advanced observations	February 7, 2008 February 14, 2008	55 Rolling Green staff, 12 NIU students	Linda Felchlin	2 days	Objective 2 Objective 3 Objective 4	Teacher training
NIU 382 students 3 week experience	Beginning February 19, 2008	55 Rolling Green staff, 14 NIU students	Linda Felchlin	3 weeks	Objective 2 Objective 3 Objective 4	Teacher training



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length Of Meeting	Objectives	Outcomes
Workshops for NIU 382 student	February 6, 2008 March 4, 2008	12 NIU 382 students	Lorraine Schoepfer, Polly Young, Nicole Stirlen	30 minutes	Objective 2 Objective 3 Objective 4	Information on <i>Love and Logic</i> , classroom management and technology.
Elmo Training	February 13, 2008 February 16, 2008	32 teachers, each session	Polly Young	45 minutes each session	Objective 3 Objective 5	Knowledge of how to use Elmo.
NIU 8 week student teachers	March 10, 2008	Rolling Green staff 6 NIU students	Jena Swanson, Julie Stacionis, Becky Lindvall	8 weeks	Objective 2 Objective 3 Objective 4	Teacher training
Meeting with RVC students in education program	April 3, 2008	33 RVC students	Mary Flynn, Ken Held, Diane Burns, Julie Stacionis	2 hours	Objective 2 Objective 3 Objective 4	RVC students will be familiar with duties of a school principal and reading coach.
Love and Logic training session #10	May 6, 2008	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program.
Love and Logic training session #11	May 13, 2008	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program.
Love and Logic training session #12	May 20, 2008	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	1 hour	Objective 1 Objective 5	School-wide implementation of program.
Love and Logic Student training	2007-2008 school year	548 students	Rolling Green staff	Training throughout school year	Objective 1	Training for students in Love and Logic strategies to improve behavior and responsibility of study habits
Love and Logic seminar Colorado	June, 2008	Lorraine Schoepfer, Emma Mulnix, Deb Laskey, Jennifer Meinke	Seminar trainers	5 days	Objective 1 Objective 5	Participants will share with Rolling Green staff in the Fall.
Vocabulary Training	August 20, 2008	Rolling Green staff 55 teachers	Diane Burns	2 hours	Objective 1 Objective 5	Teachers learn new vocabulary strategies.
Love and Logic Review	September 16, 2008	Rolling Green staff 55 teachers	Deb Laskey, Lorraine Schoepfer, Emma Mulnix, Jennifer Meinke	2 hours	Objective 1 Objective 5	School-wide implementation of program.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length Of Meeting	Objectives	Outcomes
4 <sup>th</sup> graders visit Rock Valley College	September 19, 25, 2008	All 4 <sup>th</sup> graders and teachers, 110 students, 5 teachers	Rock Valley instructors	3 hours	Objective 1	Students learned about opportunities offered at Rock Valley College/College and career exploration.
5 <sup>th</sup> graders visit Stenstrom Center(RVC Career Center)	September 19, 25, 2008	All 5 <sup>th</sup> graders and teachers, 112 students, 5 teachers	Rock Valley instructors	3 hours	Objective 1	Students learned about opportunities offered at Rock Valley College/College and career exploration.
SRT Rolling Green	Once a month throughout the school year- 9 meetings	SRT Team 1 administrator 6 teachers	SRT Team	1.5 hours- 9 sessions	Objective 1	A governance body that makes decisions and plans.
CPT Rolling Green	Once a month throughout the school year- 9 meetings	CPT Team 20 participants	Project Director Sharon Smaldino	1.5 hours- 9 sessions	Objective 1	To drive grant projects and monitor progress.
Building Liaison Rolling Green	2006-2007 school year 2007-2008 school year	Julie Stacionis	Julie Stacionis	3 hours per week	Objective 1 Objective 2 Objective 3 Objective 4 Objective 5	Coordinate NIU clinical assignments; communicate between NIU and RPS 205.



**Table 11. John Nelson K – 5 Elementary School’s Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length Of Meeting	Objectives	Outcomes
Hosting of 382,383 and student teachers	Fall 2007 Spring 2008	24 NIU students and 24 teachers	Michelle Dettman	200 hours	Objective 2 Objective 3 Objective 4	Experiences provided to all NIU students to enhance their teaching abilities in school setting.
Professional development workshops for NIU students	Fall 2007 Spring 2008	24 NIU students 1 teacher	Michelle Dettman	4-one hour sessions	Objective 2 Objective 3 Objective 4	Workshops to introduce NIU students to practical side of teaching and Nelson programs.
Meeting at Nelson School with building liaisons	September 3, 2007	Julie Stacionis, Pam Brooks, Colleen Antonovich	Michelle Dettman	1 hour	Objective 2 Objective 3 Objective 4	Clear understanding of expectations from NIU.
Bilingual Workshop Planning Session	September 4, 2007	4 bilingual teachers	Mayra Daniel NIU	2.5 hours	Objective 1 Objective 5	Planning session for teachers for bilingual parent night.
Bilingual Family Night How to Succeed in School	September 17, 2007	247 bilingual family members 4 teachers	Mayra Daniel NIU	2 hours	Objective 1	Parents are introduced to expectations of schools.
PBIS	Fall 2007-Fall 2008	22 teachers	Marge Spangler Steve Francisco	2 hours per week	Objective 1	Improve student achievement through improved behavior system.
SWISS computer based program	Fall 2007-Fall 2008	22 teachers	Marge Spangler	2 hours	Objective 5	Identify behavior problem area through tracking on SWISS.
NIU Six Plus One Trait Writing Course	September 19, 2007 September, 26, 2007 October 10, 2007 October 31, 2007 November 7, 2007 December 5, 2007	14 teachers	Pamela Farris NIU	2 hours- 7 sessions	Objective 1 Objective 5	Teachers are introduced to the Six Traits of writing through the use of books as examples.
NIU ETT 590 Course Technology	October 6, 2007 October 13, 2007, October 27, 2008, November 10, 2007, December 1, 2007, December 8, 2007, January, 26, 2008	3 teachers	Lisa Mehlig	4 hours- 7 sessions	Objective 1 Objective 3 Objective 5	Improved instruction through the use of technology.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length Of Meeting	Objectives	Outcomes
District Liaison Meeting at NIU- DeKalb	October 1, 2007, January 14, 2008, February 4, 2008, March 17, 2008, April 21, 2008, May 19, 2008	Liaison Meeting Michelle Dettman	Sharon Smaldino NIU	2 hours- 6 sessions	Objective 3 Objective 4	Communication with NIU to improve teacher preparation.
Bilingual Workshop Planning Session	October 4, 2007	4 bilingual teachers	Mayra Daniel NIU	2 hours	Objective 1 Objective 5	Planning session for teachers for bilingual parent nights
Bilingual Family Night How to Succeed in School	October 11, 2007	189 bilingual family members and teachers	Mayra Daniel NIU	2 hours	Objective 1	Parents are introduced to grade level expectations.
Bilingual Workshop Planning Session	October 18, 2007	4 bilingual teachers	Mayra Daniel NIU	2 hours	Objective 1 Objective 5	Planning session for teachers for bilingual parent nights.
4 <sup>th</sup> and 5 <sup>th</sup> graders visit Rock Valley College	October 22, 2007 (4 <sup>th</sup> ) October 24, 2007 (5 <sup>th</sup> )	All 4 <sup>th</sup> and 5 <sup>th</sup> grade students and teachers 182 students/7 teachers	Rock Valley instructors	3 hours	Objective 1	Students learned about opportunities offered at Rock Valley College.
Bilingual Family Night How to Succeed in School	October 25, 2007	226 bilingual family members 4 teachers	Mayra Daniel NIU	2 hours	Objective 1	Parents are given ideas how to help their children at home,
Family Picnic	October and May, 2007	200 parents and children, 22 teachers, 1 administrator	SRT Team	3 hours each event	Objective 1	Increase communication with parents to increase student achievement.
Bilingual Workshop Planning Session	November 6, 2007	4 bilingual teachers	Mayra Daniel	2 hours	Objective 1	Planning session for teachers for bilingual parent nights.
Bilingual Family Night How to Succeed in School	November 13, 2007	192 bilingual family members 4 teachers	Mayra Daniel NIU	2 hours	Objective 1	Parents are introduced to homework strategies.
IAMME planning	December 17, 2007	2 teachers	Mayra Daniel NIU	2 hours	Objective 5	Planning for presentation.
IAMME presentation	December 18, 2007	2 teachers	Mayra Daniel NIU	2 hours	Objective 5	Presentation of bilingual work with parents.
Technology Workshop PowerPoint Internet site	January 29, 2008	8 staff members	Lisa Mehlig NIU	2 hours	Objective 1 Objective 2 Objective 5	Improved instruction through the use of technology-PowerPoint, Internet sites.
Professional Development Conference, Orlando, Florida	March, 2008	1 teacher	PDS Staff	3 days	Objective 5	Teachers will increase their knowledge base in the area of mathematics, classroom management, and organizational skills.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length Of Meeting	Objectives	Outcomes
SRT Nelson	Once a week	All meetings attendance- average 9 teachers, Project Real Manager, RPS administrator	SRT Team	34 meetings- 1 hour each	Objective 1	A governance body that makes decisions and plans.
District Liaison Building Liaison Nelson	2006-2007 school year 2007-2008 school year	District liaison Building liaison	Michelle Dettman	8 hours a week	Objective 1 Objective 2 Objective 3 Objective 4 Objective 5	Coordinate NIU clinical assignments; communicate between NIU and RPS 205, Coordinate 3 schools' clinical placements.
CPT Nelson	Monthly	CPT Team 20 participants	Project Director Sharon Smaldino NIU	1.5 hours-9 sessions	Objective 1	To drive grant projects and monitor progress.
4 <sup>th</sup> graders visit Rock Valley College	September 16, 2008 September 18, 2008	All 4 <sup>th</sup> graders and teachers 85 students and 4 teachers	Rock Valley instructors	3 hours	Objective 1	Students learned about opportunities offered at Rock Valley College and career exploration.
5 <sup>th</sup> graders visit Rock Valley College	September 16, 2008 September 18, 2008	All 5 <sup>th</sup> graders and teachers 50 students and 3 teachers	Rock Valley instructors	3 hours	Objective 1	Students learned about opportunities offered at Rock Valley College and career exploration.



**Table 12. Rockford Environmental Science Academy Middle School’s Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
Email Workshop	September 6, 2006	10 teachers	Pam Brooks Kevin Rundle	1 hour	Objective 3 Objective 5	New staff was able to access different aspects of the 205 Email systems.
Web Page Creation	September 19, 2007	6 teachers	Teresa Berg RPS	1.5 hours	Objective 3 Objective 5	Knowledge of Web Page software.
Technology in the Classroom	September 29, 2007 October 13, 2007 October 27, 2007 November 3, 2007 December 1, 2007 December 8, 2007	18 teachers each session	Lisa Mehlig - NIU	3 hours each Saturday for seven weeks	Objective 1 Objective 3 Objective 5	Continuation from the summer Project REAL Retreat of the uses of technology (web pages, PowerPoint, discussion boards, etc.) within the classroom.
6 Trait Writing	September 22, 2007	27 teachers	Donna Werderich NIU	5 hours	Objective 1 Objective 5	Clarification and instruction regarding implementation of 6 Trait Writing.
6 Trait Writing	October 24, 2007	21 teachers	Donna Werderich NIU	1.5 hours	Objective 1 Objective 5	Clarification and instruction regarding implementation of 6 Trait Writing.
Love and Logic Paul Gasser Parent/Teacher Presentation	November 6-7, 2007	90 teachers 50 parents 62 students	Paul Gasser	2 hour parent meeting 8 hour (school day)	Objective 1 Objective 5	Clarification and implementation of Love and Logic.
Love and Logic Student training	2007-2008 school year	878 students	RESA staff	Training throughout school year	Objective 1	Training for students in Love and Logic strategies to improve behavior and responsibility of study habits
Family Math Night	October 9, 2007	28 parents 4 teachers 56 students	Jan Johnson, Tommy Gibbons, Jim Sheridan, Madelyn Johnson	2 hours	Objective 1	Communicating with parents the importance of math, familiarizing parents with the Corrected Math Curriculum.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
Love and Logic, Part 2	September 28, 2007 October 26, 2007 November 11, 2007 February 1, 2008 February 8, 2008 February 12, 2008 February 15, 2008 February 19, 2008 February 26, 2008	20 teachers each session	Jan Johnson RPS	1.5 hours	Objective 1 Objective 5	Implementation of Love and Logic in the school/ classroom.
United Streaming Brian Pop	November 1, 2007 November 2, 2007	6 teachers each session	Pam Brooks RPS	1 hour	Objective 3 Objective 5	Knowledge of how to use Video Streaming/Brian Pop in the classroom.
Smartboard Training	November 4, 2007	10 teachers	Tommy Gibbons RPS	1 hour	Objective 3 Objective 5	Knowledge of how to use the Smartboard.
Dr. Helen Khoury Math Workshop	November 17, 2007	10 teachers	Helen Khoury Ellen Hines NIU	3 hours	Objective 3 Objective 5	Review of student work for the purpose of increasing student performance.
Family Math Night #2	January 29, 2008	35 parents 5 teachers 69 students	Discovery Center, Rockford Illinois Jan Johnson	1.5 hours	Objective 1	Encouraging parents to work with children using math.
Elmo Training	February 13, 2008 February 16, 2008	32 teachers, each session	Pam Brooks RPS	45 minutes	Objective 3 Objective 5	Knowledge of how to use Elmo.
NIU Secondary Pre-Service Teachers (301)	1 <sup>st</sup> Semester (2007-2008)	6 students 6 cooperating teachers	NIU Clinical Office Janet Ainsworth NIU Pam Brooks RPS Judy Cox-Henderson NIU Michelle Dettman, District Liaison, Nelson	30 hours each pre-service student- 17 students	Objective 2 Objective 3 Objective 4	All teacher candidates are able to observe classes, design and teach lessons (when required) that address state standards and address the needs of diverse students.
NIU Secondary Pre-Service Teacher (301)	2 <sup>nd</sup> semester (2007-2008)	13 students 13 cooperating teachers	Pam Brooks RPS	30 hours each pre-service teacher	Objective 2 Objective 3 Objective 4	All teacher candidates are able to observe classes, design and teach lessons (when required) that address state standards and address the needs of diverse students.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
NIU Student Teachers 16 weeks	2 <sup>nd</sup> Semester (2007-2008)	1 student teacher 1 cooperating teacher	Pam Brooks RPS	16 weeks 5 days a week	Objective 2 Objective 3 Objective 4	All teacher candidates are able to observe classes, design and teach lessons (when required) that address state standards and address the needs of diverse students.
ISAT Motivation Committee	February 7, 2008	5 teachers	SRT Team	.5 hours- 3 days	Objective 1	Motivating students and staff regarding ISAT performance in March 2006.
ISAT Motivation Committee	February 12, 2008	5 teachers	SRT Team	.5 hours- 3 days	Objective 1	Motivating students and staff regarding ISAT performance in March 2006.
Elmo Training	February 13, 2008 February 16, 2008	32 teachers, each session	Polly Young	45 minutes each session	Objective 3 Objective 5	Knowledge of how to use Elmo.
ISAT Motivation Committee	February 15, 2008	2 teachers	SRT Team	.5 hours- 3 days	Objective 1	Motivating students and staff regarding ISAT performance in March 2006.
Professional Development Conference, Orlando Florida	March, 2008	7 teachers, 1 administrator	PDS Staff	3-4 days	Objective 5	Teachers will increase their knowledge base in the area of mathematics, classroom management, and organizational skills.
Highly Effective Students	July 30-31, 2008	35 teachers and administrators each session	Peter Vedro	2 hours each day	Objective 1 Objective 5	Knowledge of 7 Habits of Highly Effective Students.
Highly Effective Students	August 21, 2008	82 teachers, counselors and administrators	Peter Vedro	2 hours	Objective 1 Objective 5	Continue with training of 7 Habits for Highly Effective Students.
Six Plus One Trait Writing Workshop	September 10, 2008 September 17, 2008	10 teachers	Donna Werderich NIU	2 hours each day	Objective 1 Objective 5	Additional training for Six Plus One Trait Writing.
After school tutoring	2007-2008 school year	Average of 60 students 5 RESA teachers 2 RVC students 5 NIU students	Niki Dawson RPS	1 hour per day 3 days a week	Objective 1 Objective 3 Objective 4	Increased student achievement. Increased student attendance. Improve teacher candidate's student knowledge. Expand teacher candidate student exposure.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
SRT RESA	Once a week	All meetings attendance-average 6 teachers, 3-4 administrators RESA, Project REAL Manager, RPS administrator	SRT Team	34 meetings .5 hours each	Objective 1	A governance body that makes decisions and plans.
Building Liaison RESA	2006-2007 school year 2007-2008 school year	Pam Brooks	Pam Brooks	5 hours per week	Objective 1 Objective 2 Objective 3 Objective 4 Objective 5	Coordinate NIU clinical assignments, communicates between NIU and RPS 205.
CPT RESA	Monthly	CPT Team 20 Participants	Project Director Sharon Smaldino	1.5 hours 9 sessions	Objective 1	To drive grant projects and monitor progress.



**Table 13. Jefferson High School’s Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
“A Step Up” Tutoring Program	September 18, 2007-May 21, 2008	Average of 30 students per day. 5+ NIU field experience students and student teachers 5 JHS certified teachers in a variety of disciplines	Colleen Antonovich, Jefferson teacher	1 hour per day 3 days per week	Objective 1 Objective 3 Objective 4	Increased student achievement. Increased student attendance. Improve teacher candidate’s student knowledge. Expand teacher candidate student exposure.
Male Leadership Conference	February 27, 2008	100 JHS male students	Valerie Jefferson RVC	5 hours	Objective 5 Objective 6	Increase knowledge of diversity concerns and strategies to build young leadership.
NIU Teacher Assistance Program	Fall 2007-Spring 2008	50 students 25 JHS teachers	Judy Cox-Henderson, NIU Liz Armstrong, JHS teacher	16-1 hour sessions	Objective 4	Students become actively involved in teaching/tutoring/assistance activities involving diverse student populations.
Co-Teaching	September 2007-May 2008	120 JHS students 1 LAS faculty 1 JHS faculty	Judy Cox-Henderson, NIU Liz Armstrong JHS teacher	Weekly-Two days per week	Objective 3 Objective 5	Increased knowledge of working in today’s schools particularly in urban setting. Impact on teaching the Methods course.
Faculty Liaison	May 2004-Present	25 JHS teachers and 14 NIU faculty	Judy Cox-Henderson NIU	10 hours per week	Objective 3 Objective 5	NIU-TAP; co-teaching; SIP team; Computer classroom.
Future Teacher Club	October 1, 2007-Present	33 Jefferson High School students, 1 teacher	Judy Cox-Henderson NIU	4 hours per month	Objective 2	To recruit Jefferson students into teaching and provide teaching experiences focusing on diverse and underrepresented groups.
NIU Club	October 1, 2007-Present	90 JHS students, 1 NIU faculty, 1 JHS teacher	Judy Cox-Henderson, NIU Jennifer Gould, JHS		Objective 1 Objective 2 Objective 2	Increase motivation to attend college and become teachers.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
REAL RVC NIU Experience, Summer Camp	June 23-27, 2008	62 Jefferson High School students, 1 RPS teacher, 14 NIU faculty	Judy Cox-Henderson, NIU Jen Gould RPS teacher	5 days, 4 nights	Objective 1 Objective 2 Objective 3	Increase motivation to go to college at NIU and to introduce career possibilities including teaching.
Physics First Support	August, 2007-June, 2008	RESA middle school students; JHS physics students; JHS science faculty; 1 NIU faculty	Patricia Sievert	Professional development for JHS and RESA science teachers; spring break day camp for middle school students	Objective 5	Improve student learning in science, middle school; help transition HS science department to Physics First.
Enhancing Discussion Strategies	January, 2008 – March, 2008	5 JHS faculty members; 1 NIU faculty	Larry Johannesen	2 hours- 5 sessions	Objective 5	Assist teachers in implementing effective discussions.
ACT Prep Course	February 5, 2008-February 17, 2008	69 JHS students	Brian Gustafson, Katie Wishowski, Cathy Morrow, Bob Walton, JHS teachers	18-1 hour sessions	Objective 5	Improve student performance in core subject areas; improve test-taking skills.
Writing Across the Curriculum	August, 2007-Present	5 JHS faculty; 1 NIU faculty	Brad Peters	1.5 hour sessions- twice a month	Objective 5	Give teachers support in infusing informal writing in their curricula.
Preparing for College	March 11, 2008	120 JHS students	Judy Pokorny	5 hours	Objective 1 Objective 2 Objective 3	Increase motivation to go to college at NIU
Preparing for College	March 18, 2008	Mary Ann Gerber, RPS teacher 90 English students	Taylor Atkins, NIU	5 hours	Objective 1 Objective 2 Objective 3	Increase motivation to go to college at NIU
Writing Portfolio Project	October 1, 2007 to present	Lynn Gracyck Deb Spears Dave Carson RPS teachers Judy Cox-Henderson Judy Pokorny NIU	Brad Peters, NIU	100 hours throughout semester	Objective 1 Objective 3 Objective 5	Action research project focused on writing portfolios in high school.
CRISS Training	August 11-12, 2008	30 Jefferson High School teachers	Guy Todhem	2 days-4 hours each day	Objective 5	Training in the CRISS strategies.
TCI-Teaching curriculum Institute	June 29, 2008-July 2, 2008	3 Jefferson High School teachers	TCI Presenters	4 days-6 hours each day	Objective 5	Curriculum Training.



Performance Measure	Dates Of Activity/Event	Participants	Instructor	Length of Meeting	Objectives	Outcomes
TCI Training	August 11, 2008 August 12, 2008 August 13, 2008	22 teachers 24 teachers 20 teachers	3 Jefferson teachers	3 days-4 hours each day	Objective 5	Curriculum Training.
Developmental Model for counselors	August 2, 2008 August 4, 2008	6 counselors		3 days-4 hours each day	Objective 5	Enhanced counseling strategies
Freshmen Foundation Orientation	August 25, 2008	30 teachers 100 parents 300 students	Jefferson Administration	2 hours	Objective 1	Student Achievement Expectations for Freshman.
Building Liaison	October 1, 2007- May, 2008	1 JHS teacher	Colleen Antonovich	2 hours per week	Objective 1	Coordinate NIU clinical assignments, communicate between NIU and RPS.
SRT	October 1, 2007- September 30, 2008	8 JHS teachers, 2 NIU faculty, 4 RPS administrators	Stephanie Hess, Jefferson Assistant Principal	2 monthly meeting, 2 hours each meeting	Objective 1	A governance body that helps makes decisions and plans.
CPT	Once a month	CPT Team 20 total	Project Director, Sharon Smaldino	1.5 hours per month	Objective 1	To drive grant projects and monitor progress.



**Table 14. Administration's (All Partners) Objectives, Outcomes, and Performance Measures**

Performance Measure	Dates Of Activity/Event	Participants	Instructor/Facilitator	Length Of Meeting	Objectives	Outcomes
School Renewal Team (SRT)	RESA, Nelson-once a week Jefferson, Rolling Green- once a month	Project REAL Manager, Principal and other administrators, SRT committee, RPS and RVC representative	Principal of school	1 hour	Objective 1	Using School Improvement Plan and Illinois Achievement data, SRT identifies and plans professional development needed to improve student achievement.
Coordinating Planning Team (CPT)	Once a month	6 Rockford administrators, NIU Outreach representative, Project REAL Manager and Director, District Liaison, RVC representative	Project Director Sharon Smaldino	1.5 hours per month	Objective 1	Joint decision-making and planning between NIU, RVC and RPS.
Teacher Education Network (TEN)	Once a semester	5 NIU Deans, NIU Outreach, Project REAL Manager and Director	Project Director Sharon Smaldino	2 hours per semester	Objective 1	To communicate and develop plans between all 5 colleges.
Leadership Advisory For Rockford Future Leaders	Once a month	6 NIU faculty, Project Manager and Director, 6 Rockford Administrators	Jon Crawford NIU	2 hours per month	Objective 1	Joint decision-making to plan Rockford Future Leaders cohort and Administrator's Academy.
Annual Advisory Meeting	Once a year	20 NIU, RVC and RPS administrators, teachers liaisons, Project REAL Manager and director, 20 community members	Project Director Sharon Smaldino	2 hours annually	Objective 1	Community input and feedback regarding goals of Project REAL grant activities.
District Liaison	Weekly throughout the school year	Meet with building liaisons, Project REAL Manager, RPS representative, and NIU faculty	Michelle Dettman	10 hours per week	Objective 1 Objective 2 Objective 3 Objective 4	To support joint decision making between institutions, communicate information, facilitate placements of clinical students.



Performance Measure	Dates Of Activity/Event	Participants	Instructor/Facilitator	Length Of Meeting	Objectives	Outcomes
Administrator's Academy	Once a month 2007-2008 school year	110 administrators each session	RPS administrators Pam Hilgert, RPS	9 sessions 4 hours each session	Objective 5 Objective 6	To increase knowledge of district policies and support administrators
Mentoring of new administrators	2007-2008 school year	14 RPS administrators	CEC Pam Hilgert, RPS	Weekly contact	Objective 6	To support new administrators
Best Practices in Literacy NIU Rockford	11/9/07	33 RPS administrators	Jan Skowron	8 hours	Objective 5 Objective 6	To introduce recent best practices to administrators
Administrator's Kickoff Workshop	8/7/08	134 RPS administrators	RPS Superintendent, Linda Hernandez and other district administrators	8 hours	Objective 6	To update RPS administrators on new policies and issues prior to school year beginning



## **V. Targets and Performance Measures Connected to Project Objectives**

Table 15 illustrates the the details and performance measures behind each of the six Project objectives. It can be seen from Table 15 that the progression and success of the Project, in terms of the outcome(s) established; measure(s) created for said outcome(s); and target(s) determined to measure if the outcome(s) is/are being met or advancement toward them, is very evident. A few examples of the targets and performance measures affiliated with the six Project objectives demonstrated in Table 15 will be examined.

A performance measure example that relates to Objective 6, Enhancing Managerial and Leadership Skills, can be seen with educational administration courses intended to provide P-12 professionals with leadership knowledge and skills that they may apply to their principalship practice. It is thought that the new leadership styles learned in these courses will have a positive relationship with their students' enhanced academic achievement. Presently, 33 P-12 professionals have completed coursework and obtained the necessary Illinois certification credentials to become future administrators in RPS 205, with 100% of these professionals now serving in a district leadership capacity. Figure 3 shows the position placements of the 33 participants and the percentage increase of administrators into the district per the Project's input.

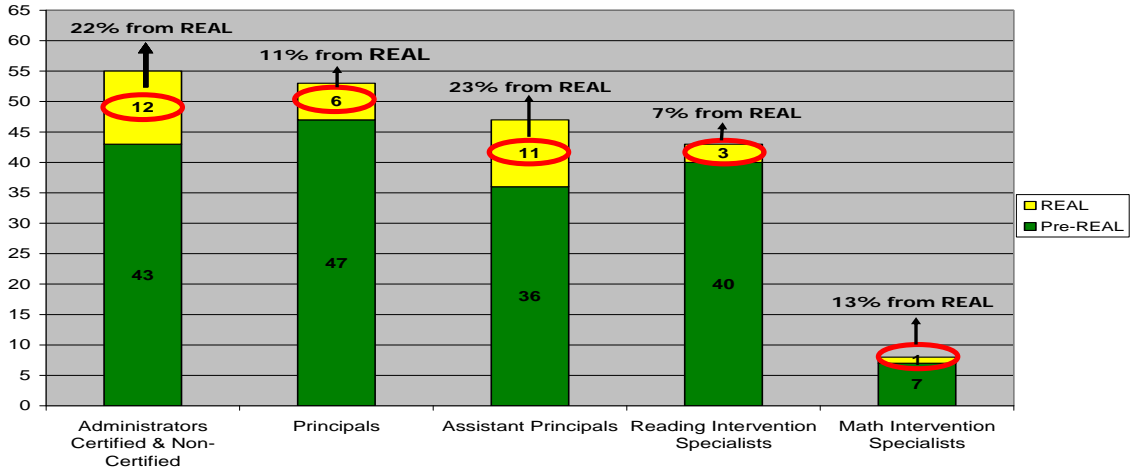


Figure 3. Project REAL Leadership Initiative

A second example, pertaining to Objective 5: Providing Professional Development, is the number of Project REAL teachers who have achieved “master teacher” certification via the National Board for Professional Teaching Standards (NBPTS) system. Before Project REAL, there were six NBPTS teachers in District 205.

Figure 4 shows that currently 24 teachers have obtained NBPTS certification or an increase of 300% since the inception of the Project.

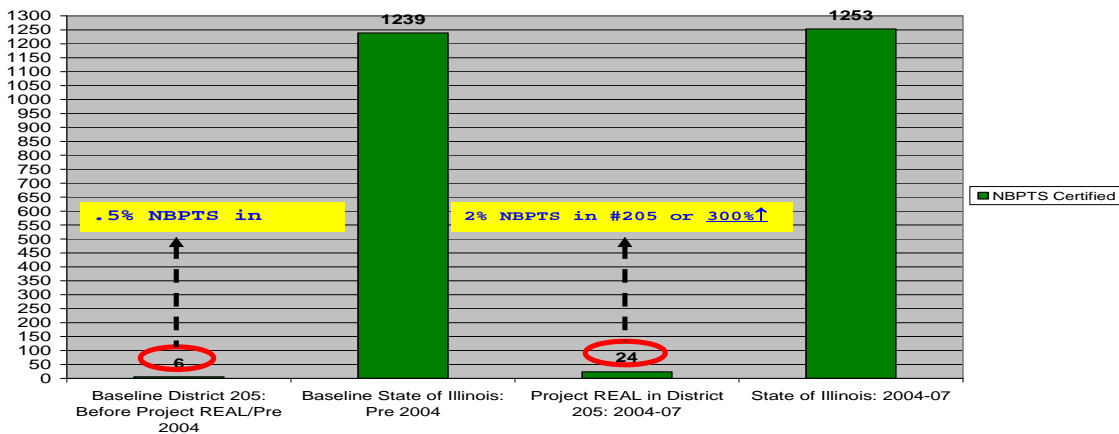


Figure 4. NBPTS Certification in District 205



**Table 15. Project REAL Targets and Measures**

Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
GPRA INDICATOR	Percentage of program completers who are highly qualified	Percent of REAL students who complete certification program and pass the APT	ISBE	No REAL candidates eligible to take APT 0%	1. COE 14/14 = 100% 2. LAS 9/9 = 100% 3. VPA 18/18 = 100% 4. Sum 41/41 = 100%	1. COE 55/55 = 100% 2. LAS 18/18 = 100% 3. VPA 13/13 = 100% 4. Sum 86/86 = 100%	1. COE 73/73 = 100% 2. LAS 27/27 = 100% 3. VPA 17/17 = 100% 4. Sum 117/117 = 100%	1. COE 68/68 = 100% 2. LAS 19/19 = 100% 3. VPA 10/10 = 100% 4. Sum 97/97 = 100%
<b>OVERALL OBJECTIVE: Improved Student Performance</b>								
Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
Improved K-12 student achievement	75% of students in PDS schools meet or exceed state standards	State ISAT and Prairie State Examinations	IIRC	50.38% of students met or exceeded standards	51.13% of students met or exceeded state standards	59.13% of students met or exceeded state standards	59.88% of students met or exceeded state standards	59.75% of students met or exceeded state standards
<b>OBJECTIVE 1: Creating Shared Decision-Making</b>								
Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
Enhanced collaboration: Increased percentage of committee members attending at least 75% of meetings	75% of the partner group members view the shared governance model as effective	Percentage of committee representatives that consistently attended meetings at least 75% of the time	Partner members	SRT, CPT, TEN committees developed	45% of committee members attending at least 75% of meetings	75% of committee members attending at least 75% of meetings	85% of committee members attending at least 75% of meetings	89% of committee members attending at least 75% of meetings



OBJECTIVE 2: <i>Developing a Future Teacher Pool</i>								
Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
More diverse teacher candidates	25% increase in diverse and under-represented applicants from Rockford cohort groups meeting standards for admission into teacher preparation	Admissions data for teacher certification programs  Basic Skills data	RVC NIU  ISBE	0%	2% increase	12% increase	14% increase	16% increase
Teachers for hard-to-staff districts	50% of candidates recruited from Rockford returning to teach in the local community.	Teacher certification completion data  District data on teachers hired.	NIU ISBE  RPS	0%	7% of new teachers hired are from Rockford	18% of new teachers hired are from Rockford	28% of new teachers hired are from Rockford	56% of new teachers hired are from Rockford
Teachers for hard-to-staff districts	Increase number of NIU candidates hired by RPS	NIU completers compared to district data	NIU RPS	0	4 graduated from NIU and hired in RPS	16 graduated from NIU and hired in RPS	18 graduated from NIU and hired in RPS	28 graduated from NIU and hired in RPS
Increased teacher candidate pool	50 Rockford students participating in Future Educator Clubs	School records	RPS	No Future Teachers Clubs	20 High School, 12 Middle School students	32 High School, 24 Middle School students	30 High School and 22 Middle School students	33 High School and 28 Middle School students
Enhanced preparation for college	15 to 20 RPS students each summer in college bridge programs	NIU records	NIU	0	30 grade 9 students	62 students (32 grade 9, 30 grade 10)	90 students (30 grade 9, 30 grade 10, 30 grade 11)	71 students (9 grade 9, 30 grade 10, 32 grade 11)
Support for teacher preparation	Five RPS students receiving scholarships for teacher education	NIU records	NIU	0	0	2	0	1



**OBJECTIVE 3: Reforming Educator Preparation**

Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
Improved content knowledge of teacher candidates	99% pass rate on state content examinations	State of Illinois content examinations	ISBE	100%	100%	100%	100%	100%
Improved faculty knowledge about urban contexts	25 faculty having extensive urban experiences	Annual faculty service reports	NIU RVC	No data available	12	22	25	25
Improved integration of technology by teacher candidates	99% of candidates able to integrate appropriate technologies	Technology assessment Electronic portfolios	NIU	20% of candidates	75% of candidates	100% of candidates	100% of candidates	100% of candidates
Improved integration of technology by faculty	100% of faculty have at least 25% of lessons incorporate technology	Review of faculty syllabi	NIU RVC	55% of faculty	85% of faculty	100% of faculty	100% of faculty	100% of faculty
Improved candidates knowledge of diversity	10 pre-service students placed in each PDS each semester	Clinical placement data	NIU RVC	28 placed in PDS sites	30 placed in 4 PDS sites	41 placed in 4 PDS sites	62 placed in 4 PDS sites	154 placed in 4 PDS sites
Connection of university and school curricula	Two pre-service methods courses taught in RPS	Scheduling data	NIU RVC	0	0	2 classes began in Fall 2006	2 RVC courses	2 RVC courses
Improved technology knowledge	Annually 20 P-12 teachers and 10 faculty participate in technology training	District and university records	RPS RVC NIU	0	20 RPS teachers 20 faculty (10 NIU & 10 RVC)	20 RPS teachers 20 faculty (10 NIU & 10 RVC)	20 RPS teachers 20 faculty (10 NIU & 10 RVC)	102 RPS teachers 24 faculty (10 NIU & 14 RVC)
Improved technology knowledge	50% PDS teachers participating in technology training	PDS records	RPS	0%	39%	75%	85%	90%
Curricula aligned	Curriculum in all areas aligned with state standards at PDSs	Curriculum review	RPS NIU	30% of curriculum aligned with standards	57% of curriculum aligned with standards	71% of curriculum aligned with standards	90% of curriculum aligned with standards	100% of curriculum aligned with standards



Serving special needs students	50% of all PDS teachers and 100% of REAL candidates trained in assistive technologies	PDS records NIU records	RPS NIU	5% PDS teachers 10% NIU candidates	15% PDS teachers 33% NIU candidate	25% PDS teachers 66% NIU candidate	45% PDS teachers 75% NIU candidates	90% PDS teachers 100% NIU candidates
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OBJECTIVE 4: <i>Expanding Clinical Experiences</i>								
Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
Enhanced teaching skills	100% of teacher candidates passing state assessment of teaching (APT)	Scores on the state-required Assessment of Practices in Teaching	ISBE	100%	100%	100%	100%	100%
Enhanced teaching skills	100% of teacher candidates design and teach lessons that address state standards and needs of diverse students	Assessment of evidence from student electronic portfolios	NIU	49%	78%	100%	100%	100%



**OBJECTIVE 5: *Providing Professional Development.***

Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
Improved teaching	Teacher retention rate in the PDS schools will improve by 1/3	RPS data on retention	RPS	1. Jefferson 74/96=77.08% 2. RESA 47/66=71.21% 3. Nelson 19/24=79.17% 4. RG 18/30=60% 5. Total: 158/216=73.15%	1. Jefferson 77/96=80.21% 2. RESA 50/66=75.76% 3. Nelson 21/24=87.50% 4. RG 20/30=66.67% 5. Total 168/216=77.78%	1. Jefferson 79/96=82.29% 2. RESA 54/66=81.82% 3. Nelson 21/24=87.50% 4. RG 21/30=70% 5. Total 175/216=81.02%	1. Jefferson 76/111=68.47% 2. RESA 58/69=84.06% 3. Nelson 24/28=85.71% 4. RG 29/32=90.63% 5. Total 187/240=77.92%	1. Jefferson 87/104=83.96% 2. RESA 63/69=91.30% 3. Nelson 24/24=100% 4. RG 30/32=90.63% 5. Total 203/229=88.64%
Improved teaching	Teacher performance ratings will improve for all PDS teachers	RPS data on overall student performance by teachers	RPS	No data available	54% of teachers had improved student performance	76% of teachers had improved student performance	82 % of teachers had improved student performance	82% of teachers had improved student performance
Improved teaching	25 RPS teachers will become nationally certified	List from NBPTS	NBPTS RPS	Cohort 1 begins National Board process	National Board Process continues	Cohort 1: 34 teachers completed National Board process. 13 of the 34 are nationally certified. Cohort 2: 39 teachers in the process	Cohort 1: 34 teachers completed National Board process. 13 are certified and 3 resubmitted and are now certified = 16 certified from Cohort 1. Cohort 2: 8 teachers completed National Board process. Total = 24 teachers certified from both cohorts.	Cohort 1: 16 National Board certified. Cohort 2: 8 National Board certified 13 have resubmitted and are waiting results.
Improved teaching	All PDS teachers highly qualified in their content areas	School records compared to HQT standards.	RPS	5% of classes not taught by HQT	3% of classes not taught by HQT	2% of classes not taught by HQT	2% of classes not taught by HQT	2% of classes not taught by HQT
Improved teaching	50 RPS teachers will complete the Advanced Practices Certificate.	NIU records	NIU	0	0	30 teachers completed Advanced Teaching Practices Certificate	51 teachers completed Advanced Teaching Practices Certificate	No new cohort offered. Total of 51 RPS teachers completed Advanced Teaching Practices



**OBJECTIVE 6: *Enhancing Managerial and Leadership Skills***

Measure	Target	Assessment Procedure	Data Source	BASELINE Year 1: 2003-04	Year 2: 2004-05	Year 3: 2005-06	Year 4: 2006-07	FINAL Year 5: 2007-08
Improved school leadership	Improved performance ratings for PDS principals	RPS records.	RPS	All meeting performance	Improved performance	Improved performance	Improved performance	Improved performance
Improved use of data for decision making	Data used in school improvement plans in PDS schools	Review of school planning teams	PDS	25% of objectives in SIP	50% of objectives in SIP	100% of objectives in SIP	100% of objectives in SIP	100% of objectives in SIP
Improved school leadership	25 RPS teachers complete administrator prep	University completion data	NIU	Cohort 1: 33 teachers begin	Cohort 1 continues	33 teachers completed Cohort 2: 22 teachers begin	33 teachers completed 22 teachers in progress	Cohort 1: 33 teachers completed Cohort 2: 19 teachers completed
Improved school leadership	100% pass the state content examination (Type 75)	State examination	ISBE	0%	0%	Cohort 1:100% pass	Cohort 1:100% pass	Cohort 2: 100% pass
Improved school leadership	75% completing leadership training placed in RPS leadership positions	RPS data.	RPS NIU	Cohort 1: 33 teachers begin	Cohort 1 continues	55% hired from Cohort 1	60% hired from Cohort 1	90% hired from Cohort 2
Improved school leadership	Increased percentage of diverse school leaders	RPS data.	RPS	0	0	Cohort 1 – 10% diversity Cohort 2 – 20% diversity	Cohort 1 – 10% diversity Cohort 2 – 20% diversity	Cohort 1- 10% diversity Cohort 2 – 20% diversity
Improved school leadership	20 current RPS administrators in leadership academies	RPS and NIU data	RPS NIU	0	0	Administrators' Academy begins 08/18/2006; 105 attended	9 sessions of Administrator's Academy; average of 110 each session	9 more monthly sessions of Administrator's Academy; average of 110 each session
Improved school leadership	50% of RPS school leaders have professional development on using data for decision making	Number participating in IIRC training	NIU	25% of RPS administrators	50% of RPS administrators	100% of RPS administrators	100% of RPS administrators	100% of RPS administrators



Improved school leadership	20 future school leaders completing the administrator training program in 3 year mentoring program	Data from NIU and RPS	NIU RPS	Cohort 1: 33 teachers begin	Cohort 1 continues	Cohort 1 graduates; mentoring of 18 administrators begins	Mentoring of 18 administrators continues	Mentoring of an additional 14 administrators
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## VI. GPRA Indicator

The number of highly qualified program completers or the GPRA indicator (i.e., students completing all aspects of teacher preparation and passing Illinois' APT test (Assessment of Professional Teaching)), was very high. Figure 5 shows a pattern of sustained quality in this area, where all three colleges involved in teacher preparation have retained their level of completers over the course of time with Project REAL.

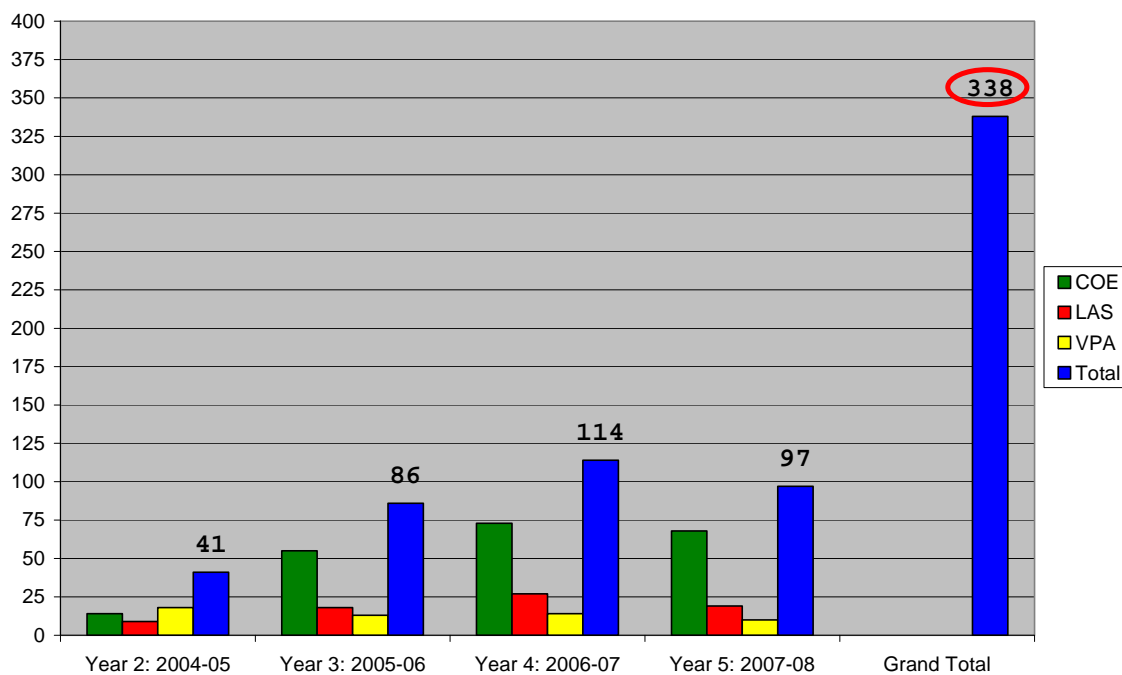


Figure 5. GPRA Indicator: Highly Qualified Program Completers

## VII. Professional Development of Partners Involved in Project REAL

Tables 16 to 18 show the professional development activities of the grant partners in terms of publications, manuscripts, and conference presentations derived from research affiliated with Project REAL. For year 5, there were 4 articles, 1 abstract, and 2 technical reports published, along with 2 manuscripts submitted for peer-review. In the area of research-based presentations, there were 20 conference presentations conducted.



### **Table 16. Publications:**

1. Walker, D. A. (2008). *The U.S. Department of Education's Teacher Quality Enhancement grant at Northern Illinois University: Performance report evaluation, Year 5* (Tech. Rep. No. 5). DeKalb, IL: Northern Illinois University: Rockford Education Alliance.
2. Walker, D. A. (2007). *The U.S. Department of Education's Teacher Quality Enhancement grant at Northern Illinois University: Performance report evaluation, Year 4* (Tech. Rep. No. 4). DeKalb, IL: Northern Illinois University: Rockford Education Alliance.
3. Walker, D. A., Downey, P., & Kuehl, D. (in press). Success by degrees: Addressing teacher shortages through a school-community college-university partnership. *Community College Journal of Research and Practice*.
4. Walker, D. A., Downey, P. M., Sorensen, C. K. (2008). E-Learning modules for teacher development: Project REAL. *TechTrends*, 52(5), 59-62.
5. Walker, D. A., & Sorensen, C. (2007). An Illinois teacher quality partnership: Preliminary results from a professional development school intervention. *Focus on Illinois Education Research Symposium*, 6, 29-30.
6. Walker, D. A., Sorensen, C. K., & Downey, P. M. (2008). PARTNERS: A framework for a partnership model in a high-need, urban school district. *Success in High-Need Schools*, 4(1), 1-8.
7. Walker, D. A., Sorensen, C. K., Smaldino, S. E., & Downey, P. M. (2008). A model for a professional development school intervention: REAL findings. *School-University Partnerships*, 2(1), 6-26.

### **Table 17. Manuscripts Submitted for Peer Review:**

1. Daniel, M. C. (2008). *Collaboration and discovery: A pilot study of leveling criteria for books written in Spanish for K-3rd grade*. Manuscript submitted for publication.
2. Walker, D. A., Rique, J., & Kackar, H. (2008). *A mixed methods climate analysis from a large, urban middle school*. Manuscript submitted for publication.



### Table 18. Professional Conference Presentations

1. Daniel, M.C. (2008, November). Family literacy: What do teachers need to know? Paper presented at the International Reading Association Conference, Salt Lake City, UT.
2. Collins, V. L., & Holt, J. K. (2008, October). Characterizing growth patterns of early literacy skills. Paper presented at the annual meeting of the Mid-West Educational Research Association, Columbus, OH.
3. Downey, P. M., Smaldino, S., & Walker, D. A. (2008, October). *The use of e-learning modules for pre-service and in-service teacher professional development*. Paper presented at the annual meeting of the International Visual Literacy Association, Blacksburg, VA.
4. Walker, D. A. (2008, October). *What have we learned?: Results from a five-year evaluation of a professional development school model*. Paper presented at the annual meeting of the Mid-West Educational Research Association, Columbus, OH.
5. Downey, P.M., Ady, W., Kloss, C., Johnson, J., Gibbons, T., Abby, T., & Dawson, N. (2008, April). *School renewal team enhances communication between the partners*. Paper presented at the annual meeting of the National Association for Professional Development Schools, Orlando, FL.
6. Khoury, H., Hines, E., Brankin, K., Johnson, M., & Pickett, J. (2008, April). *Sustaining our professional growth in the mathematics classrooms at RESA*. Paper presented at the annual meeting of the National Association for Professional Development Schools, Orlando, FL.
7. Downey, P.M., & Mehlig, L. (2008, March). *Enhancing teaching with Photo Story, Movie Maker, and Podcasting*. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, New Orleans, LA.
8. Downey, P. M., Walker, D. A., & Smaldino, S. (2008, March). *24/7 professional development for in-service and pre-service teachers: E-learning modules*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
9. Nelson, P. (2008, March). Presentation at the Children's Literature Conference, DeKalb, IL.
10. Walker, D. A., Sorensen, C., Downey, P. M., & Smaldino, S. (2008, March). *Inclusive school reform via PDS: An analysis of data from a three-tiered partnership model*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.



11. Walker, D. A., Downey, P. M., & Kuehl, D. (2008, February). *Recruiting students from diverse populations into the teaching profession: A school-community college-university preparation model*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.
12. Walker, D. A., Sorensen, C., & Downey, P. M. (2008, February). *What does quality, sustainability, and fidelity look like in a three-tiered partnership: REAL results*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.
13. Daniel, M.C. (2008, January). Learning to read in Spanish: What do bilingual kids/ELLs do? Paper presented at the Illinois Association of Multilingual Educators Conference, Parkbrook, IL.
14. Downey, P. M., Walker, D. A., Smaldino, J., & Smaldino, S. (2008, January). *The use of e-learning modules for pre-service and in-service teacher professional development*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
15. Walker, D. A., Sorensen, C., Downey, P. M., & Smaldino, S. (2008, January). *Constructing quality, sustainability, and fidelity: Research findings from an urban school-university partnership*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
16. Nelson, P. (2007, November). Presentation at the National Middle School Conference, Houston, TX.
17. Walker, D. A. (2007, October). *A three-year evaluation of a professional development school intervention*. Paper presented at the annual meeting of the Mid-West Educational Research Association, St. Louis, MO.
18. Walker, D. A. (2007, July). *Addressing teacher shortages through a community college-university partnership: Recruiting students from under-represented backgrounds into the teaching profession*. Paper presented at the annual conference of the Association of Teacher Educators, Milwaukee, WI.
19. Walker, D. A., & Sorensen, C. (2007, July). *A school-community college-university professional development model: REAL results*. Paper presented at the annual conference of the Association of Teacher Educators, Milwaukee, WI.
20. Walker, D. A., & Sorensen, C. (2007, June). *An Illinois teacher quality partnership: Preliminary results from a professional development school intervention*. Paper presented at the Illinois Education Research Council's Focus on Illinois Education Research Symposium, Orland Park, IL.



### VIII. Overall Participation of Partners Involved in Project REAL

Figure 6 indicates that for year 5, nearly 12,000 participants (i.e., 11,929) or a 47% increase from year 4, were involved in the numerous sessions that intended to address various performance measures. Of note, is the high numbers of students involved in an assortment of endeavors at all of the four experimental schools. Also, every count in the categories that comprise partnership involvement for year 5 increased beyond the counts for involvement in year 4. When coupled with the previous data depicted in Figure 2 and Tables 1 to 15, Figure 6’s participant involvement data indicate that Project REAL involves numerous partners within NIU, RVC, and RPS 205 that will help the grant in the future toward measuring improved student performance and enhancing the quality of educators via shared decision making, teacher recruitment, teacher education reform, extending pre-service clinical experiences, professional development, and enabling effective instructional leadership.

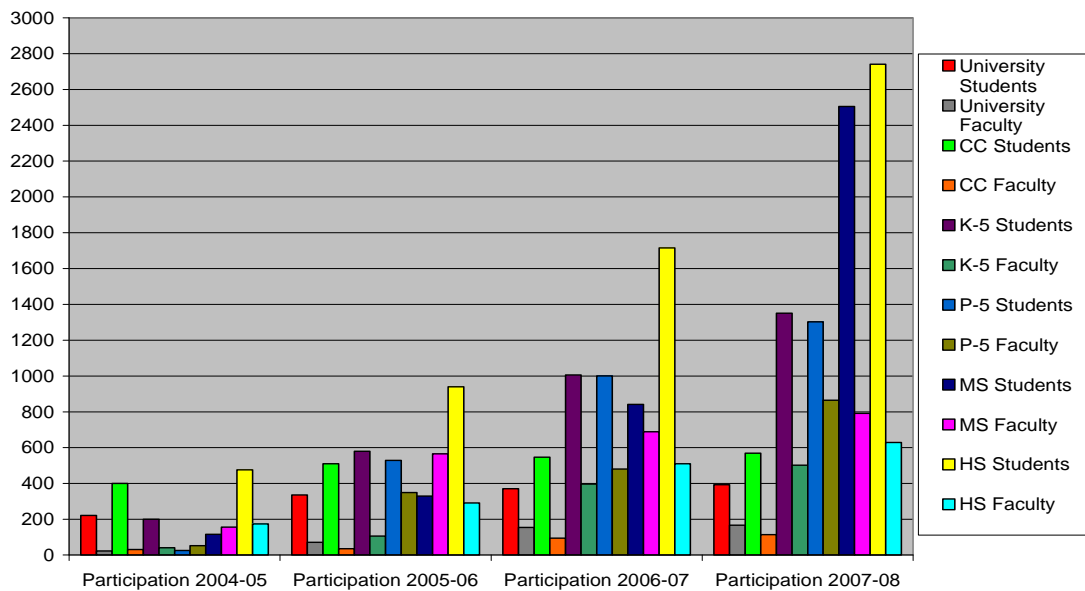


Figure 6. Partnership Participation: Years 2 to 5

**Note:** Some of these counts reflect students and/or faculty that participated in more than one Project activity and, thus, were counted more than once.



## IX. Project REAL Goal

The core goal of Project REAL was to improve P-12 student performance, particularly in mathematics and reading. Figure 7 displays the data related to this goal. During the baseline year of the Project (i.e., academic year 2003-04), the percentage of students at the four experimental schools who met or exceeded Illinois' assessment for mathematics and reading was 50.38%. By the next academic year, 2004-05, that percent had increased by 0.75 of a percentage point to 51.13%, by year 3 the percent had grown by 8 percentage points to 59.13%, by year 4 the growth was 0.75 of a percentage point to 59.88%, and by year 5 the percent had decreased by 0.13 of a percentage point to 59.75%, with a targeted increase established at 75% by the end of the project. For the control schools, the percentage of students in reading and mathematics combined who met AYP for 2003-04 was 52.88%. By academic year 2004-05, this percent had decreased by 3.07 percentage points to 49.81%, by year 3 the percent had increased by 5.19 percentage points to 55%, by year 4 growth was 6.5 percentage points to 61.50%, and by year 5 the percent had decreased by 0.62 of a percentage point to 60.88%.

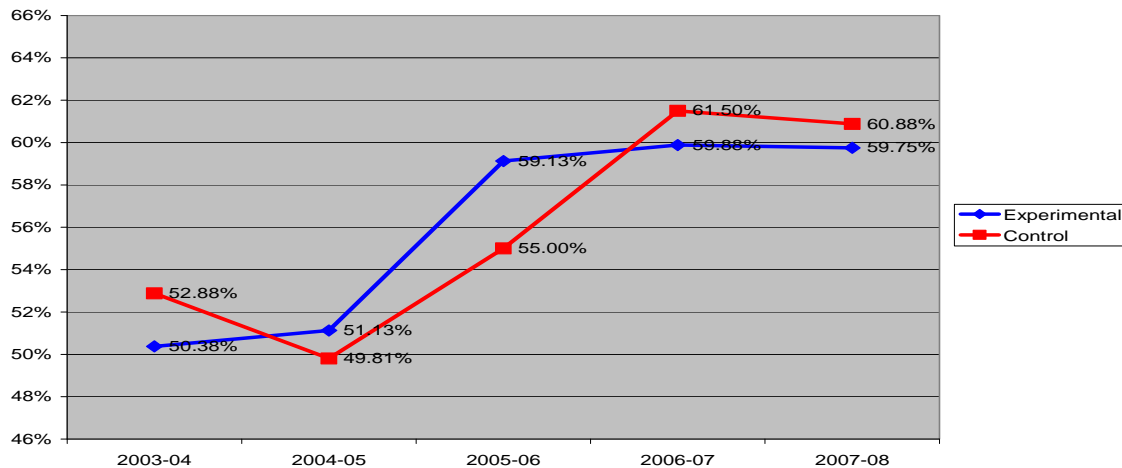


Figure 7. AYP Comparison for Experimental and Control Schools: Mathematics and Reading Percentages Combined



## **X. Score Changes in Mathematics and Reading**

Tables 19 and 20, along with Figures 8 to 14, display the score gains of the experimental and control schools, which indicate that three of the four experimental schools exhibited substantial growth in mathematics scores. Also, three of the four experimental schools showed growth in reading during year 5. When looking at score increases from another perspective, in terms of effect sizes, a very encouraging picture emerges. An effect size, as defined in this study, is the standard deviation difference between the current year and the baseline year data. Effect sizes employed in this study use benchmarks set at .20, .50, and .80 that represent small, medium, and large effects, respectively (Cohen, 1988).

For year 5, the data for mathematics scores indicated that there was considerable growth for the middle school (MS) (.76), the PK-5 elementary school (PK-5) (.41), and the K-5 elementary school (K-5) (.34), while three of the four control schools demonstrated growth in mathematics ranging from .17 to .73. For the experimental schools, what these effect sizes mean in terms of their practical implications are that in the MS mathematics area of student achievement, for instance, Figure 14 shows that there was an increase of 21.15, or 21 testing points, on average in this academic field, which is quite substantial given that this test ranges from a minimum of 120 to a maximum between 340 to 411 based on grade level (Consortium on Chicago School Research, 2007).

A further score gain analysis can be determined from the  $U_3$  measure of the 78th percentile found in Table 19 in mathematics for the MS experimental school, which means that if an average student moved from a school in which all students were influenced by the PDS intervention to a non-PDS school, they would, on average, progress from the 50th to the 78th percentile in mathematics achievement on the ISAT.



Additionally, it can be seen from Tables 19 and 20 and Figures 8 to 14

that in the area of reading there was extensive growth for the experimental schools, again, with the MS (.61), the PK-5 (.48), and the K-5 (.28) exhibiting good gains in terms of effect sizes from the baseline year. Three of the four control schools did show growth in reading varying from .30 to .57.

Looking at a comparison between the matched-pairs experimental and control schools in the Project based on effect size increases in mathematics and reading, a Wilcoxon Signed Rank test was run, which indicated that there were no statistically significant differences among the schools. Thus, this lack of statistically significant differences in both mathematics and reading signified that there were no established dissimilarities in effect size gains for schools in either the control or the experimental groups. That is, statistically, one group of schools did not surpass the other group in either mathematics or reading, and they were both performing at about the same rate, which is not surprising given the charge of whole school reform and the short duration of the project. Typically, as the scholarly literature points-out, results from a large, complex intervention take many years to demonstrate emerging patterns and statistically significant findings.

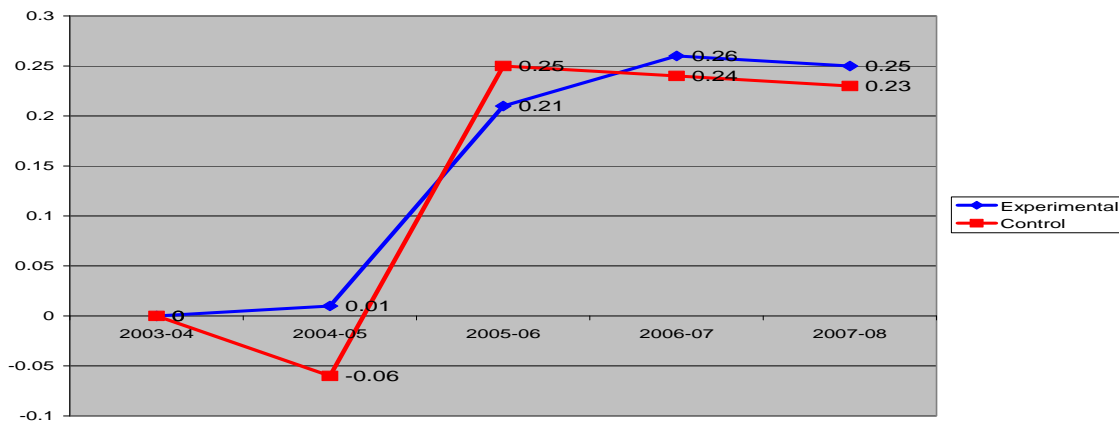


Figure 8. Schools' Total Effect Sizes in Reading and Mathematics Combined



Table 19. Experimental Schools' Score Changes via Effect Sizes (ES)

Individual School	State	HS	MS	K-5	P-5
<b>Mathematics:</b> Baseline Year 2003-04 (Year 1) % AYP	40% AYP for ALL Students	50%	31%	70%	70%
2004-05 (Year 2) % AYP	47.5% AYP for ALL Students	41%	33%	56%	71%
<b>2004-05 ES Year 2</b>	-----	<b>-.20</b>	<b>.04</b>	<b>-.36</b>	<b>.03</b>
<b>ES Year 2 Difference</b>	-----	-----	<b>1.11 points</b>	-----	<b>.84 point</b>
<b>U<sub>3</sub> Year 2</b>	-----	-----	<b>52nd</b>	-----	<b>51st</b>
2005-06 (Year 3) % AYP	47.5% AYP for ALL Students	36%	60%	77%	84%
<b>2005-06 ES Year 3</b>	-----	<b>-.31</b>	<b>.66</b>	<b>.21</b>	<b>.44</b>
<b>ES Year 3 Difference</b>	-----	-----	<b>18.37 points</b>	<b>5.89 points</b>	<b>12.34 points</b>
<b>U<sub>3</sub> Year 3</b>	-----	-----	<b>75th</b>	<b>58th</b>	<b>67th</b>
2006-07 (Year 4) % AYP	55% AYP for ALL Students	34%	60%	82%	85%
<b>2006-07 ES Year 4</b>	-----	<b>-.35</b>	<b>.66</b>	<b>.37</b>	<b>.48</b>
<b>ES Year 4 Difference</b>	-----	-----	<b>18.37 points</b>	<b>10.51 points</b>	<b>13.63 points</b>
<b>U<sub>3</sub> Year 4</b>	-----	-----	<b>75th</b>	<b>64th</b>	<b>68th</b>
2007-08 (Year 5) % AYP	62.5% AYP for ALL Students	31%	64%	81%	83%
<b>2007-08 ES Year 5</b>	-----	<b>-.42</b>	<b>.76</b>	<b>.34</b>	<b>.41</b>
<b>ES Year 5 Difference</b>	-----	-----	<b>21.15 points</b>	<b>9.53 points</b>	<b>11.50 points</b>
<b>U<sub>3</sub> Year 5</b>	-----	-----	<b>78th</b>	<b>63rd</b>	<b>66th</b>
<b>READING:</b>					
Baseline Year 2003-04 (Year 1) % AYP	40% AYP for ALL Students	51%	43%	43%	45%
2004-05 (Year 2) % AYP	47.5% AYP for ALL Students	49%	58%	43%	58%
<b>2004-05 ES Year 2</b>	-----	<b>-.05</b>	<b>.35</b>	<b>0</b>	<b>.30</b>
<b>ES Year 2 Difference</b>	-----	-----	<b>8.49 points</b>	<b>0 points</b>	<b>8.25 points</b>
<b>U<sub>3</sub> Year 2</b>	-----	-----	<b>64th</b>	<b>50th</b>	<b>62nd</b>
2005-06 (Year 3) % AYP	47.5% AYP for ALL Students	43%	60%	57%	67%
<b>2005-06 ES Year 3</b>	-----	<b>-.18</b>	<b>.40</b>	<b>.32</b>	<b>.53</b>
<b>ES Year 3 Difference</b>	-----	-----	<b>9.71 points</b>	<b>8.80 points</b>	<b>14.58 points</b>
<b>U<sub>3</sub> Year 3</b>	-----	-----	<b>66th</b>	<b>63rd</b>	<b>70th</b>
2006-07 (Year 4) % AYP	55% AYP for ALL Students	31%	61%	63%	63%
<b>2006-07 ES Year 4</b>	-----	<b>-.44</b>	<b>.42</b>	<b>.47</b>	<b>.43</b>
<b>ES Year 4 Difference</b>	-----	-----	<b>10.19 points</b>	<b>12.93 points</b>	<b>11.83 points</b>
<b>U<sub>3</sub> Year 4</b>	-----	-----	<b>66th</b>	<b>68th</b>	<b>67th</b>
2007-08 (Year 5) % AYP	62.5% AYP for ALL Students	31%	68%	55%	65%
<b>2007-08 ES Year 5</b>	-----	<b>-.44</b>	<b>.61</b>	<b>.28</b>	<b>.48</b>
<b>ES Year 5 Difference</b>	-----	-----	<b>14.80 points</b>	<b>7.70 points</b>	<b>13.20 points</b>
<b>U<sub>3</sub> Year 5</b>	-----	-----	<b>73rd</b>	<b>61st</b>	<b>68th</b>

Note: Blue = Positive Score Change, Red = Negative Score Change, Brown = No Score Change.

Note: Effect Sizes (ES) were calculated using a program from Dennis, Lennox, and Foss (1997).

Note: ES Year Difference was the practical effect of the effect size measure in terms of test points gained based on average standard deviations from sample data trends found for ISAT math elementary = 28.04, math MS = 27.83, reading elementary = 27.51, and reading MS = 24.27 (Consortium on Chicago School Research, 2007).

Note: U<sub>3</sub> measures were determined from tables found in Cohen (1988, p. 22).

Note: A U<sub>3</sub> measure of 75% in mathematics means that if an average student moved from a school in which all students were influenced by the PDS intervention to a non-PDS school, they would, on average, progress from the 50th to the 75th percentile in math achievement. That is, a student with an average math ISAT score in the MS (i.e., the 50th percentile) could expect to move to the 75th percentile after participating in Project REAL.

Table 20. Control Schools' Score Changes via Effect Sizes (ES)



Table 20. Control Schools' Score Changes via Effect Sizes (ES)

Individual School	State	HS	MS	K-5	P-5
<b>MATHEMATICS:</b> Baseline Year 2003-04 (Year 1) % AYP	<b>40% AYP</b> for ALL Students	55%	35%	61%	68%
2004-05 (Year 2) % AYP	<b>47.5% AYP</b> for ALL Students	48%	28%	54%	62%
<b>2004-05 ES Year 2</b>	-----	<b>-.16</b>	<b>-.15</b>	<b>-.17</b>	<b>-.16</b>
2005-06 (Year 3) % AYP	<b>47.5% AYP</b> for ALL Students	46%	57%	56%	82%
<b>2005-06 ES Year 3</b>	-----	<b>-.21</b>	<b>.50</b>	<b>-.12</b>	<b>.43</b>
2006-07 (Year 4) % AYP	<b>55% AYP</b> for ALL Students	46%	64%	75%	76%
<b>2006-07 ES Year 4</b>	-----	<b>-.21</b>	<b>.67</b>	<b>.38</b>	<b>.23</b>
2007-08 (Year 5) % AYP	<b>62.5% AYP</b> for ALL Students	35%	66%	77%	74%
<b>2007-08 ES Year 5</b>	-----	<b>-.45</b>	<b>.73</b>	<b>.45</b>	<b>.17</b>
<b>READING:</b> Baseline Year 2003-04 (Year 1) % AYP	<b>40% AYP</b> for ALL Students	58%	47%	39%	53%
2004-05 (Year 2) % AYP	<b>47.5% AYP</b> for ALL Students	58%	49%	42%	55%
<b>2004-05 ES Year 2</b>	-----	<b>0</b>	<b>.05</b>	<b>.07</b>	<b>.05</b>
2005-06 (Year 3) % AYP	<b>47.5% AYP</b> for ALL Students	56%	60%	75%	62%
<b>2005-06 ES Year 3</b>	-----	<b>-.05</b>	<b>.31</b>	<b>.89</b>	<b>.22</b>
2006-07 (Year 4) % AYP	<b>55% AYP</b> for ALL Students	51%	61%	51%	68%
<b>2006-07 ES Year 4</b>	-----	<b>-.17</b>	<b>.33</b>	<b>.27</b>	<b>.38</b>
2007-08 (Year 5) % AYP	<b>62.5% AYP</b> for ALL Students	47%	70%	53%	65%
<b>2007-08 ES Year 5</b>	-----	<b>-.26</b>	<b>.57</b>	<b>.32</b>	<b>.30</b>

Note: **Blue** = Positive Score Change, **Red** = Negative Score Change, **Brown** = No Score Change.

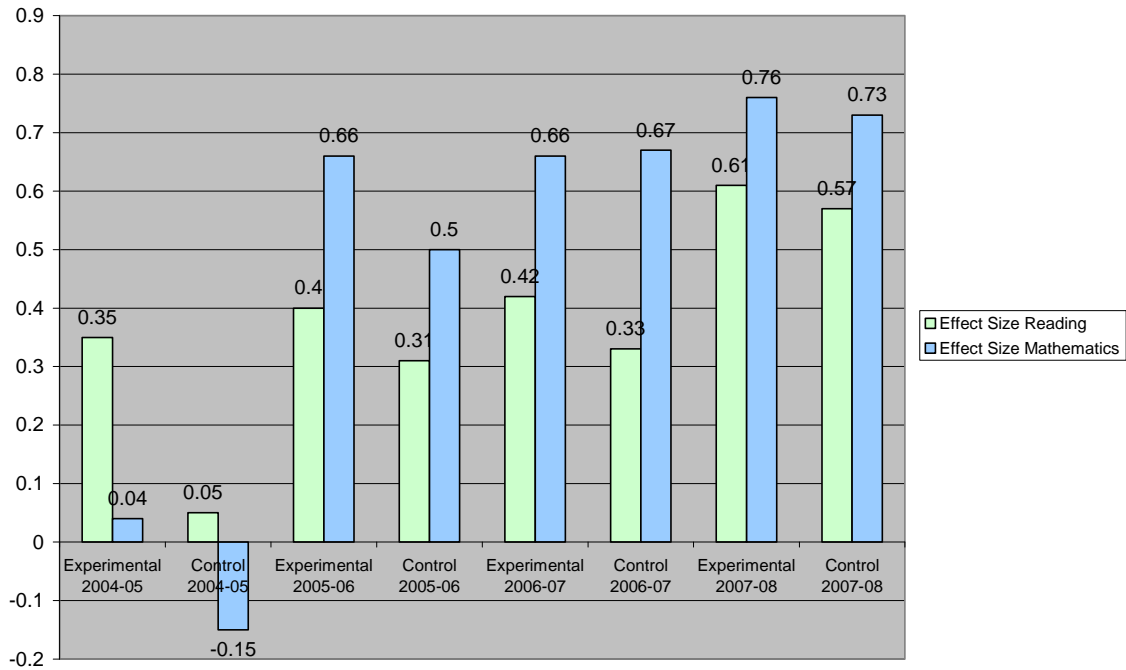


Figure 9. Score Gains in Reading and Mathematics: PK-5 Grade School Effect Sizes

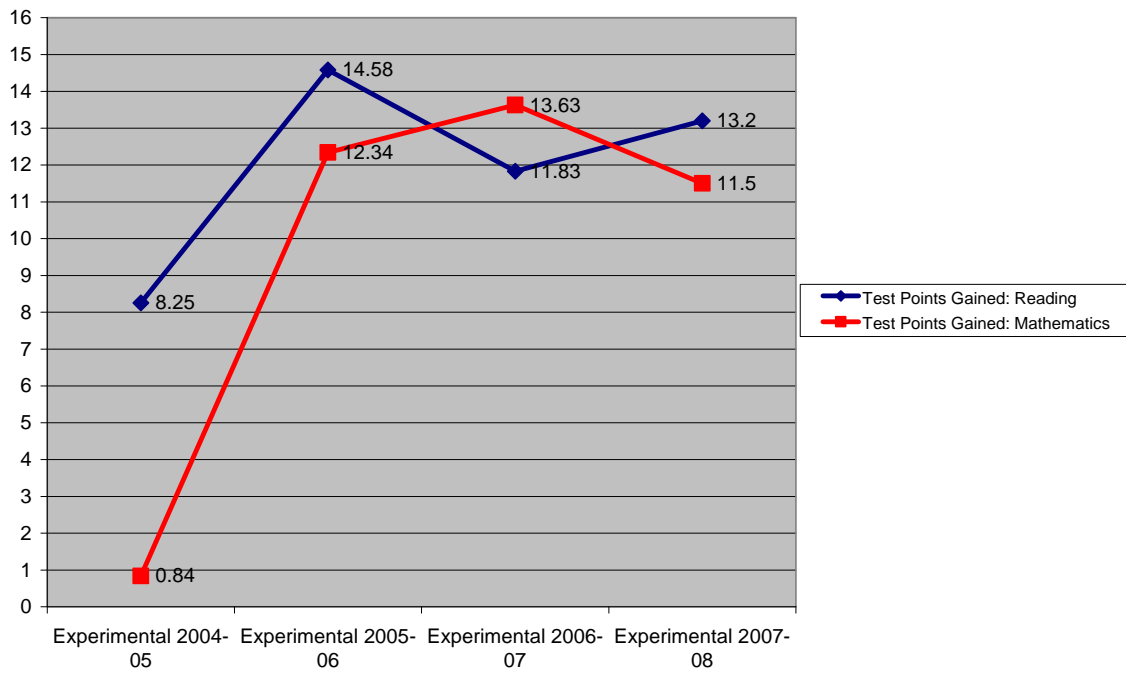


Figure 10. Practical Effect in Reading and Mathematics: P-5 School

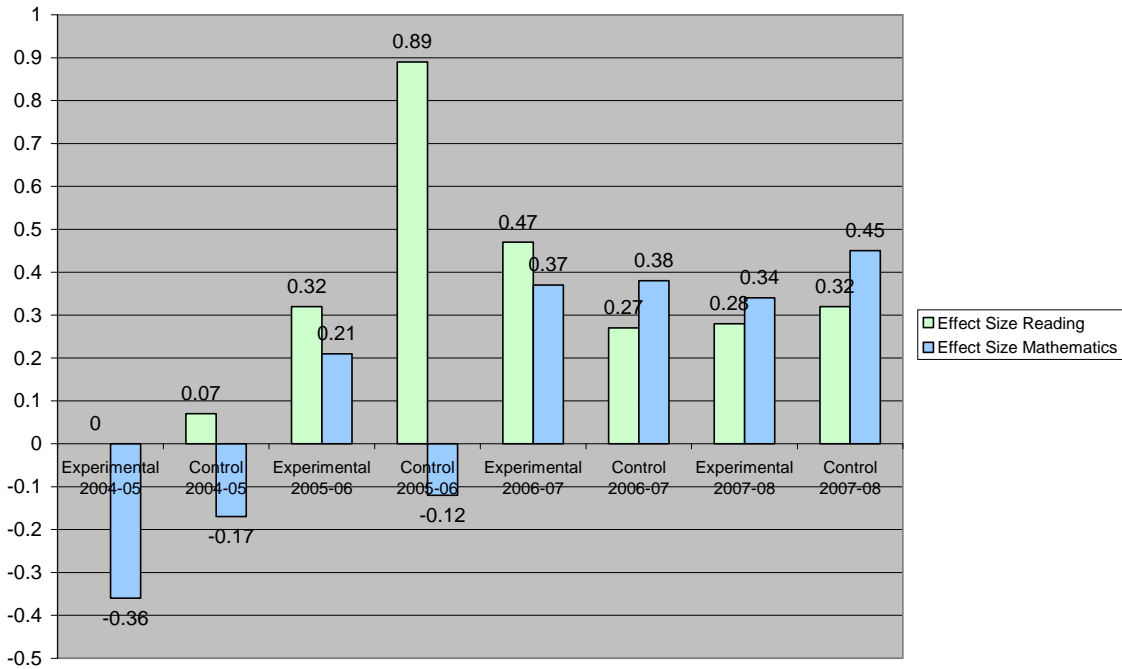


Figure 11. Score Gains in Reading and Mathematics: K-5 Grade School Effect Sizes

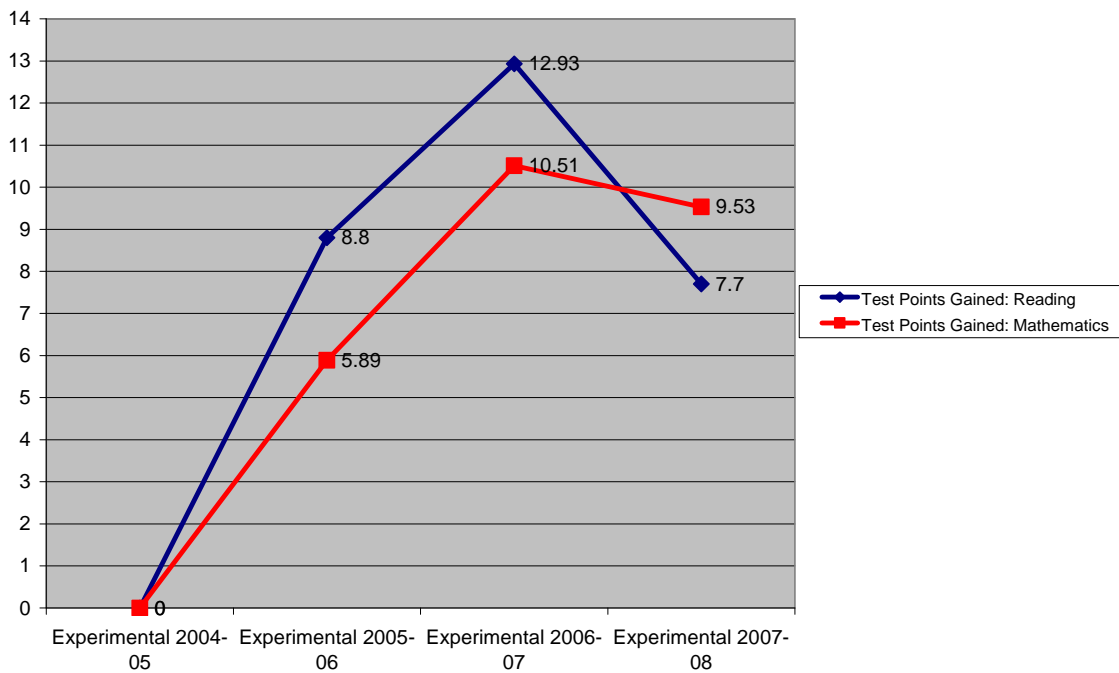


Figure 12. Practical Effect in Reading and Mathematics: K-5 School

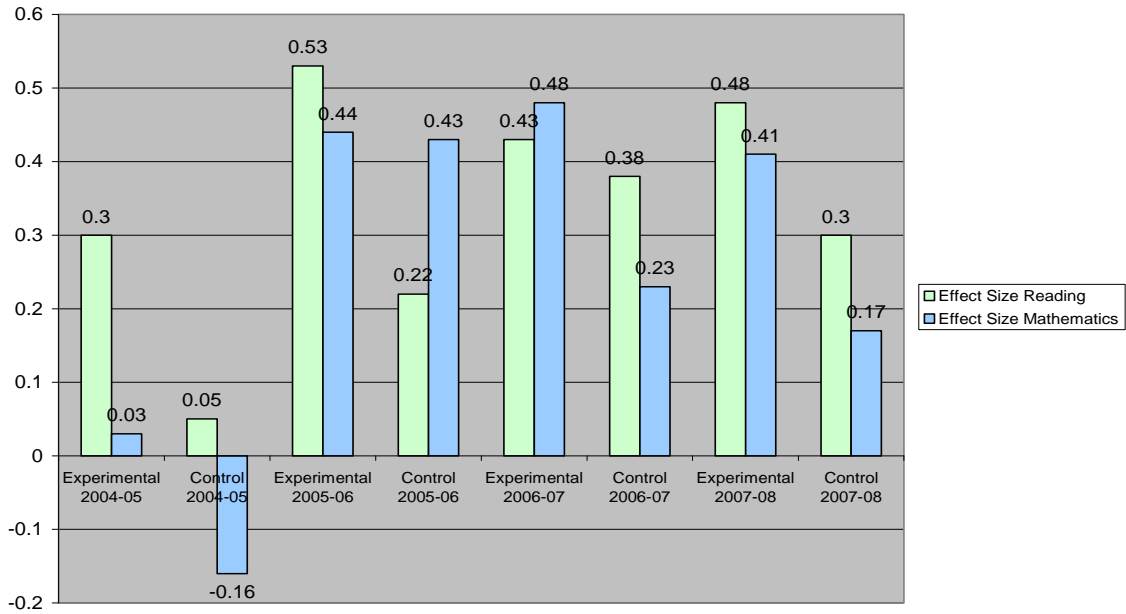


Figure 13. Score Gains in Reading and Mathematics: Middle School Effect Sizes

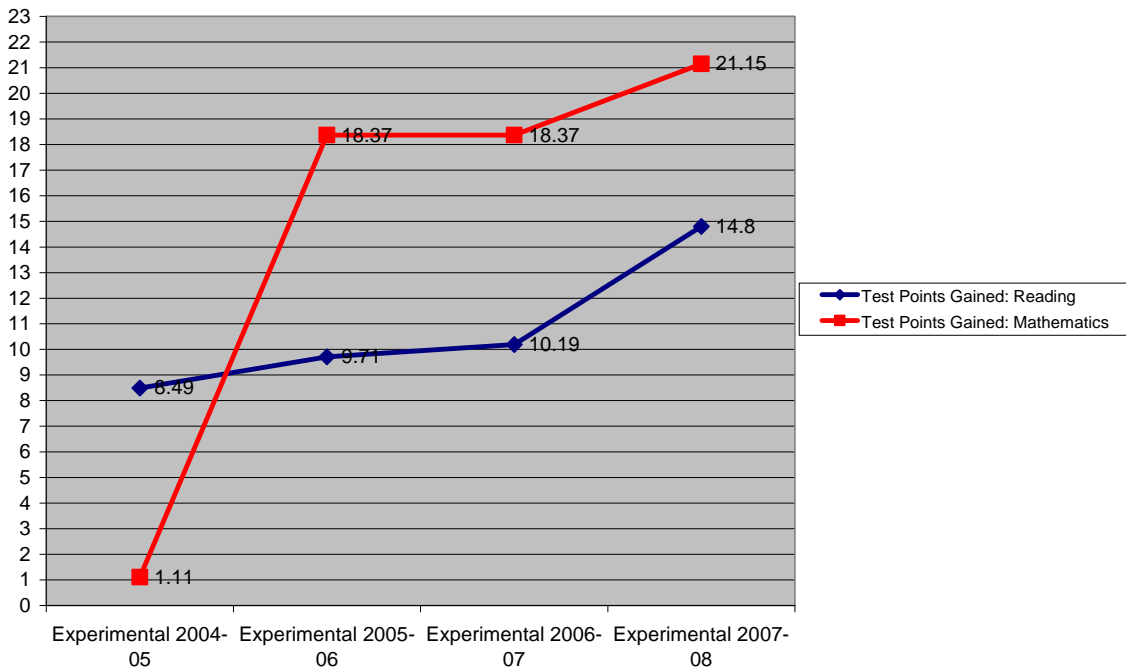


Figure 14. Practical Effect in Reading and Mathematics: Middle School



## XI. Cost-Benefit Analysis of Score Changes in Mathematics and Reading

With score changes measured via effect sizes, cost-benefit analyses were done on two aspects of Project REAL: NBPTS certification and a leadership initiative. Currently, 24 teachers have obtained NBPTS certification or an increase of 300% since the inception of the Project. In terms of a cost per level of effectiveness analysis (cf. Leech & Onwuegbuzie, 2003) for this aspect of the PDS intervention, of the 24 teachers within RPS 205 who achieved certification, 14 were from 2 of the Project's experimental schools (i.e., P-5 and middle school). As can be seen in Figures 15 and 16, the average point increase for reading at the P-5 school was 12 points with a 14% decrease in cost to obtain said gains. In mathematics, there was a 10 point increase and a 2% decrease in cost. For middle school reading, there was an 11 point gain in testing points overtime with a 19% reduction in cost. In mathematics, there was a 15 point increase in test scores and a 6% decrease in cost.

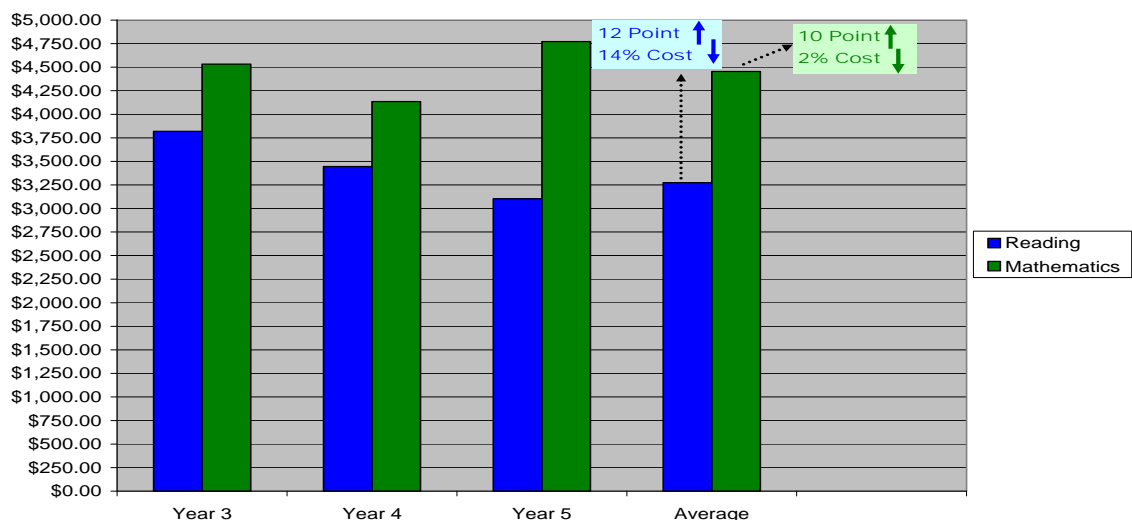


Figure 15. Average Cost Per One Point Difference in Test Scores: Seven NBPTS Teachers in P-5

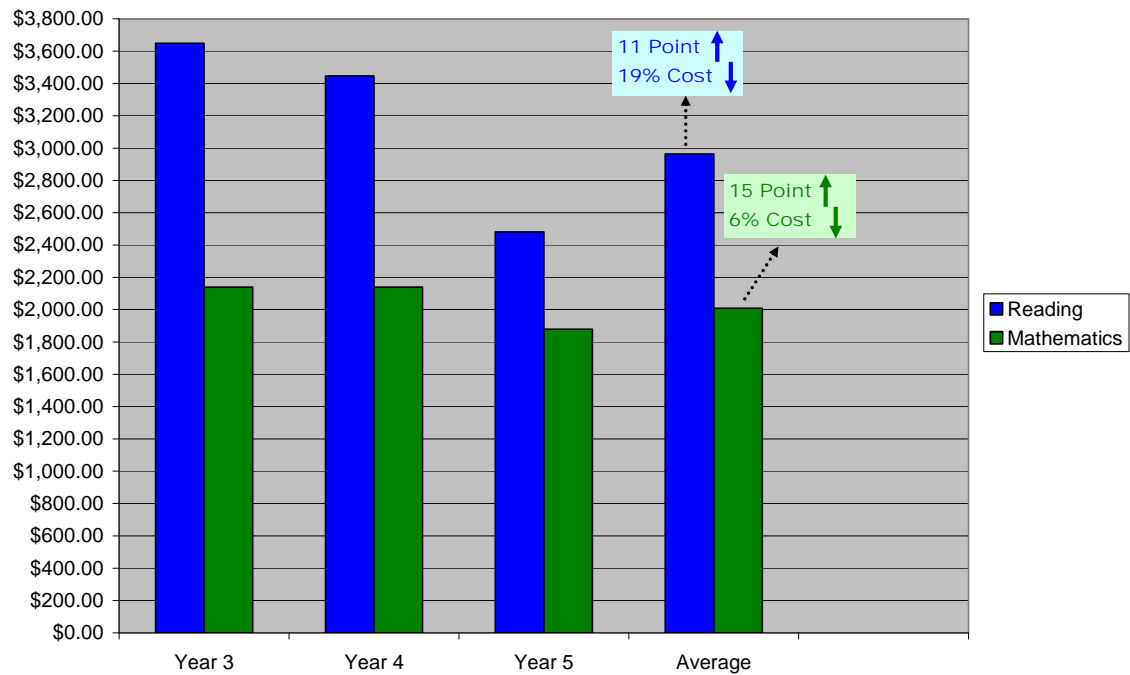


Figure 16. Average Cost Per One Point Difference in Test Scores: Seven NBPTS Teachers in Middle School

Another performance measure example pertains to educational administration courses intended to provide PK-12 professionals with leadership knowledge and skills that they may apply to their principalship practice at one of the four experimental schools in RPS District 205. It is hoped that the new leadership styles learned in these courses will have a positive relationship with their students' enhanced academic achievement (i.e., measuring Objective 6). Presently, 33 PK-12 professionals have completed coursework and obtained the necessary Illinois certification credentials to become future administrators in RPS 205, with all 33 participants now serving in a leadership capacity. Of the new administrators in RPS 205, 3 are administrators in the Project's experimental schools (i.e., 2 in the middle school and 1 in the high school, respectively). A cost/benefit analysis in Figure 17 shows that at the middle school, for example, the average point



increase for reading was 11 points with a 19% decrease in cost to obtain said gains. In mathematics, there was a 15 point increase and a 6% decrease in cost.

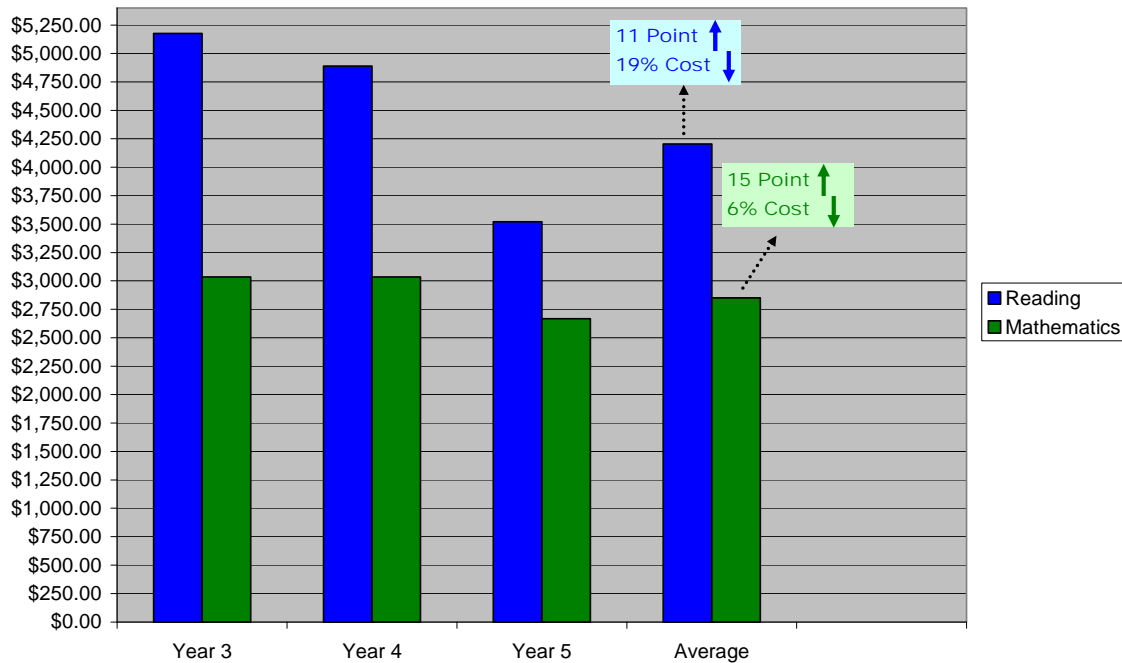


Figure 17. Average Cost Per One Point Difference in Test Scores: Two Administrators in Middle School

## XII. Executive Summary from Project REAL's External Evaluator

An external evaluation was conducted by Dr. Robert L. Fisher of the Growth Group in September of 2008. His evaluative findings and conclusions support the overall consensus that Project REAL has been and presently continues to be a successful TQE project in terms of measuring positive progress toward meeting the Project's stated objectives and goal. The external evaluator's summation of success is as follows:



Project REAL is designed to improve learning in the partner schools and to improve teacher education at the participating higher education institutions. The evaluation report provides substantial evidence to support the following conclusions.

1. The three partner institutions involved in the REAL project had a history of working on common goals of educating teachers and supporting pre-college education. Through the REAL project, the work of the institutions moved to a significantly higher level of collaboration. There was so much impact on the work of the institutions, it is expected that the collaborative relationships will be sustained long after the funding ceases. The collaborative work style has also enhanced work within each of the institutions. Effective management of the project was frequently attributed to the project manager and institutional representatives.
2. REAL Project activities had many direct and indirect results related to increasing student achievement in the schools. The complex of learning makes it difficult to attribute cause and effect specifically to REAL. However, collaboration among the three institutions consistently addressed the learning needs of children in the four schools in ways that contributed to developing effective teaching practice. The impact on state test scores provided some documentation to this impact.
3. Whereas RVC and NIU have been preparing teachers who were hired by RPS, there is now, as a result of REAL, a comprehensive program of recruiting individuals from Rockford for teacher preparation and a concentrated effort to employ those who satisfactorily complete the program in RPS. The activities



- developed by REAL for the various stages of the recruitment and educational process all appear to be sustainable after the funding ceases.
4. The impact of the REAL project on teacher preparation at RVC and NIU did not make it different, it made it better. Clinical experiences provided to teacher candidates are more in quantity and involve more diverse student populations, particularly in the four project schools. Courses at RVC and NIU have been refined and aligned with the needs of schools as faculty learned from their involvement in the four partner schools. Perhaps the most significant aspect of this work was the relationships developed among faculty at the three institutions.
  5. The REAL project recognized the importance of effective clinical experiences in learning to teach effectively. The project utilized multiple approaches and personnel to implementing clinical experiences and integrating these experiences into the courses in the program. Feedback from the schools and the faculty documented that these experiences were better as a result of the project.
  6. Developing effective staff development was another product of the collaborative practices in Project REAL. There is evidence that the staff in all of the partner institutions listened to one another. The staff development activities were originated by all partners.
  7. The staff development supported by REAL had significant impact on the capacity of RPS personnel to provide leadership to the district. In addition to the staff development for classroom teachers, the project conducted activities that gave some teachers the opportunity to demonstrate their qualifications to be National Board Certified. Other activities enabled other teachers to earn a certificate to be a



building administrator. Taken collectively, the products of these REAL activities have greatly enhanced the capacity of RPS schools to become more effective.

8. There is evidence that there is now a cultural change in each institution that is likely to support continued collaboration beyond the grant period.
9. REAL Project activities have increased knowledge of the needs of urban schools for RVC and NIU faculty and have increased the knowledge of RPS school personnel for their role in the education of teachers.



### **XIII. Conclusion**

This research on the current PDS model is encouraging, with results indicating, for instance, that PK-12 student achievement in mathematics and reading has progressed in the PDS schools. Benefits beyond student performance gains can also be seen, including increased numbers of master teachers, improved teacher retention rates, and better performance of teacher candidates. As further studies are completed, a more comprehensive picture of the benefits of the PDS is expected to emerge.

Finally, working in real-world settings with large urban school districts presents challenges in implementing purely experimental designs, particularly when implementation involves whole school changes and requires the participation and commitment of school leaders. We believe this quasi-experimental design is an appropriate mechanism to study the results of interventions when true random assignment is not feasible for political and practical reasons. While some control over mediating variables is lost, the design provides a stronger basis for interpretation of effects and patterns than would a single case pre-post design or some other approaches. We recommend that other implementers of PDS or school reform projects consider this approach to evaluation. In addition, we believe this study demonstrates a potential positive impact, with significant effect sizes, for the PDS as a reform model



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