The Network for Enhancing Teacher Quality (NET-Q) grant from the Teacher Quality Partnership Program consists of universities, school systems, state agencies, and non-profit organizations in a collaborative effort to improve teacher quality. In addition to this collaboration, our work also provides a model which can be disseminated for developing successful university-school system partnerships. Below is descriptive and effectiveness information for the NET-Q grant which had its first full implementation in the 2010-11 school year.

Descriptive Information

- NET-Q builds on the PDS2 project that was active during years 2005 to 2009.
- A total of 53 high-needs, K-12 schools are included within the NET-Q partnership from 6 urban and 3 rural school systems.
- Non-Caucasian groups make up 93% of the students that are included in the NET-Q partnership.
- Of the approximately 51,000 students in the NET-Q partnership schools, over 40,000 students are eligible for free or reduced lunch.
- Faculty members and Coaches-in-Residence deliver professional development to teachers in these schools based on requests.

Teacher and Intern Professional Development

NET-Q hosted three, 5-day intensive training institutes for 43 Cross-Career Learning Communities (CCLC) group facilitators in the urban and rural counties. Our NET-Q project data show more than 300 pre and in-service teachers, administrators, and other school personnel participating in 50 regularly scheduled CCLC groups. NET-Q provided monthly, day long workshops where essential skills were developed more fully.

CCLC Outcome Quotes:

- “These meetings are very powerful. The ability to meet with other educators to focus on student achievement and leadership is priceless.”
- “This group has definitely had a positive impact on me personally and professionally. I’ve gone back to my classroom more empowered and open-minded because of it.”

Additional Outcomes:

- The number of teacher participants in Cross-Career Learning Communities (CCLC) is estimated to have increased more than 5 fold with the NET-Q grant as seen in the graph.
- A research finding is that members of voluntary CCLCs had higher satisfaction than mandated CCLCs.
- In the voluntary CCLCs, no respondents disagreed with the item “I feel that my professional practice benefits from being a member of my CCLC.” (80% agree, 20% neutral category, 0% disagree)

Clinical Teaching Enhanced

- Clinical teaching has been expanded to incorporate Anchor Action Research where a Resident Intern designs a teaching-learning module with help from a mentor teacher and a university professor, a collaboration which has been designated as the Teacher-Intern-Professor (TIP) model.
- Evidence for the effectiveness of this approach from the PDS2 project is shown in the graph where the mean differences on the 4th grade geometry posttest scores between the TIP and comparison classrooms is much greater for the low pretest achievement students than the high pretest achievement students.
- Clinical teaching using the Teacher-Intern-Professor model was completed during the spring 2011 semester in fourteen sets of classrooms with the data analysis currently in progress.
- This aspect of clinical teaching, TIP group with Anchor Action Research, was very well received according to participants who were interviewed in the qualitative evaluation.
Early Childhood Education ESOL Endorsement

- NET-Q has enhanced the Early Childhood Education program in a number of ways. One example is that NET-Q funding has made possible our expansion of the ESOL endorsement for all B.S.Ed. students (2011-12 graduates).

- Early Childhood Education increased the number of clinical ESOL Specialists to insure high quality instruction for pre-service teachers and to insure that our faculty are current on research-based ESOL practices.

- Early Childhood Education offers monthly presentations regarding ESOL practices for all faculty and periodic meetings for faculty who teach ESOL integrated courses to support ongoing improvements in the B.S.Ed. program and maintain ESOL standards.

- ECE Leadership Quote: “This [NET-Q] support has been essential as we more than quadruple capacity in our ESOL related courses and placements.”

- *All ECE completers in 2011-12 from the traditional program will have the ESOL endorsement. At present 137 students are projected to be completers.

Overall Program Evaluation

- As part of the evaluation of our professional development school implementation, we wanted to know the extent to which certified personnel in our school partners perceived National Council for Accreditation of Teacher Education (NCATE) Professional Development School (PDS) standards being present in our implementation. To help accomplish this, we created a fidelity survey with 30 items to assess the degree of implementation of each standard, which we administered on the Internet to certified personnel in NET-Q and matched comparison schools. Below are some of the results:

- As seen in the graph, scales for four of the five NCATE PDS standards showed statistically significant mean differences between the NET-Q PDS schools and comparison schools for the following standards: Collaboration; Learning Community; Equity and Diversity; and Structures, Resources, and Roles. Since we have seen similar findings in previous years with PDS2, we infer program effectiveness viewed from the perspective of NCATE PDS standards.

- A new research finding was that in less developed PDSs, the NCATE PDS Roles and Responsibilities dimension merged with the NCATE PDS Collaboration dimension, whereas in more developed PDSs they were separate factors.

- The fidelity survey provides a vehicle for building partnerships between universities and school systems. Currently, we are providing the fidelity survey for a replication study in another PDS setting in New York State. This effort represents dissemination from the NET-Q grant.

Program Evaluation Using NCATE PDS Standards

Overall Program Evaluation