Center for Urban Education

Report on Status
June 30, 2003

The following update has been prepared based on the “actions agreed upon for the coming academic year (2002-2003).

1. Continue to enhance current programs. The Center for Urban Education currently works as the external partner for about 25 Chicago Public Schools. The Center has no plans for expansion, although it will enhance its current program by developing a web-based curriculum for teachers in partner K-12 schools. The Center will designate one of its staff to support this development and does not anticipate needing any additional resources for this project.

The curriculum framework has been expanded and made accessible through the Center’s web page. Between October 11 and June 30th, there have been 8,823 visits to the web page.

2. Maintain current financial arrangement. The Center notes that it operates relatively autonomously. Its work is funded entirely through external sources (school contracts and grants) and contributed 10% to university in exchange for operating support from the university and School (i.e. office space, utilities and base costs). The Center is satisfied with this fiscal arrangement; in the coming year, the Center will seek no additional financial support from School or University.

The Center has operated through funding from external sources and has contributed 10% to the University as specified.

3. Develop a succession plan. Currently, the Center does not have a formal plan to guide a transition in directorship. The Center will develop a succession plan for the director position.

The Center has identified two individuals who are prepared to take the role of Center director. That transition is planned to take place in 2008, but if there is a need to make the transition sooner the three individuals are qualified to take the role.
4. Submit regular summary report to the Dean. Currently the Center undergoes several types of assessment largely through the Chicago Public Schools. CPS Office of Accountability surveys/audits the partner schools each semester as part of its decision to retain external partners; the CPS conducts a student-level achievement assessment based on standardized test scores. In addition to CPS, there are other external groups who have evaluated the Center’s programs: the non-profit Chicago Consortium produces a survey and analysis of the effectiveness of the partnership; a couple of universities have studied the project; and the Urban Institute identified the Center’s Urban Teacher Corps as a “lighthouse” project.

a) In the coming year, the Center will interpret the results of all these multiple evaluations and provide a brief, summary report to the dean on an annual basis, with quarterly updates on its activities. The reports will communicate to the dean the degree to which the Center has met its goals, and will also include any issues, challenges, or requests for support.

b) In these reporting efforts, the Center may work with the newly-hired Assistant Dean for External Relations in the School of Education, who will track activities of all the School’s outreach programs on a quarterly basis.

The following section is an annual report on the Center’s goals and work.

School of Education Support
The reporting process with the Assistant Dean was initiated in particular through work on the linking of student teachers to graduates of Urban Teacher Corps. The Center has contacted graduates to identify placement opportunities in Chicago public schools for clinical experiences as well as the student teaching placements. The Center provided a listing of those opportunities and also organized a meeting of principals to support this collaboration.

Chicago Public School Development Work

Goal: Provide effective staff development to teachers working at Chicago public schools in partnership with the Center.

Activities: The Center director, staff, and consultants provided staff development through teacher workshops and classroom observations, modeling, and coaching. A total of 197 teacher workshops were provided in conjunction with ongoing in-school support for teachers through classroom demonstrations, observations, and peer coaching.

Assessment: Attached as appendixes are two examples of the impact of the workshops on teachers;
1. teacher evaluations of a workshop
2. teacher evaluations of the work of the Center.

An analysis of the reports on the school climate, teacher perceptions of the value of professional development, and increased student engagement in learning prepared by the Chicago Consortium indicate that the schools working effectively with the Center have positive ratings in those areas in comparison with other schools. The data for those studies are confidential, so they cannot be appended to this report. The Center’s work was recognized during a site visit and subsequent statements at the national conference of the

Goal: Provide a comprehensive curriculum framework emphasizing integrated language arts and content learning.

Activities: The Center’s curriculum framework was revised, clarified, and expanded, all in correlation with State Goals and Learning Standards.

Assessment: Teachers’ evaluations of the framework indicate that it is useful (see appended evaluation). We are in the process of updating the correlation with the State Performance Standards and then will have the updated framework assessed by curriculum specialists in reading, science, social studies.

Goal: Develop teacher leadership capacity

Activities: One hundred and eighty teachers took the role of peer leader, with support for their professional development as leaders through ongoing workshops and structures and support for in-school leadership activities.

Assessment: Teachers’ reflection on their leadership capacity development is positive. Administrators in participating schools indicate that they have observed significant progress in teacher leadership for collaboration and instructional improvement. Analysis of teachers’ responses to surveys indicates significant impact on the collective efficacy of schools in which teachers take this leadership role.

Goal: Develop web page as a resource center for teachers

Activities: Redesigned the web page to make resources more clearly identified and organized; expanded resources; provided teacher leaders with support web page.

Assessment: As indicated above, the Center’s web page is actively in use by teachers in Chicago, and it also is in use in other cities as teachers relocate and continue to use
the Center’s resource. The Teacher Support web page was recognized in a feature article in Microsoft Executive.