

Chicago Transformation Teacher Institutes (CTTI)

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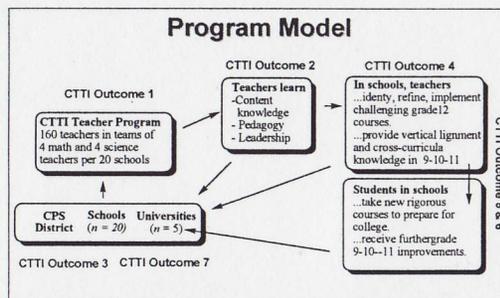
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Project Description

The Chicago Transformation Teacher Institutes (CTTI) is a collaboration between five Chicago-area universities and the Chicago Public Schools (CPS). Its goal is to increase the content, pedagogical, and leadership skills of teachers through a school leader-team approach.

CTTI represents the first time when leadership and content training have been combined in a teacher development program within CPS, permitting the study of the effects of creating very strong department cultures for the support of improved mathematics and science instruction. It aligns with CPS's High School Transformation Program (HSTP), which provided improved accountability and curriculum and professional development to more than 40 schools.

CTTI and HSTP build on the NSF-funded Chicago Urban Systemic Program (CUSP), which ended just as the HSTP began. CTTI allows for innovative school-based solutions to curricula challenges, moving beyond earlier, externally-driven strategies.



Program Outline

Courses

- Four courses in math or science content, including:
 - three courses on cross-cutting themes within math or science.
 - course on integrating content within high schools.

Workshops

- Workshops on leadership in schools:
 - Leadership in math or science
 - Leadership in the school and in the district.
 - Selection, refinement, and implementation of new curricula.
- Institute-wide meetings Fall and Spring

Program Timeline

School groups

- CTTI will consist of four cohorts drawn from 20 schools.
- Two thematic tracks in science and one in mathematics.
- A participating school will have some teachers go through each of the tracks.

Teacher cohorts

- Cohort 1A: May, 2010, 40 teachers from 10 schools. 20 in **math** track, 20 in **physical science** track.
- Cohort 1B: May, 2011, 40 teachers from *those same schools*. 20 in **math** track, 20 in **life and environmental science** track.
- Cohort 2A and 2B: Process will repeat in May, 2012 and in May, 2013, with a second set of 10 schools.

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Challenges

How can the CTTI partners best align their efforts?

Each university has its own academic calendar, teacher programs, and graduate course structure

The graduate courses taken by teachers as part of CTTI are authentic graduate courses in math and science.

To what degree should each course address high school pedagogy?

Working with a very large urban school district presents unique challenges

For example, leadership changes and restructuring may require an unusual amount of attention to partnership building

How can we make our program attractive to teachers?

Completion of courses is not sufficient to earn an advanced degree at our institutions.

Our program may not be attractive to teachers who have risen to the highest pay level or to teachers already in master's programs

Indicators of Success

- Universities share their research programs through their design and implementation of courses for teachers. These impact the district, schools, teachers and students.
- Teachers gain content knowledge and leadership skills.
- School and district gain new policies and practices that support teachers' school-based course planning and implementation.
- Teachers build teams at schools that function using agreed-upon norms to discuss content of courses and consider student work.
- Schools and teachers impact student outcomes in grades 9-10-11 through the impact of cross-curricula competencies.
- Schools and teachers identify, refine and implement challenging 12th grade courses including integrative capstone and AP courses.
- Universities gain increased knowledge of K-12 CPS instruction and refine the undergraduate programs that CPS students join.

What We Need to Learn from Other MSPs

How have other MSPs established consistent, effective communication among their team leaders?

Which teacher recruiting tools and approaches have proven successful for other MSPs?

How have other MSPs' leaders kept their eyes on the larger goals of the project in the midst of dealing with the mundane details of their work?

How have MSPs formed collaborations with each other beyond the annual conference? How can we make the best use of MSPnet and other partnership tools?

How will the questions we need to be asking other MSPs change as we engage with different aspects of our project? What questions should we be asking that we're not?