2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

COVER PAGE

Indicate content focus (Science, LIGO, ELA/Literacy, or Mathematics): Science/Mathematics **Grade Level(s) Targeted: 6-12** **Number of Targeted Participants: 20 New Teachers/30 Teacher Fellows** **Number of Targeted LA GEAR UP Schools:**	**School Districts To Be Served:** Indicate high-need districts with an asterisk * Ascension Parish, Assumption Parish*, Central Community, City of Baker*, East Baton Rouge Parish*, East Feliciana Parish *, Iberville Parish*, Livingston Parish, Pointe Coupee Parish*, St. Helena Parish*, St. James Parish, St. John the Baptist Parish*, St. Martin Parish*, West Baton Rouge Parish, West Feliciana Parish, Zachary Community

Name(s) of Submitting Institution(s) of Higher Education (Include Branch/Campus/Other Components):
Louisiana State University-Baton Rouge

Address of Institution of Higher Education (Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code):
The Gordon A. Cain Center/222 Prescott Hall/LSU/Baton Rouge, LA 70803

Title of Proposed Project: GeauxASSIST (Assist, Support, Serve and Induct STEM Teachers)

Funds being requested for each funding cycle:

July 1, 2012 – September 30, 2012 $77,680.58	October 1, 2012 – June 15, 2013 $172,209.286

Matching funds from partners:

IHE:	High-need LEA(s):	Other:

The signatories certify that the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations.

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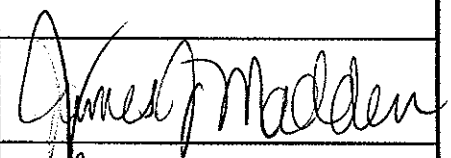
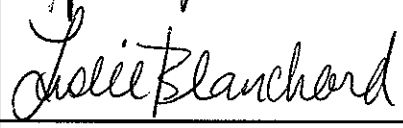
Principal Investigator James J. Madden, Professor	The Gordon A. Cain Center/225-578-6001, madden@math.lsu.edu	
Co-Principal Investigator Leslie D. Blanchard	The Gordon A. Cain Center/225-578-6001, lellb@lsu.edu	
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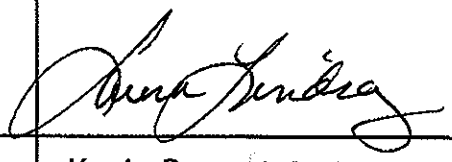
Dean, College of Education	**Laura F. Lindsay/225-578-1258** **aclind@lsu.edu**	
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(Form 2- 2012-13 LaSIP PD, Revised 8/2011)

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

PROJECT ABSTRACT

Name of Institution (Include Branch/Campus): Louisiana State University-Baton Rouge

College/Department: The Gordon A. Cain Center for STEM Literacy

Principal Investigator: James J. Madden

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Title of Project: GeauxASSIST (Assist, Support, Serve and Induct STEM Teachers)

Abstract (maximum of 500 words): Address each item below in the order given:
(1) A brief paragraph describing the overall vision of the project
(2) The project's specific content focus and measurable objectives
(3) The high-need LEA(s) and targeted schools/districts involved
(4) The participants for which the project is designed (i.e., classroom teachers, special ed teachers, paraprofessionals, and/or administrators)
(5) The number of days & contact hours during the summers & AY
(6) The number of participants & content coaches
(7) The targeted grade levels
(8) The primary activities and proposed outcomes

The Geaux Assist Support Serve and Induct STEM Teachers (GeauxASSIST) Project will develop a comprehensive induction program for secondary STEM teachers that includes research-based Professional Development components and built in sustainability through partnering programs. GeauxASSIST will build upon programs already in place in the Cain Center, serving as a catalyst to transform graduates of the GeauxTeach Undergraduate Program into teacher leaders with enhanced core content knowledge in math and science, pedagogical skills, and technology expertise. Through the implementation of GeauxASSIST, the target schools and districts will show increased student achievement through increased teacher content knowledge and pedagogical skill. Ultimately, GeauxASSIST will improve the quality of overall STEM teaching in Louisiana by serving as a "pipeline" to build leadership capacity among new teachers and recruit STEM talent to the profession.

The specific content focus of GeauxASSIST will be individualized to serve first year teachers employed teaching in a secondary STEM area. Professional Development in content will focus on the CCSS, the PARCC, and the State content standards and systemic reform initiatives aligned with each schools SIP/SPP. Additionally, the pedagogical content focus will reflect current, valid research on diverse teaching methods and learning styles to boost the competencies exhibited by successful new teachers.

The LEA's and targeted schools/districts involved (including high need LEA's as identified by %poverty) are:

- Ascension Parish
- Assumption Parish (21.93%)
- Central Community
- City of Baker (23.29%)
- East Baton Rouge Parish (22.99%)
- East Feliciana Parish (21.87%)
- Iberville Parish (24.81%)
- Livingston Parish
- Pointe Coupee Parish (24.11%)
- St. Helena Parish (27.13%)
- St. James Parish
- St. John the Baptist Parish (20.91%)
- St. Martin Parish (21.88%)
- West Baton Rouge Parish
- West Feliciana Parish
- Zachary Community

The GeauxASSIST project is designed to serve the needs of new secondary STEM classroom teachers who are graduates of the Cain Center's GeauxTeach program. It will utilize identified teacher leaders as content coaches and on-site mentors to these new teachers.
GeauxASSIST will consist of a 3-day summer induction workshop held approximately 2 weeks prior to the beginning of school. There will be 8 monthly 2-hour follow up workshops during the academic year. The unique feature of this project—and most powerful lever for change--is on-site mentoring and virtual content coaching continuously available to all new teachers in the program.
GeauxASSIST will serve 15-20 GeauxTeach graduates employed as new teachers, and approximately 30 mentors/coaches.

The program will target science and math teachers in grades 6-12.
The primary activities of GeauxASSIST are aimed at enhancing the skills and content knowledge of new teachers in order to improve the overall quality of the profession. The summer workshop will serve to arm beginning teachers with the pedagogical skills needed to successfully begin the school year. Monthly follow-up meeting topics will be determined by participant needs as indicated by observations and evaluation surveys. Additionally, regular meetings with mentors and coaches will provide an additional avenue of support whereby new teachers can focus on areas of individual concern.

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Project Progression Timeline and Measurable Objectives

Time line	Contact Hours	Action/Activities	Measureable Objective for each activity	Staff Responsible
April-May 2012	*15 hours*	*Recruit teacher leaders and GT graduates for participation in ASSIST; Placement of GTs in partner schools*	*Goal 3, Objective 1*	*Cain Center Staff*
July 2012	*12 hours*	*Teacher Leader training: mentoring, coaching, relationships, trust*	*Goal 2, Objective 2*	*Cain Center Staff*
August 2012	*18 hours*	*New Teacher Induction Training*	*Goal 2, Objective 3*	*Cain Center Staff*
2nd week of school	*1 hour per teacher*	*Classroom visits to all new teachers*	*Initial Staff observation: Goal 2, Objective 1*	*Cain Center Staff*
Monthly Fall 2012-Spring 2013	*16 hours*	*Face-to-Face content specific professional development follow-up*	*Goal 2, Objective 1*	*Cain Center Staff, Teacher Fellows (LaMSTI, PPDP, LaSIP master teachers)*
Ongoing Fall 2012-Spring 2013	*Ongoing*	*On-site mentoring with identified STEM teacher leader*	*Goal 3, Objective 5*	*Teacher Fellows*
Ongoing Fall-Spring	*Ongoing*	*Online coaching content partner network available*	*Goal 2, Objective 3*	*T. Rizutto, Cain Center Staff*
Ongoing Fall-Spring	*Ongoing*	*Education 20/20 curriculum resources available for content specific lesson planning, and delivery*	*Goal 2, Objective 3*	*R. Wilkinson, M.Humphrey, Cain Center Staff*
Once per nine weeks	*4 hours*	*Teachers observation*	*Goal 2, Objective 1*	*Cain Center Staff*
May 2012	*3 hours*	*Academic Year wrap-up event*	*Goal 1, Objectives 1 and 2; Goal 3, Objectives 3 and 4*	*Cain Center Staff*

Narrative

The "Assist Support Serve and Induct STEM Teachers" (A.S.S.I.S.T.) Project will develop a comprehensive induction program for secondary STEM teachers that builds on current programs already in place in the LSU College of Science and the LSU Cain Center, especially the undergraduate GeauxTeach secondary STEM teacher program and the graduate Masters of Natural Sciences professional degree program. By means of research-based professional development components, the proposed program will play a major role in transforming graduates of GeauxTeach into highly-effective professional practitioners with integrated core content knowledge, pedagogical skills and technology competence. Because of its close association with GeauxTeach, this new project will be called "GeauxASSIST." GeauxASSIST will link new teachers to powerful support structures based in university-district partnerships, thus helping to retain STEM talent in the classroom, strengthen the STEM teacher professional community, increase teacher capacity and improve student learning.

a) Rationale and Need for Project

a.1.) Who is served? The rationale and need for induction programs is well documented. Support for beginning teachers is often uneven and inadequate. Even if they are well-prepared, new teachers often are assigned to the most challenging schools and classes and are given little supervision and support. As a consequence, nearly half of all teachers leave the profession in their first five years. Attrition rates are highest in the schools with highest needs. The characteristics of the LEA's and in the partnership demonstrate the need for the project; see **Table 1**, on the following page. The students and teachers who will be served through GeauxASSIST work in high-need schools within a 45-mile radius of the LSU's Baton Rouge campus. Most of our 16 partner districts work with communities in poverty. Of the 52,000 students in grades 7-12 in these districts, 63% are at-risk (i.e., on free or reduced lunch) and 55% are minority (essentially all African-American).

Providing teachers with early and adequate support, including sponsorship, mentoring and coaching from veteran colleagues, is critical. Induction programs must create opportunities for novice teachers to learn from the best practices of veterans, and to analyze and reflect on their teaching as they acquire the practical wisdom of the profession. It is equally critical for veteran teachers to have regular opportunities to learn from one another. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. GeauxASSIST has been carefully designed with all of these needs in mind.

Based on reports from current STEM teachers, one of the greatest challenges in the early years is obtaining support from other teachers who have deep content knowledge and can appreciate the content-specific challenges of the classroom. We take it as a given that a practical command of the Common Core State Standards (CCSS) for Math, the proposed CCSS for Science and the PARCC assessments is now a basic requirement for all STEM teachers. The CCSS and the PARCC have been adopted by the Louisiana Board of Elementary and Secondary Education,

and they are to be the touchstone for quality in STEM education nationwide. Our project will assure that new GeauxTeach graduates are supported in the implementation of these standards from the moment they begin employment as teachers.

Table 1. Demographic Profile of Partnering Districts

School District	Percent of Children Living Below Poverty Level	Percent of Student Participation in the Federal Free and Reduced Price Lunch Program	Percent of teachers out of area of certification
Ascension Parish	15.0	44.6	
Assumption Parish*	24.8	65.1	
Central Community	22.8	48.4	
City of Baker*	22.8	80.6	
East Baton Rouge Parish*	22.8	79.8	38
East Feliciana Parish*	24.6	84.4	
Iberville Parish*	27.3	85.9	
Livingston Parish	16.8	46.5	
Pointe Coupee Parish*	26.6	74.7	
St. Helena Parish*	32.3	92.6	
St. James Parish	21.1	68.1	
St. John the Baptist Parish*	23.2	87.2	
St. Martin Parish*	24.2	70.4	
West Baton Rouge Parish	19.7	69.5	
West Feliciana Parish	18.1	46.9	
Zachary Community	22.8	40.7	

Data Source: 2010 District Composite Reports, Louisiana Department of Education, http://www.louisianaschools.net
**Indicates a district identified by NCLB as a High Need LEA*

a. 2) Specific needs of stakeholders to be addressed:

1. School needs:
    a. High-quality STEM teacher workforce.
    b. Reduced teacher attrition.
    c. Improved student achievement.
2. Teacher Fellow needs:
    a. Advanced training in standards-based teaching (CCSS, PARCC, etc.).
    b. Ability to guide all dimensions of teachers' professional growth.
    c. Relationship skill, sensitivity and ability to inspire.
3. New Teacher needs:
    a. Skill in classroom discipline, time management and communication; skill in engaging and motivating students.
    b. A repertoire of specific, content-driven pedagogical skills, models, and practices.
    c. Professional knowledge (including specific knowledge of standards, coherent vision of the curriculum and its goals).
    d. Professional orientation (including belief in students' ability to learn, the ability to self-monitor, use feedback and constantly improve).

b) Project Design

In a nutshell, the project will involve a) twenty new secondary STEM teachers, including most graduates of the LSU GeauxTeach STEM teacher program from winter 2011 and spring 2012; and b) at least an equal number of "Teacher Fellows," these being secondary STEM teachers with advanced content mastery and classroom experience, drawn mainly from advanced programs at LSU and c) project staff and management. The program begins in the summer, in workshops in which new teachers will learn and practice basic start-up skills and New Teachers and Teacher Fellows will obtain orientation regarding the mentoring relationship and the structure of the project. In the academic year, the Teacher Fellows will provide regularly scheduled training and support that responds to the specific, individual needs of the new teachers. The support will target the problem of creating and maintaining the conditions for STEM learning and delivering coherent, high-quality STEM instruction. The precise content that is addressed will vary from participant to participant, as determined by individual assignment and need. Monthly meetings that bring all New Teachers and Teacher Fellows together are scheduled throughout the year. The purpose of these is to foster the exchange of ideas and develop a professional community. Project staff and management will monitor, coordinate and track all interactions, and will gather the data needed for the in-depth evaluation that is planned.

b.i) Measurable Objectives

The objectives of the GeauxASSIST program and their corresponding performance measures, listed by LaSIP goal are:

Goal 1: To increase student achievement on high-stakes testing

***Objective 1*:** Teacher inductees who participate in the summer induction workshop and monthly follow-up meetings will post value-added scores significantly better than the scores expected for new teachers employed under similar conditions without the support offered by this project.

***Objective 2*:** The students of teacher inductees will have a score distribution on standardized tests administered in Spring 2013 that is at least as good as the school in all performance bands at and above Basic.

Goal 2: Provide effective, content-oriented support for inductees, based on the high-need LEA(s)/schools' data-driven needs and developed using research-based PD strategies.

***Objective 1*:** Teacher inductees will receive targeted PD and collegial assistance from mentor teachers in the areas of lesson implementation, math/science content, and classroom culture in monthly follow-up meetings and through on-line or web-based assignments and job-embedded activities. Monthly follow-ups will respond to the results of classroom observations using protocols such as the RTOP, ITC, or DCOP.

Overall mean composite score on the final observation will be at or above the published mean for the chosen instrument.

***Objective 2*:** Teacher inductees will demonstrate initial mastery of strategically selected domains of effective classroom teaching at the conclusion of the three-day summer induction workshop in July 2012, as measured by pre-tests and post-tests.

***Objective 3*:** At the end of the 2012-2013 school year, new teachers in the project will express satisfaction with the support received, will list five specific professional achievements that this project has facilitated, and Teacher Fellows and cchool administrators will confirm that these reports are indicative of professional growth.

Goal 3: Increase leadership capacity and pedagogical skills for target schools through school/district buy-in, school-based implementation, and mentoring during the AY.

***Objective 1*:** During April-May 2012, Teacher Fellows and New Teachers will be identified, recruited, and enlisted to participate in GeauxASSIST through an application process aimed primarily at present/former participants in LaMSTI, BrTTT, and GeauxTeach at a level of at least 85% of program capacity.

***Objective 2*:** All Teacher Fellows will demonstrate competence in educational leadership and pedagogy through a) performance feedback obtained from inductees, b) peer-evaluation, 3) evaluations by university supervisors, as determined by qualitative analysis of relevant documents.

***Objective 3*:** Teacher inductees will be retained in the profession at a level equal or above the district average through their participation in summer induction activities and AY follow-up PD meetings.

***Objective 4*:** Teacher inductees will show increases in job-satisfaction between October 2012 and May 2013, as measured by an accepted Teacher Job Satisfaction instrument.

***Objective 5*:** In AY 2012-2013, Teacher Fellows and New Teachers will increase their professional knowledge of content-focused pedagogy and leadership through participation in ongoing collaboration during after-school meetings between the partnered Teacher Fellow and New Teacher as measured by collected meeting agendas and teacher reflections in participant learning logs.

b.ii) Specific Content Matter/Classroom Instructional Strategies

The subject matter addressed in GeauxASSIST comprises (a) STEM content (as represented in local, state and national standards documents) and (b) pedagogical expertise (as outlined and described in research-based literature). These two phases of teacher-competence are closely related and are most effectively acquired together. For example, a biology teacher will be most successful in learning how to communicate, present and explain subject matter and ideas to students and engage them in meaningful work (a pedagogical principal) if she practices the skills during an actual science unit on a clearly defined content standard. The design of the

GeauxASSIST project will give new teachers the opportunity to acquire both together. As explained below, the specific strategies and structures of the professional development activities—what one will observe when entering a room where mentors, induction specialists and new teachers are working together—will be guided by new-teacher needs, as identified by their requests and by staff/mentor observations.

The specific content that is addressed will be determined by the teaching assignments of the new teachers and their individual needs. The reader should bear in mind that the inductees will be recent graduates of a STEM undergraduate program, and they all will have a solid, undergraduate-level understanding of their subject matter. However, as novices in the practice of the STEM teaching profession, they will need to develop an extensive repertoire of classroom leadership skills, a bank of specific lesson schemata and fluency in incorporating STEM knowledge into productive classroom engagements with students. (This list is based on the cognitive analysis of the teaching task presented in Schoenfeld 2010.) In order to help new teachers develop these things, GeauxASSIST Teacher Fellows will be assigned and matched based on evaluations of their content knowledge and skills in their particular area upon entering the program. In order to assure that the CCSS for Math and the PARCC Assessments are understood and are used to guide the mentoring relationship, training and seminars will be arranged for mentors according to need as determined by formative assessment. Pre- and Post-assessments are standard procedure in all interactions.

The GeauxASSIST project offers an individualized professional development plan for each new teacher based on his/her teaching assignment. The design of the project and the associated variables mean that no one narrow subject matter focus can be identified for all participants. Details about the instructional materials and the strategies that will be employed will be identified after employees are placed. In all cases, the Louisiana Content Standards in STEM areas grades 7-12, including both math and science, will be guiding documents, as will the Common Core State Standards for Mathematics and the analogous national science standards, as soon as they are available. The Masters of Natural Sciences (MNS) degree program has developed an extensive bank of materials that tie together core mathematical ideas with the associated curriculum standards and with task-based lessons that are appropriate for a range of classrooms. These are already available on line, and the new teachers and mentors will have immediate access at all times to the developers of these materials. Similarly, the science materials used in the MNS will be available as will the faculty that uses them.

In addition to advanced training in content, GeauxASSIST Teacher Fellows will attend at least two days of initial training called “Foundations in Mentoring.” The training, modeled after the Santa Cruz New Teacher Project (SCNTP) covers these five core areas:

1) Role of the new teacher mentor,
2) Developing an effective mentoring relationship,
3) Identifying new teacher needs,
4) Mentoring conversations,
5) Formative assessment for new teachers.

The initial training will also include an orientation for the GeauxASSIST program itself to make the strategic design, goals and objectives clear to the mentors and to engage them in the task of structuring their own contributions to the project.

New Teachers will participate in a three-day induction training designed to arm them with the introductory skills necessary to begin the school year effectively. Specific subject-matter content for this summer training will spotlight research-based strategies for effective teaching derived from (Wong, 2009) and (Jones, 2007). They include positive expectations, classroom management, lesson mastery and professional behaviors. This content is directly correlated to the attributes developed in the Louisiana Components of Effective Teaching (LCET) with its five domains: planning, management, instruction, professional development and school improvement. The New Teachers will not be sitting in lectures during these three days. They will engage in active, hands-on practice of the skills that they will need to employ. During the summer workshop the new teachers will practice real techniques. They will create materials, design and rehearse actual strategies and techniques for managing student behavior and structuring instructional time. For example, the training includes role-playing and rehearsing such things as introduction to their students for the first time, implementing discipline plans, establishing procedures and routines within the class and conferencing with parents. The workshop is structured around techniques, skills, and procedures that are required in situations that new teachers will be dealing with for the first time. We will recreate those situations as clinical case studies in the workshop. New teachers will leave with not only the knowledge of the challenges they may encounter, but also the experience of having practiced and rehearsed responses to those challenges. The summertime work is intended to lay the foundation for excellent STEM instruction, which will be the focus of all follow up training during the academic year.

b.iii) Delivery Method

GeauxASSIST is a structured induction program and should not be confused with the simple assignment of a mentor to a new teacher. Structured induction programs are not merely mentoring partnerships, which have shown to have few long-term benefits. The New Teacher Center (Johnson, Goldrick, & Lasagna, 2011) has established a well-designed, evidence-based induction model to assure that induction goals are met. According to their *2011 Review of State Policies on Teacher Induction,* comprehensive, high-quality, mentor-based teacher induction includes:

- multi-year assistance for at least two years, with multi-support design;
- carefully selected, well-prepared, and systematically supported mentors who focus on instruction and student learning;
- ongoing formative assessment of the teacher's practice to guide learning experiences and professional goal setting;
- sanctioned time for targeted professional development activities, and for mentors and beginning teachers to work together, observe practice, and analyze student learning data;

- engaged principals who know how to create conditions that support teacher development;
- program leadership collaboratively shared among all stakeholders, including district administration and union/association leaders; and
- strong alignment with other district goals that support teacher learning (i.e., evaluation, professional learning communities, core content).

GeauxASSIST will incorporate the components of the NTC design, insofar as they are applicable. (Obviously, the present project is for one year only, but it is a stepping-stone to a comprehensive, enduring induction system.) Specific strategies that new teachers will be assisted in mastering and integrating with STEM content include:

- Needs Assessment - What learning is needed?
- Professional Growth - How can I improve my teaching?
- Classroom Culture - How do I cultivate the class culture for learning?
- Strategy - How do I teach to maximize results?
- Resource Management - How do I make do with what I have?
- Problem Solving - What could go wrong and how do I cope?
- Orchestration - How do I orchestrate all the different aspects of pedagogy?

The GeauxASSIST Project has been deliberately designed to offer multiple layers of support to beginning teachers that will enhance their content knowledge and classroom strategies for improving student achievement. We propose a blended delivery method, combining elements of face-to-face delivery and on-line delivery, to enhance teacher content knowledge and classroom strategies for improved student achievement. This approach was selected referencing research by Osguthorpe and Graham (2003) from BYU. They described six goals that are applicable to learning environments: pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of delivery/revision.

b.iii.1) The participant selection process

Who is involved? The New Teacher Center reports that effective induction programs require the involvement and cooperation of five groups of people: New Teachers (inductees), Teacher Leaders (mentors/coaches), School/District Administrators (supportive partners), Induction Specialists (pedagogical professional developers), and IHE Faculty (Content Specialists). Thoughtfully designed and facilitated interactions within and between these groups provide the new teachers with the support system they need to be successful. In the GeauxASSIST program, these groups are as follows:

New Teachers (20 persons): Recruits are graduates of the GeauxTeach Undergraduate Program at Louisiana State University. Since the creation of LSU's GeauxTeach in 2003/04 (originally under a different name) and a major redesign starting in 2007 (UTeach replication), this program has provided students pursuing undergraduate degrees in Biology, Chemistry, Math, and/or Physics the opportunity to earn a secondary teaching certificate. Since elective hours

are used for education courses, GeauxTeach participants still graduate in four years with a content degree but they are also qualified to teach in their content area in grades 6-12. With an average enrollment of about 200 math and science majors since 2009, this program has become by far the largest secondary math and science teacher preparation program in Louisiana.

Table 2. Potential New Teacher Pool.

Enrollment (Graduates)	2009/ 2010	2010/ 2011	2011/ 2012
Biology	112 (6)	130 (7)	73 (10)
Chemistry	16 (0)	14 (0)	12 (3)
Physics	6 (1)	11 (0)	9 (1)
Math	58 (5)	76 (9)	81 (17)
Major undeclared	17	26	13
Total	**209 (12)**	**257 (16)**	**187 (31)**

Of the 10 Biology students graduating this year, six plan to start teaching in the Greater Baton Rouge area and four plan to go to medical school (with teaching as Plan B). Of the 17 Mathematics students graduating this year, twelve plan to start teaching in the Greater Baton Rouge area, one wants to teach in North Carolina or Colorado, two are undecided and two plan to go to graduate school (all with teaching as Plan B). Our Physics graduate plans to start teaching in Texas, one of our Chemistry graduates plans to teach in the Greater Baton Rouge area and two plan to go to graduate school (with teaching as Plan B). Overall, of the 31 GeauxTeach graduates in 2011/12, 21 will teach in the fall of 2012 (19 in the Greater Baton Rouge area), 4 plan to go med school, 5 to grad school, and 2 are still undecided.

Teacher Fellows (20-30 persons): Through many projects over more than a decade, the College of Science and the Cain Center have trained and developed relationships with scores of teacher-leaders. Past and current support has come from NSF, US Dept. of Education, LaSIP, and the Louisiana Board of Regents. Presently, the Louisiana Math and Science Teacher Institute (LaMSTI), which was initiated with LaSIP and LaBoR funding and is now supported by a $5 million NSF MSP Institute grant, sponsors a specialized track of the LSU College of Science Masters of Natural Sciences (MNS) degree program that is designed specifically for secondary STEM teachers. Twenty-four math and science teachers have already completed the degree, and in the next four years, we anticipate at least 20 more graduates annually. These teachers and many other potential Fellows, with the skill, background and network connections to be excellent mentors are employed in the districts within 45 miles of LSU. Indeed the following table shows 94 teachers from the greater East Baton Rouge area whom we have identified as potential mentors. The groups in the table are exclusive. There are 27 teachers who have already served as mentors under the supervision of GeauxTeach or the Transition to Teaching project; 41 teachers are enrolled in the MNS degree program, but have not served as mentors for these programs; an additional 26 teachers are alumni of GeauxTeach or Transition to Teaching, but are not enrolled in the MNS and have not yet acted as mentors for these programs (but are prepared to).

Table 3. Potential Teacher-Fellow (mentor) pool.

Group	Description	Math	Sci	Total
1	Served as mentor for LSU program	13	14	27
2	Enrolled in MNS (not in Group 1)	20	21	41
3	LSU Prog. Alum. (not in 1 or 2)	14	12	26
	Total	47	47	94

Teacher Fellows will possess exceptional content knowledge, highly-developed communication skills and ability to build relationships as demonstrated in a candidate interview. Their role in achieving the objectives of the project is twofold: 1) to work on-site with new teachers placed in their schools on pedagogical skills and general STEM content knowledge, lesson preparation, and delivery, and 2) to work on-line with new teachers placed in other partner schools on specific STEM content within their area of expertise.

There is sound reasoning behind the fact that the number of Teacher Fellows exceeds the number of new teachers. In the best possible scenario, a GeauxASSIST new teacher is placed in a partner school working alongside a Teacher Fellow within the exact same content-area. This fellow could then provide the vast majority of support that the new teacher needs from both a pedagogical and content-specific perspective. We realize, however, that this scenario is improbable. The enrollment in most schools can only support one teacher for any given subject, and in most cases the new teacher will be the sole practitioner placed in his/her specialized field. GeauxASSIST provides multiple formats of delivery (onsite and online) to address this issue so that even if a new teacher is the only Calculus teacher in his/her school, he/she has access to an online Teacher Fellow with expertise in Calculus. Fellows may serve as an onsite mentor only, an online coach only, or in both capacities based on the needs of the new teacher participants.

New Teachers and Teacher Fellows are the primary participants in the GeauxASSIST project. Other groups of educational leaders provide additional layers of support to the participants.

School/District Administrators: Partnerships with surrounding school districts are already in place. The Cain Center has developed a solid reputation for excellence, commitment, dedication, and results among the schools and districts that it serves. Over the last decade, a variety of different Cain Center initiatives has strengthened these partnerships, and school/district buy-in and school-based implementation of university-sponsored initiatives is not only expected but also genuinely embraced.

Induction Specialists: Staff at the Cain Center has extensive experience in training and working with new teachers and mentors. The GeauxTeach Master Teachers have conducted mentor training since the inception of the program and have supervised the mentoring of undergraduate students during field experiences. They have also maintained relationships with GeauxTeach graduates who have entered the field as secondary STEM teachers and continue to support them informally. Other Cain Center Staff have been highly trained in several models of

new teacher support programs, and have worked in various capacities in the pedagogical training of new teachers and mentors. Personnel have designed and conducted comprehensive induction programs at the school, district, regional, and university levels. (See C. Quality of Key Personnel for further information).

IHE Faculty: The co-directors of the Cain Center, as well as supporting faculty in the partnering departments of mathematics, chemistry, physics, biology, engineering and education are deeply invested in the enhancement of content knowledge throughout the entire educational range K-20. They have demonstrated commitments to supporting and serving the teaching community through the development of high-quality professional development practices and research opportunities.

b.iii.2) Time allocation and nature of contact

The GeauxASSIST Project will align all of these groups in a structured, coherent induction program. We shall now provide a description of the tasks and events of the proposed project. Additional detail concerning timing can be found in the time line. University personnel employed by this grant will serve as induction specialists, to provide workshop training on general start-up skills and to monitor, coordinate and manage the induction activities by performing the following tasks:

1. Identify and orient participating new teachers and teacher fellows (summer 2012);
    a. "Quick start" workshop for new teachers (18 contact hours);
    b. Orientation workshop for mentors (12 contact hours);
2. Match new teachers with support team, led by appropriately chosen Teacher Fellow;
3. Create, manage and maintain a database to record all project-driven interactions (beginning early summer 2012 and continuing through project);
4. Monitor mentoring activities by tracking using formative assessment data and intervene as necessary to solve problems.
5. Oversee evaluation and complete reports.

Contact time is measured in three categories: (1) contact between Project Staff and New Teachers, (2) contact between Project Staff and Teacher Fellows, (3) contact between Teacher Fellows and New Teachers.

(1) Project Staff and New Teachers. GeauxASSIST will provide a three day summer induction workshop for new teachers two weeks prior to the beginning of school (18 hours). We will hold two-hour monthly face-to-face Professional Development meetings at the Cain Center during the academic year (16 hours). The Coordinator will also conduct classroom observations once per nine-week period (4 hours). This accounts for a total of 38 hours of face-to-face contact between new teachers and Cain Center Staff. A primarily face-to-face model is used in this category to facilitate the greatest pedagogical richness, social interaction and access to knowledge.

(2) Project Staff and Teacher Fellows. GeauxASSISST will provide a two-day summer training workshop for Teacher Fellows prior to the beginning of school (12 hours). We will also publish a quarterly newsletter designed specifically for Teacher Fellows highlighting new research, strategies, and tips on working with teachers and STEM developments (4 hours). Additionally, an online networking tool (to be provided by Dr. Tracey Rizzuto, based on a system already operative in the LaMSTI project) will provide opportunities for contact and collaboration between Fellows and Cain Center Staff on an as-needed basis. GeauxASSIST Fellows will be carefully trained in research-based mentoring strategies and skills. Fellows and new teachers will be thoughtfully paired, and feedback from the two will be used to drive instruction in subsequent trainings. Teacher Fellows have professional expertise, so this blended model was selected due to its cost-effectiveness and ease of revision/delivery.

(3) Teacher Fellows and New Teachers. Once paired, it is expected that the New Teachers will meet with their onsite Teacher Fellows for a minimum of 24 hours during the academic year. Included in these 24 hours are 18 hours dedicated to an observation cycle initiated by the new teacher with the Teacher Fellow in the role of "critical friend." Additional contact time will be available between the online Teacher Fellow and the new teacher to be used in mutual lesson preparation and content-specific collaboration. This time will be logged and tracked, but will vary based on individual need. The online layer of support is considered a resource for the new teachers and is not included in the stipend calculations.

b.iii.3) Stipend payment

The GeauxASSIST project selects Option B outlined in Appendix J of this RFP. Stipends paid for time outside of whole-group contact hours will be documented through new teacher and Teacher Fellow learning logs. These will be maintained using an online system made available to project participants. The system will be used to document specific dates and times of meetings and topics discussed. Project personnel will be made aware of meeting times and will attend a sample of those meetings as time permits.

b.iii.4) Follow-up Leadership PD

The continued Professional Development of our Teacher Fellows is crucial to the overall quality and success of our GeauxASSIST program. It is also critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Follow-up topics for Teacher Fellows will be determined based on new teacher needs and may include:

- Professional teaching standards
- NTC Formative Assessment System
- Lesson planning in content areas
- Analyzing student work
- Differentiating instruction
- Collecting classroom data
- Analyzing classroom data

- Data-based revision of practice
- Effective strategies for working with English language learners
- Literacy instruction

At the end of the induction phase, new teachers may enter the LaMSTI program or other programs that prepare them for coaching or mentoring roles and the cycle will perpetuate. Additionally, all participants (new teachers and Fellows) will be essential in the identification and recruitment of their own high school students to participate in GeauxTeach as undergraduates in STEM related fields. All of this will contribute an essential piece to the foundation of the professional STEM teacher community. A strong professional STEM teacher community is known to be an essential part of the overall health of the educational system. The effects span all levels, from intelligent management of school systems right down to day-to-day student-teacher interactions. Students behave better in class and have a clearer understanding of expectations and achievement when they see teachers working together and presenting an image of coherence and unity (Inger, 1993).

With regard to this project, there are actually two distinct visions that the reader should bear in mind. The first is near-term and encompasses the actual tasks and events of the project that we will carry out with the funding we are seeking here. The second vision is long-term, and looks to a sustained, comprehensive teacher training, induction and advancement cycle that bridges (a) undergraduate training (GeauxTeach), (b) the initial 3 years in the classroom and (c) pathways into advanced career opportunities. The proposed project aims for immediate effects within its one-year time frame, with a focus on developing two groups of professionals (the New Teachers and the Fellows), but it also aims to be a step toward institutionalizing the full training, induction and advancement cycle. The project that we are proposing is not a closed and bounded system, but a component of a more encompassing structure that the LSU College of Science and the Cain Center have been steadily working towards for many years.

b.iii.5) Plan for Providing Feedback and Support to Participants and Administrators

Several layers of feedback will be used to ensure implementation of new knowledge and behaviors. Quarterly observations of each new teacher will be made using a diagnostic classroom observation protocol such as Reformed Teacher Observation Protocol (RTOP) or a similar instrument. The results of these observations will be aggregated and shared with new teachers at monthly meetings and will be used to drive future instruction for those meetings. Results will also be reported to administrators to inform them of new teacher progress. Additionally, learning logs will be examined by program administrators to further inform them about the needs of the new teachers, and new teachers will also participate in reflective practice during monthly meetings. These reflections will be collected and reviewed by program staff. Teacher fellows will be contacted monthly via electronic communication with the specific purpose of gathering information regarding their perception of the progress of the new teachers. Data will be reviewed and acted upon by program staff.

b.iii.6) Plan for dissemination to other teachers at the school or district

Teacher Fellows will be trained as content specialists in their discipline and as professional development facilitators. During the cooperative planning efforts of the proposal design phase, principals and district leaders were informed of the role of Teacher Fellows in the induction project. To provide maximum capacity for intensive, sustainable, and positive impact on classroom practices and student performance in partnering schools and districts, Teacher Fellows will be available to share their advanced content mastery with other teachers at the school or district as needed.

It is our goal to use the data gathered in this project as part of a pilot program that will be used as evidence of the effectiveness of GeauxASSIST in applying for additional funding to expand the program beyond this year and to a broader geographic area.

b.iv) Collaborative Partnerships and Participant Recruitment

The GeauxASSIST program is designed with substantial interaction with targeted schools to ensure effective program implementation. Project staff will visit schools quarterly for new teacher observations, and during these visits will meet with school administrators to review program quality. Regular communication with Teacher Fellows and new teachers will also guarantee ongoing assessment of the program.

New Teachers are already being recruited from the cadre of GeauxTeach undergraduates who are in their final semester of the program. These graduating seniors were polled during the proposal preparation. Results indicated that several were planning to apply for employment as a STEM classroom teacher in the following school districts within our target area: Ascension, Central Community, East Baton Rouge, Iberville, Livingston, and West Baton Rouge.

Teacher Fellows will be recruited from targeted districts. The Cain Center staff has prepared a database of potential Teacher Fellows identified based on their successful completion of one or more established Professional Development programs (i.e. LaMSTI, PPDP, GeauxTeach). These candidates will be contacted and invited to apply.

Program impact will be maximized in high need LEA's by recruiting additional new STEM teachers who are not GeauxTeach graduates and pairing them with Teacher Fellows for support as program slots become available. In an effort to build strong commitment within the partnerships, The Cain Center will also accept these new teachers into the summer induction training.

With generous funding from LaSIP as well as the commitments of the university, the Cain Center, School districts, and private organizations, adequate time and resources will be provided for a robust program. New teachers will receive a kit of classroom materials at the summer induction training and other resources throughout the year. All participants (new teachers and Teacher Fellows) will receive access to online curriculum materials and resources.

During proposal preparation, The Cain Center continued its already established working/planning relationships with high-need LEAs and other districts in our geographic target area. Superintendents were asked to participate in the development of the GeauxASSIST proposal by answering the following questions:

1. What types of induction experiences would you like to see offered to new secondary STEM teachers in your district?
2. What challenges have you identified to providing these types of experiences to new secondary STEM teachers?
3. How can The Cain Center assist in overcoming those challenges?

The GeauxASSIST project was designed with thoughtful consideration given to these responses.

c) Quality of Key Personnel

James Madden is Professor of Mathematics and Co-director of the Gordon A. Cain Center. He helped to steer the direction of the Cain Center during its first years, led the team that obtained the first large NSF grant in support of GeauxTeach (under the name STEMTP) in 2002, and presently is director of the NSF-funded Louisiana Math and Science Teacher Institute. In this capacity, he coordinates the activities of the Departments of Math, Physics, Chemistry, Biology, Psychology and the College of Education in the design and delivery of the professional Masters of Natural Sciences Degree Program in the LSU College of Science. He is also the lead instructor of the LaMSTI mathematics group. The LaMSTI MNS has graduated 24 Master Teachers, 50 are presently enrolled and 24 are being recruited for the entering class of 2012. Madden has served as a data consultant for the Louisiana Department of Education. He led the team that performed an experimental evaluation of algebra readiness programs. He also has created visualization tools that permit the examination and exploration of massive data sets.

Leslie Blanchard is a former middle and high school science teacher. In 2003 she was awarded the Presidential Award for Excellence in Math and Science Teaching by President George W. Bush. Leslie served as the Technology Coordinator for the Iberville Parish School District for 10 years prior to coming to the Cain Center, and in that capacity she wrote and coordinated several grant for new teacher induction and mentoring programs. She has provided professional development for first-year teachers and for mentors at the local, state, regional and university levels, and has presented her findings nationally. Since 2009, Leslie has served as the Operations Manager for the Louisiana Math and Science Teachers Institute.

Belinda Brand has served as a site coordinator and program manager for two different LaSIP grants during 2005 – present. In this capacity, she has delivered professional development to in-service teachers and has mentored instructional coaches serving in schools implementing

academic turnaround efforts. As a classroom STEM teacher of over 30 years and a recent Ph.D. graduate, she brings practical expertise in education as well as experience in educational evaluations to the project.

Angela Webb will earn her PhD in curriculum and teaching, with an emphasis in science education, in March 2012 from the University of North Carolina at Greensboro. She earned her MEd in curriculum and instruction in 2007, also from the University of North Carolina at Greensboro, and her BS in biology, secondary education in 2003 from Appalachian State University in Boone, North Carolina. Angela is licensed in North Carolina at the master's level in 9-12 science, and at the bachelor's level in 9-12 biology with a chemistry endorsement. She taught high school science – biology, physical science, and Advanced Placement environmental science – for four years in Greensboro, North Carolina. Angela's research interests focus on the preparation and induction of science teachers.

Sharon Moses has been the Business Manager of The Gordon A. Cain Center for STEM Literacy for the past six years. She serves as the liaison between The Cain Center and Sponsored Program Accounting, Office of Sponsored Programs, Accounts Payable and the Business Office of LSU.

d) Project Evaluation

The evaluation of this program will utilize a multiple measure design with both quantitative and qualitative evidence of program effectiveness. Where quantitative instruments are available to measure progress within the program, these measures will be used for both formative and summative assessments. Often more important are the qualitative assessments, in the form of group discussions and learning logs, that will inform the evaluators of the intrinsic value of the program to the participants. Assessments will be numerous and targeted to the program objectives. In addition, assessments will be ongoing as the Teacher Inductees proceed through the program activities. We refer readers to the table in the Appendix, which presents the evaluation design with answers to these basic questions regarding data collection: who, when, for what purpose, using what instrument, with what performance criteria, and how will the data be used?

LOUISIANA SYSTEMIC INITIATIVES PROGRAM & LOUISIANA GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAM

PROPOSED PROJECT BUDGET REQUEST - FORM BR FY2012-2013

PROJECT NAME: GeauxASSIST

PROJECT CONTENT AND STRAND FOCUS: STEM Teacher Induction (grades 6-12)

PROJECT DIRECTOR, UNIVERSITY: James J. Madden

A	B	C	D	E	F
Reference	**Budget Item**	**Brief Description of Budget Item**	**Funds Requested 7/1/12-9/30/12**	**Funds Requested 10/1/12-6/15/13**	**Total Funds Requested**
A. University Employed Staff					
1	Director/Faculty Member	James J. Madden	6,000.00	1,800.00	7,800.00
2	Co-PI/Project Manager	Leslie Blanchard	8,400.00	23,800.00	32,200.00
3	Co-PI/Site Coordinator	Belinda Brand	8,400.00	23,800.00	32,200.00
4	Co-PI	Angela Webb	4,298.00	0	4,298.00
5	Faculty Member	Sharon Besson	1,458.00	0.00	1,458.00
6	Faculty Member	Robyn Carlin	1,500.00	0.00	1,500.00
7	Faculty Member	Catriona Anderson	1,325.00	0.00	1,325.00
8	Secretary/Business Manager	Sharon Moses	0.00	3,000.00	3,000.00
9		**Total Salaries and Wages**	**$ 31,381.00**	**$ 52,400.00**	**$ 83,781.00**
10	Fringe Benefits: Rate_____34%___		10,669.54	17,816.00	28,485.54
11		**Total Salaries, Wages, and Fringe**	**$ 42,050.54**	**$ 70,216.00**	**$ 112,266.54**
B. Staff not University Employed					
12	Consultants		0.00	0.00	0.00
13	Consultant		0.00	0.00	0.00
14	Consultant		0.00	0.00	0.00
15		**Total Staff Not University Employed**	**0.00**	**0.00**	**0.00**
16		**Total Staff Costs**	**$ 42,050.54**	**$ 70,216.00**	**$ 112,266.54**
C. Participant Support					
17	Stipends	30 Teacher Fellows and 20 inductees summer workshop and AY meetings	18,000.00	38,000.00	56,000.00
18	Employer Contributions on Stipends: Enter rate (TRSL 23.7%)		4,266.00	9,006.00	13,272.00
19	Substitute Pay	3 days of substitute pay for release of participants to attend LATM/LSTA	0.00	12,000.00	12,000.00
20	School Resource Materials	START kit for mentors and inductees: books for study and teacher supplies; teacher supplies for AY	7,500.00	2,000.00	9,500.00
21	Project Supplies		2,000.00	1,000.00	3,000.00
22	Other	online support and reporting	500.00	5,000.00	5,500.00
23	Other		0.00	0.00	0.00
24		**Total Participant Support**	**$ 32,266.00**	**$ 67,006.00**	**$ 99,272.00**
D. Travel					
25	Staff Travel	To State Conference + mileage for school visits	0.00	4,000.00	4,000.00
26	Participant Travel	To LATM/LSTA conference (Mileage + hotel, double occupancy and car-pool)	0.00	25,050.00	25,050.00
27		**Total Travel Costs**	**0.00**	**29,050.00**	**29,050.00**
E. Indirect Costs					
28					
29	**Indirect Costs**	**IDC @ 8%**	**3,364.04**	**5,937.28**	**9,301.32**
30		**TOTAL FUNDS REQUESTED**	**$ 77,680.58**	**$ 172,209.28**	**$ 249,889.86**

LaSIP/LA GEAR UP 2012-2013 Professional Development RFP

BUDGET NARRATIVE - FORM BN

PROJECT NAME: GeauxASSIST

PROJECT DIRECTOR/UNIVERSITY: James J. Madden/Lousiana State University

A	B	C	D	E
Section 1				
Form BR Line Item	Staff Name and/or Title	Roles and Responsibilities	Cost Basis	Rationale/Justification
1	James J. Madden, Director and Faculty Member	Madden will serve as the Project Director and liaison between the program and LaSIP, oversee and participate in all aspects of program implementation and design. In addition, Madden will deliver important content-based information in the form of professional development activities on an as-needed basis. Madden will direct evaluation, instruction and program emphasis.	0.667 of one month salary =$7800	As a former PI of many successful grants focused on professional development in STEM, Madden will provide expertise in program implementation and assist in the delivery of professional development activities.
2	Leslie D. Blanchard, Co-PI and Project Manager	Blanchard will assist Madden in his role as director and in the primary delivery of professional development in summer workshops for all participants. As Program Manager, Blanchard will be responsible for recruiting, participant selection, communication with participants, manage the Web portal, and stipend payments. In concert with other program staff, Blanchard will evaluate, plan, and implement program activities and direction.	11.5 months @5500/month x 50.909% effort = $32,200	Blanchard has been the program manager of two professional development projects, and will provide expertise in project management and teacher induction programs. In addition, the her research interest is teacher induction programs. She will lend her expertise in this area to this project.
3	Belinda B. Brand, Co-PI and Site Coordinator	The Site Coordinator will serve as a liaison between New Teachers and Teacher Fellows and the program directors. Brand will conduct site visits on a regular bases, collect observation data and other data specified by the program evaluation plan. Brand will participate in other program activities such as data analysis, delivery of professional development activities, reporting, meeting planning, recruiting, communications and monitoring.	11.5 months @$6901.06/month x 40.57% effort = 32,200	As the former site coordinator of two previous LaSIP projects, Brand provides expertise in working with in-service teachers, delivery of professional development, evaluations, data analysis and on-site data collection.

4	Angela Webb, Co-PI	The Co-PI from the LSU College of Education will provide guidance in the program design and implementation. Webb is an Assistant Professor in Science Education with a research specialty in science teacher induction. She will provide expertise in the science content area and assist in designing the program curriculum for new teachers.	0.667 month @ $6,444/month = $4298	This project will be guided from College of Education research faculty in the areas of science education and the induction of teachers. Webb is an expert in both areas.
5	Sharon Besson	GeauxTeach faculty members will assist in the delivery of professional development activities focused on their specific areas of expertise. Beeson is a GeauxTeach Master teacher who has the needed expertise in pedagogy in STEM content areas.	0.25 of monthly salary @ 5833/month = $1458	GeauxTeach presently trains mentor teachers and the GeauxTeach students in content-based pedagogy. Beeson has the expertise needed to enahnce the professional development experieinces for the participants in this program.
6	Robyn Carlin	GeauxTeach faculty members will assist in the delivery of professional development activities focused on their specific areas of expertise. Carlin is a GeauxTeach Master teacher who has the needed expertise in pedagogy in STEM content areas and has developed a program to train mentor teachers.	0.25 of monthly salary@6000/month = $1500	GeauxTeach presently trains mentor teachers and the GeauxTeach students in content-based pedagogy. Carlin has the expertise needed to enahnce the professional development experieinces for the participants in this program.
7	Catriona Anderson	GeauxTeach faculty members will assist in the delivery of professional development activities focused on their specific areas of expertise. Anderson is a GeauxTeach Master teacher who has the needed expertise in pedagogy in STEM content areas and has developed a program to train mentor teachers.	0.25 of monthly salary@$5300/month = $1325	GeauxTeach presently trains mentor teachers and the GeauxTeach students in content-based pedagogy. Anderson has the expertise needed to enahnce the professional development experieinces for the participants in this program.
8	Sharon Moses, Business Manager	Moses will serve as the liaison between Cain Center program staff and LSU fiscal agents.	7.6% effort @$3432/month = $260.87/month x 11.5 months = $3,000.00	Moses has the expertise to assist with the fiscal operations of the program.

Section 2				
Form BR Line Item	Other Expenses	Description or Purpose	Cost Basis	Rationale/Justification

17	Stipends	Participant support for training for 20 New Teachers and 30 Teacher Fellows in summer and AY activities to support learning effective mentoring and content-based best practices.	20 New Teachers @ 58 contact hours (18 summer, 40 AY) = 1160 hours @ $25/hour=$29,000 and 30 Teacher Fellows @ 36contact hours (12 summer and 24AY) = 1200 hours @ $25/hour = $27,000 ; total = $56,000 (TRSL contribution is $56,000 x 23.7% = 13,272.00)	New Teachers and Teacher Fellows will require additional training to impact achievement of students of New Teachers; Teacher Fellows will require additional training to implement mentoring activities as well as provide training for non-participants in their respective schools and districts.
19	Substitute Pay	Participant support in the form of paid substitutes will be provided for New Teachers and Teacher Fellows to attend the three-day combined conferense LATM/LSTA to be held November 5 -7, 2012 in Shreveport, LA. In addition, the project will provide an hour of substitute pay ($10/hr) to allow the participants early release time to travel to monthly meetings at LSU.	50 substitute teachers @ 3 days (Nov. 5 - 7, 2012) = 150 substitute days x $80/day = $12,000	Teacher participants will be encouraged to attend LATM/LSTA conference by providing funding for substitute teachers during their absence.
20	School Resource Materials	(a) START-UP Kit for New Teachers and Teacher Fellows. Includes books (Wong's The First Days of School, Critical Thinking, etc), highlighters, markers, pens, pencils, calendar/planner, stapler, scissors, tape, jump drive, paper, etc. (b) Teacher instructional materials for classroom AY needs such as lab kits, content posters, etc.	(a) 50 kits (1 kit per New Teacher and Teacher Fellow)@$150 each = $7,500 (b) 50 participants @ $40 each = $2000.	(a) Workshop participants will be given these materials to help them with classroom start-up upon completion of 85% attendance for summer workshop. (b) Teachers will be able to request instructional materials for their classroom needs during AY. This budget item addresses specific needs of the participants to benefit their students.
21	Project Supplies	summer and AY workshop materials such as markers, paper, binders, jump drive, and name tags and copying.	50 participants x $58 each = $2900 ($2,000 for summer workshops, $900 for AY)	Project supplies will enhance the learning experience for participants in summer workshops and AY meetings.
22	Other Expenses	Online support and reporting	(a) $500 training webinar for e20/20 program; (b)$2,000 (8 meetings @$250/meeting) for monthly webinars for remote participants; (c) $2500 for project specific web design and hosting for establishing an online learning community and for participant reporting of learning related to mentoring activiites.	(a) Training for e20/20 will provide teacher-participants with a valuable classroom resource for lesson planning and tutorial support; (b) Project participants will be given the opportunity to participate in monthly AY meetings through remote-site webinars; (c) LSU resources will re-task an existing web-hosting software specifically designed for online teacher interaction to serve the needs of the program.

25	Staff Travel	Staff will travel to LATM/LSTA conference held in Shreveport, LA November 5 - 7, 2012; staff will conduct site visits for observations and support for New Teachers and Teacher Fellows throughout the AY.	(a) 3 GeauxASSIST Staff @ Hotel ($77/day x 3 days)$231 + Mileage to Shreveport, LA ($0.51/mile x 530 miles round trip)$270 + Meals ($45/day x 3 days)$135 = $636/staff member =$1908; (b) Mileage for AY visits to schools@4102miles @ 0.51/mile = $2092; Total = $1908 + $2092 = $4,000	(a) Staff will participate in the STEM conference in Louisiana as presenters and learners;and (b) will make regular on-site visits to program participants throughout the AY.
26	Participant Travel	New Teachers and Teacher Fellows will be given support to travel to LATM/LSTA conference to be held in November 5 - 7, 2012 in Shreveport, LA and participants living more than 30 miles (one-way) will be allowed reimbursement to attend summer workshops and monthly AY meetings.	50 participants @ Hotel ($77/day x 3 days, double occupancy) $231+ Mileage (0.51/mile x 530 miles round trip)$270=$501/participant = $25,050	Teachers are encouraged to encouraged to participate in the state STEM conference as a presenter or learner in order to establish a broader view of their chosen profession and to establish and maintain professional contacts within their chosen content area.

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EAST BATON ROUGE PARISH SCHOOL SYSTEM

1050 South Foster Drive, Baton Rouge, Louisiana 70806
P.O. Box 2950, Baton Rouge, Louisiana 70821-2950
Phone (225) 922-5595, Fax (225) 922-5499
Dr. Herman Brister, Chief Academic Officer

February 20, 2012

Dear GeauxASSIST Program Director:

I understand that the GeauxASSIST Program is an LSU project that has been proposed by the Cain Center to LaSIP for funding. I am writing this letter to affirm the understanding, agreement, and support of my district.

GeauxAssist will be an induction program for new STEM teachers, offering support that is specialized for new math and science teachers during their first year in the classroom. New teachers will be advised and guided by a team of mentor teachers who are experts in STEM fields. These mentors will be coordinated and advised by the university program and will have specific responsibilities at specific times. The GeauxASSIST involves about 60 hours of the new teachers time between July 2012 and May 2013. These hours are scheduled outside of class time, and new teachers receive an hourly stipend. The program also involves classroom visits by mentor teachers. Participation in GeauxASSIST is voluntary, and new teachers may withdraw at any time.

As Chief Academic Officer of the East Baton Rouge Parish School System, I am delighted to pledge the district's support for the GeauxASSIST Program. I recognize that the university will be providing a valuable service to new employees of our district at no monetary cost to the system. Our district will expect principals to communicate with the directors of the GeauxASSIST program to understand its objectives and to keep abreast with program activities that involve their teachers. We will provide new teachers with optimal working conditions and will take into consideration their status as new teachers and as participants in GeauxASSIST in making job assignments. We will make efforts to place GeauxTeach graduates in secondary classroom positions as STEM teachers and provide assistance as needed to work together effectively.

Sincerely,

Herman Brister

Dr. Herman Brister
Chief Academic Officer

Iberville Parish School Board

February 10, 2012

Dear Dr. Madden,

In an effort to demonstrate our commitment to the continued work of LSU and the Cain Center, it is my pleasure to write this letter on behalf of Iberville Parish in support of the proposed GeauxASSIST program.

Iberville Parish has been a core partner in the Louisiana Math and Science Teachers Institute since the inception of the program in 2009. During this time, we have seen demonstrable gains in the content knowledge and leadership skills of our LaMSTI candidates. It is our hope that we will be able to maximize the impact of these new teacher leaders in various leadership roles. One priority leadership role is to assist in the development of new teachers to build capacity for continued educational growth and success. It is also a top educational priority to recruit, support, and retain teachers of the highest quality, particularly in the hard to staff STEM areas. The GeauxASSIST program is a very logical way to bridge these two priorities.

Iberville Parish will support the GeauxASSIST program by:

- Placing GeauxTeach graduates in secondary classroom positions as STEM teachers whenever possible as staffing needs indicate.
- Pairing these new teachers with experienced LaMSTI Fellows to share content knowledge and pedagogical expertise.
- Providing both new teachers and LaMSTI Fellows with the time and resources that they will need to effectively work together.

Iberville Parish is proud to partner with LSU and the Cain Center in yet another program that will benefit the quality of teachers and the education profession to improve student achievement.

Sincerely,

P. Edward Cancienne, Ph.D., Superintendent

P.O. BOX 151 • PLAQUEMINE, LA 70765-0151 • PH. (225) 687-4341 • FAX (225) 687-5408 • www.ipsb.net

EAST FELICIANA PARISH SCHOOL BOARD

DOUGLAS BEAUCHAMP, JR.
Superintendent

MICHAEL RAY BRADFORD
President

225-683-8277 • 225-683-5420
225-683-5378

12732 SILLIMAN STREET
P.O. BOX 397
CLINTON, LOUISIANA 70722

MITCHELL HARRELL
Vice President

FAX
225-683-3320

February 17, 2012

Dear GeauxASSIST Program Director,

I understand that the GeauxASSIST Program is an LSU project that has been proposed by the Cain Center to LaSIP for funding. I am writing this letter to affirm the understanding, agreement and support of my district.

GeauxAssist will be an induction program for new STEM teachers, offering support that is specialized for new math and science teachers during their first year in the classroom. New teachers will be advised and guided by a team of mentor teachers who are expert in STEM fields. These mentors will be coordinated and advised by the university program and will have specific responsibilities at specific times. The GeauxASSIST involves about 60 hours of the new teacher's time, between July 2012 and May 2013. These hours are scheduled outside of class time, and new teachers receive an hourly stipend. The program also involves classroom visits by mentor teachers. Participation in GeauxASSIST is voluntary, and new teachers may withdraw at any time.

As Superintendent in the East Feliciana Parish School System, I am delighted to pledge the district's support for the GeauxASSIST Program. I recognize that the university will be providing a valuable service to new employees of our district at no monetary cost to us. In light of this, our district will expect principals to communicate with the directors of the GeauxASSIST program to understand its objectives and to keep abreast with program activities that involve their teachers. We will provide new teachers with optimal working conditions and will bear their status as new teachers and as participants in GeauxASSIST in mind in making job assignments. We will make efforts to place GeauxTeach graduates in secondary classroom positions as STEM teachers and provide them and their mentors with whatever they will need to work together effectively.

Sincerely,

Douglas Beauchamp, Jr.

Superintendent of Schools

St. John the Baptist Parish School Board

Making A+ Difference:
Accountability Assessment Achievement

February 16, 2012

Dear GeauxASSIST Program Director,

I understand that the GeauxASSIST Program is an LSU project that has been proposed by the Cain Center to LaSIP for funding. I am writing this letter to affirm the understanding, agreement and support of my district.

GeauxAssist will be an induction program for new STEM teachers, offering support that is specialized for new math and science teachers during their first year in the classroom. New teachers will be advised and guided by a team of mentor teachers who are expert in STEM fields. These mentors will be coordinated and advised by the university program and will have specific responsibilities at specific times. The GeauxASSIST involves about 60 hours of the new teacher's time, between July 2012 and May 2013. These hours are scheduled outside of class time, and new teachers receive an hourly stipend. The program also involves classroom visits by mentor teachers. Participation in GeauxASSIST is voluntary, and new teachers may withdraw at any time.

As Superintendent in St. John the Baptist Parish Schools, I am delighted to pledge the district's support for the GeauxASSIST Program. I recognize that the university will be providing a valuable service to new employees of our district at no monetary cost to us. In light of this, our district will expect principals to communicate with the directors of the GeauxASSIST program to understand its objectives and to keep abreast with program activities that involve their teachers. We will provide new teachers with optimal working conditions and will bear their status as new teachers and as participants in GeauxASSIST in mind in making job assignments. We will make efforts to place GeauxTeach graduates in secondary classroom positions as STEM teachers and provide them and their mentors with whatever they will need to work together effectively.

Sincerely,

Courtney P. Millet, Ph. D.

Superintendent, St. John the Baptist Parish Schools

WEST BATON ROUGE PARISH SCHOOLS

3761 Rosedale Road, Port Allen, La. 70767

February 17, 2012

Dear GeauxASSIST Program Director,

I understand that the GeauxASSIST Program is an LSU project that has been proposed by the Cain Center to LaSIP for funding. I am writing this letter to affirm the understanding, agreement and support of my district.

GeauxAssist will be an induction program for new STEM teachers, offering support that is specialized for new math and science teachers during their first year in the classroom. New teachers will be advised and guided by a team of mentor teachers who are expert in STEM fields. These mentors will be coordinated and advised by the university program and will have specific responsibilities at specific times. The GeauxASSIST involves about 60 hours of the new teacher's time, between July 2012 and May 2013. These hours are scheduled outside of class time, and new teachers receive an hourly stipend. The program also involves classroom visits by mentor teachers. Participation in GeauxASSIST is voluntary, and new teachers may withdraw at any time.

As Superintendent of Schools in West Baton Rouge Parish, I am pleased to pledge the district's support for the GeauxASSIST Program. I recognize that the university will be providing a valuable service to new employees of our district at no monetary cost to us. In light of this, our district will expect principals to communicate with the directors of the GeauxASSIST program to understand its objectives and to keep abreast with program activities that involve their teachers. We will provide new teachers with optimal working conditions and will bear their status as new teachers and as participants in GeauxASSIST in mind in making job assignments. We will make efforts to place GeauxTeach graduates in secondary classroom positions as STEM teachers and provide them and their mentors with whatever they will need to work together effectively.

Respectfully,

David Corona

David Corona

ZACHARY COMMUNITY SCHOOLS
REACHING FOR HIGHER EDUCATION

4656 Main Street
Zachary, LA 70791
225.658.4969
Fax 225.658.5261
www.zacharyschools.org

Dear GeauxASSIST Program Director,

I understand that the GeauxASSIST Program is an LSU project that has been proposed by the Cain Center to LaSIP for funding. I am writing to express my support for this project as the District Coordinator of Special Programs in the Zachary Community School District.

GeauxAssist will be an induction program for new STEM teachers, offering support that is specialized for new math and science teachers during their first year in the classroom. New teachers will be advised and guided by a team of mentor teachers who are expert in STEM fields. These mentors will be coordinated and advised by the university program and will have specific responsibilities at specific times. The GeauxASSIST involves about 60 hours of the new teacher's time, between July 2012 and May 2013. These hours are scheduled outside of class time, and new teachers receive an hourly stipend. The program also involves classroom visits by mentor teachers. Participation in GeauxASSIST is voluntary, and new teachers may withdraw at any time.

If Zachary Community School District teachers participate in this program I am committed to giving my time and support to make this program a success in our district.

Sincerely,
Tammy Wood
District Coordinator of Special Programs
Zachary Community School District
225-270-2787

LOUISIANA STATE UNIVERSITY

College of Science

18 February, 2012

Professor James Madden
LSU Department of Mathematics & Cain Center for STEM Literacy

Dear Prof. Madden,

I understand that you are proposing the GeauxASSIST Program to LaSIP for funding. This letter affirms my support.

GeauxASSIST is intended to support recent graduates of the LSU College of Science who are entering the secondary teaching profession. It targets the first year in the classroom, linking new STEM teachers with mentor STEM teachers who will provide meaningful, well-planned and scheduled interactions in the field. Like the new teachers, the mentors will also be drawn from personnel who have benefited from College of Science training, particularly from the Masters of Natural Sciences (MNS) professional degree program. The mentors will be supervised and advised through the GeauxASSIST Program, which will also provide some on-campus workshops for the components of support that are best delivered in this format.

The LSU College of Science has demonstrated its commitment to STEM education in the K-12 arena by putting its power, prestige and resources behind programs for science teachers at both the undergraduate level (GeauxTeach) and the graduate level (MNS, LaSIP, and CART). As further evidence of our commitment, we recently announced the appointment of Prof. Frank Neubrander as the Associate Dean for Science Education. This is a newly created position that will facilitate our ability to further develop and synergize our teacher-education programs in the College of Science. As outlined in our strategic plan, *Formula for Excellence*, The College aspires to play a significant, visible role in helping to bring about the changes in K-12 STEM education that are a national imperative.

In light of the College's existing commitments, I am delighted to put my support behind the GeauxASSIST Program. By strategic design, it meets challenges at the intersection of several domains of need. The program will strengthen the schools, strengthen the teaching profession, and strengthen the College's efforts to be a meaningful partner to both.

I will welcome updates on the progress and outcomes of the program, and I will use my position to assist you in communicating with persons in positions comparable to my own. I will be ready to help you solve any problems that may arise as you carry out your plans.

Sincerely,

Kevin R. Carman
Dean, LSU College of Science

Office of the Dean • 336 Hatcher Hall • Baton Rouge, Louisiana • 70803 • Business Office (225) 578-8859 • Student Services (225) 578-4200 • Fax (225) 578-8826 • www.science.lsu.edu • science@lsu.edu

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (1)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

(1) **Who** is involved?
(2) **What** is the desired outcome?
(3) **How** will progress be measured?
(4) **When** will the outcome occur?
(5) What is the **level of proficiency**?

Refer to page _____ for a detailed explanation of each question. Combine the five answers to form a sentence for your measureable objective. Use the checklist provided on page ___ to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

LaSIP Goal 1: ***Increase student achievement on State high-stakes testing.***

Who: Teacher Inductees

What: will post a value-added scores tied to student achievement in their classrooms

How: by participating in targeted induction activities relevant to their content areas and pedagogy

When: during the summer induction workshops and monthly follow-up meetings

Proficiency Level: on a level significantly better than the scores expected for new teachers employed under similar conditions, but without the support offered by this project.

Goal 1, Objective 1:

Teacher inductees who participate the summer induction workshop and monthly follow-up meetings will post value-added scores significantly better than the scores expected for new teachers employed under similar conditions without the support offered by this project.

Who: Students of teacher inductees

What: will demonstrate proficiency (defined as a percentage of students scoring Basic or above)

How: on a standardized test in the corresponding content area

When: during Spring 2013 testing

Proficiency Level: at least as good as the school in all performance bands at and above Basic.

Goal 1, Objective 2:

The students of teacher inductees will demonstrate proficiency (defined as a percentage of students scoring Basic or above) in the corresponding content area on a standardized test during the Spring 2013 testing cycle at a level at or above the school mean.

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (2)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

(1) **Who** is involved?
(2) **What** is the desired outcome?
(3) **How** will progress be measured?
(4) **When** will the outcome occur?
(5) What is the **level of proficiency**?

Refer to page _____ for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

LaSIP Goal 2: ***Plan effective PD based on the high-need LEA(s)/schools' data-driven needs and developed using research-based PD strategies that will take place in summer institutes, during the academic year (AY), and/or through on-line or web-based assignments and job-embedded activities.***

Who: Teacher Inductees
What: will receive PD in monthly follow-up meetings
How: planned using results of participant feedback and a diagnostic classroom observation protocol such as RTOC, ITC or DCOP in the domains of implementation of a lesson, math/science content, and classroom culture
When: through monthly classroom observations
Proficiency Level: and will attain a mean composite score on the final observation at or above the published mean for that instrument.

Goal 2, Objective 1:

Teacher inductees will receive targeted PD and collegial assistance from mentor teachers in the areas of lesson implementation, math/science content, and classroom culture in monthly follow-up meetings and through on-line or web-based assignments and job-embedded activities. Monthly follow-ups will respond to the results of classroom observations using protocols such as the RTOP, ITC, or DCOP. Overall mean composite score on the final observation will be at or above the published mean for the chosen instrument.

Who: Teacher Inductees
What: will demonstrate initial mastery of strategically selected domains of effective classroom teaching
How: using the content of three days of workhop activities
When: three days in July, 2012
Proficiency Level: increase

Goal 2, Objective 2:

Teacher inductees will demonstrate initial mastery of strategically selected domains of effective classroom teaching at the conclusion of the three-day summer induction workshop in July 2012 as measured by pre-tests and post-tests.

Who: Teacher inductees
What: will express satisfaction and will list five specific professional achievements
How: by using resources facilitated by the project
When: at the end of AY 2012-2013
Proficiency Level: as measured by responses from new teachers, Teacher Fellows and school administrators that these reports are indicative of professional growth.

Goal 2, Objective 3:

At the end of 2012-2013 school year, new teachers in the project will express satisfaction with the support they have received, will list five specific professional achievements that the project has facilitated and Teacher Fellows and school administrators will confirm that these reports are indicative of professional growth.

Measureable Objectives Worksheet (3)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

(1) **Who** is involved?
(2) **What** is the desired outcome?
(3) **How** will progress be measured?
(4) **When** will the outcome occur?
(5) What is the **level of proficiency**?

Refer to page _____ for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist on provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

LaSIP Goal 3: Increase leadership capacity and pedagogical skills for target schools through school/district buy-in, school-based implementation, and mentoring during the AY.

Who: Teacher Fellows and New Teachers
What: will be identified, recruited, and enlisted to participate in GeauxASSIST
How: through an application process aimed at present/former participants in PPDP, LaMSTI, BrTTT, and GeauxTeach
When: in April - May 2012
Proficiency Level: at a level of at least 85% of program capacity.

Goal 3, Objective 1:
During April-May 2012, Teacher Fellows and New Teachers will be identified, recruited, and enlisted to participate in GeauxASSIST through an application process aimed primarily at present/former participants in LaMSTI, BrTTT, and GeauxTeach at a level of at least 85% of program capacity.

Who: Teacher Fellows
What: demonstrate competence in educational leadership and pedagogy
How: a) performance feedback from teacher inductees, b) peer-evaluation, and c) evaluations by university supervisors
When: During AY 2012-2013
Proficiency Level: as determined by qualitative analysis of relevant documents.

Goal 3, Objective 2:

All Teacher Fellows will demonstrate competence in educational leadership and pedagogy through a) performance feedback obtained from inductees, b) peer-evaluation, 3) evaluations by university supervisors as determined by qualitative analysis of relevant documents.

Who: Teacher Inductees

What: will be retained in the profession

How: through participation in summer induction activities and AY follow-up PD meetings

When: in the fall of 2013

Proficiency Level: at a level equal or above the district level.

Goal 3, Objective 3:

Teacher inductees will be retained in the profession at a level equal or above the district average through their participation in summer induction activities and AY follow-up PD meetings.

Who: Teacher Inductees

What: will show increases in job-satisfaction

How: through participation in summer induction activities and AY follow-up PD meetings

When: after the first-year induction program (2012-2013 AY)

Proficiency Level: measured by scoring higher on an accepted Teacher Job Satisfaction instrument administered in May 2013 than the corresponding score on the same instrument administered in October 2012.

Goal 3, Objective 4:

Teacher inductees will show increases in job-satisfaction between October 2012 and May 2013, as measured by an accepted Teacher Job Satisfaction instrument.

Who: Teacher Fellows and New Teachers

What: will increase their professional knowledge of content-focused pedagogy and leadership

How: through participation in ongoing collaboration during after-school meetings between partnered Fellows and New Teachers

When: during the 2012-2013 SY

Proficiency Level: measured by collected meeting agendas and teacher reflections in participant learning logs.

Goal 3, Objective 5:

In AY 2012-2013, Teacher Fellows and New Teachers will increase their professional knowledge of content-focused pedagogy and leadership through participation in ongoing collaboration during after-school meetings between the partnered Teacher Fellow and New Teacher as measured by collected meeting agendas and teacher reflections in participant learning logs.

Biographical Sketch

James J. Madden

Education

- 1975 B.A. Anthropology. Reed College, Portland, OR.
- 1984 Ph.D. Mathematics. Wesleyan University, Middletown, CT. Adviser: Anthony W. Hager

Academic Employment

- 1978-83. Teaching Assistant, Wesleyan University.
- 1983-86. Post-doc, University of Kansas, Lawrence.
- 1986-89. Assistant Professor, Indiana University South Bend.
- 1989-90. Associate Professor, Indiana University South Bend.
- 1990-96. Associate Professor, Louisiana State Univ.
- 1996- present. Professor of Mathematics, Louisiana State University, Baton Rouge.
  - 2000-01. Visiting Professor, Wesleyan Univ.
  - Fall 2004. Chercheur Etranger, Université d'Angers, France.

Interests

- Real algebraic geometry, computational commutative algebra, ordered algebraic structures.
- Middle- and high-school mathematics curriculum; professional development for mathematics teachers.

Grants (since 2001)

- **LaCEPT**. January 2000--June 2002. $74,845. Research on education of mathematics teachers in Louisiana, including a survey of undergraduate course offerings for future K-5 teachers.
- **NSF** [=National Science Foundation] (EHR/CCLI) 9980995. 2000-2003. $74,063. Develop an undergraduate course data, probability and statistics course for teachers. (Frank Neubrander served as PI 8/2000-7/2001.)
- **NSF** (EHR/CCLI) 0087892, 01/2001--06/2003, $74,831. Developed curriculum materials for future secondary school teachers.
- **LEQSF** [=Louisiana Educational Quality Support Fund] (with F. Neubrander). 2002-2004. $186,061. "LSU MathVision." K-16 mathematics education research and development laboratory.
- **LEQSF** (with F. Neubrander). 2002-2004. $306,464. "In-School Mathematics Laboratories." Outreach to middle and high schools.
- **LaSIP** [=Louisiana Systemic Initiative Project] 1302LSUBR (with F. Neubrander). 2002-2003. $147,320. "Assessing Standards-Based Learning." Professional development for K-5 teachers.
- **NSF** (STEMTP) 0302109 (with F. Cartledge, et. al). 2003-2007. $999,000. New certification program to prepare secondary math and science teachers.
- **LaSIP** 1403LSU (with F. Neubrander). 2003-2004. $150,000 (approx.). "Adapting the TEXTEAMS model to Louisiana." Professional development for middle-school and high-school teachers.
- **NSF** 03-544, EHR-DUE Robert Noyce Scholarship Program (with D. Kirshner, F. Cartledge, F. Neubrander, W. Wischusen), 2004-2008. $505,850.
- **LaSIP** 04 202 LSU (with F. Neubrander and B. Brand). 2004-2006. $300,000 (approx.). "Establishing long-tern academic support systems." Professional development for middle-school and high-school teachers and capacity-building for schools in Louisiana parishes near Baton Rouge.
- **LEQSF** (with F. Neubrander, N. McAnelly, D. Kirshner, S. Baldridge. Overcoming Louisiana's Math Gap: From Algebra to Calculus. $229,946, 2005-07.
- **LEQSF** (with F. Neubrander, et al.). EBRPSS/LSU Partnership: Glen Oaks Middle School. $1,000,000, 2006-09.
- **NSF** (with C.N. Delzell) Conference on Ordered Rings at LSU. $5000. April 2007.
- **LaSIP** LSU Master's of Natural Sciences-EBR Secondary Math/Science Coaching Model. $387,691, 2008-2010
- **LEQSF** Professional Master's Degree Programs for K-12 STEM Teachers. $100,000 (approx.), 2008-2010.
- **NSF (EHR)** 0928847 Louisiana Math and Science Teacher Institute. $5 million. Aug. 2009-Aug. 2014. This project builds on the groundwork of the two previous grants to develop a special track of the MNS for math and science teachers and to work with the school districts around Baton Rouge and the LA Department of Education to enhance career opportunities for graduates. It also has a research component studying teacher expertise and professional networks.

Five refereed publications in mathematics (Authorship of journal articles is alphabetical.)

- N. Schwartz & James J. Madden, *Semi-algebraic function rings and reflectors of partially ordered rings*. Springer Lecture Notes in Mathematics, Volume 1712, 1999, xi+279. (Book.)

- K. Evans, M. Konikoff, R. Mathis, J. J. Madden & G. Whipple, Totally ordered commutative monoids. *Semigroup Forum* 62(2001), 249-278.
- A.W.Hager & James J. Madden, Monoreflections of archimedean l -groups, regular σ-frames and regular Lindelöf frames, *Topology and its Applications* 153 (2006), 3169–3179.
- On connectedness of sets in the real spectra of polynomial rings (with F. Lucas, D. Schaub and M. Spivakovsky), *Manuscripta Math*. 128 (2009), 505–547.
- Equational classes of *f*-rings with unit: disconnected classes. *Algebra Universalis* 62 (2009) 201-208.

Publications related to mathematics education

- *Review of "Where Mathematics Comes From" by G.Lakoff and R.Nunez*, **Notices of the American Mathematical Society**, November 2001.
- *Restructuring LSU Mathematics Courses for Elementary Teachers*, **Louisiana and LaSIP Best Practices**, R. Farley and C. Seely eds., Louisiana Systemic Initiatives Program, Baton Rouge 2002.
- *Restructuring the LSU Nature of Mathematics Course for Elementary Teachers*, **Louisiana and LaSIP Best Practices**, R. Farley and C. Seely eds., Louisiana Systemic Initiatives Program, Baton Rouge 2002.

Web sites

- **LSU Math 1111: Data, probability staistics and risk.** Web site for NSF CCLI project. http://www.math.lsu.edu/~madden/M1111/
- **Assessing Standards-Based Learning in K-5 Mathematics.** Web site for LaSIP workshop. http://www.math.lsu.edu/~madden/assess/
- **Mathematics for Future Secondary Teachers.** Web site for NSF CCLI project. http://www.math.lsu.edu/~madden/Sec_Math_Site
- **MathVision Lab.** http://www.math.lsu.edu/~vision
- **James J. Madden's Home Page.** http://www.math.lsu.edu/~madden

Selected invited talks/presentations (since 2005)

- Jan.2005. NSF/MAA CCLI Poster session, National AMS, Atlanta.
- June 2005. "On the Pierce-Birkhoff Conjecture." Mathematics Conference Ouessant, France.
- Jan. 2006. AMS-MAA Joint Mathematics Meetings. San Antonio, TX.
- Mar. 2006. Conference on the Frames and Spaces of Ordered Algebraic Structures. U. of Florida, Gainesville.
- Apr. 2007. Organized Conference on Ordered Rings, Baton Rouge.
- May 2008. Conference in Honor of Paul Conrad. U. of Florida, Gainesville.
- Oct. 2008. "State mathematics standards and deep mathematical structure." AMS Sectional, Kalamazoo.
- Aug. 2009. "Composition-closed l-groups" BLAST New Mexico State Univ.
- Dec. 2009. "Presentations of frames by generators and relations: old and new applications." Conf. on Ordered Algebraic Structures. U. of Florida, Gainesville.
- Aug. 2010. "Eudoxus, Euclid and Hölder on measurement, ratio and proportion." MAA Pittsburgh.

Other activities related to mathematics education

- Co-founder of LSU MathVision Lab, a math education research outreach unit in the LSU Dept. Math.
- Played major role in design of new content major with concentration in secondary education at LSU; author and co-PI of NSF-STEMTP proposal supporting this.
- Organized Special AMS Session on role of university math departments in secondary math education for AMS sectional Baton Rouge, March 2003.
- Developing new curricula for future secondary teachers

Collaborations. *Mathematics:* W.J.Hoffman (LSU), Hong Zhang (Argonne), Niels Schwartz (Passau), A.W. Hager (Wesleyan). *Math Education:* Frank Neubrander and Nel McAnelly (LSU), Educational Development Center, Dick Stanley (U.C. Berkeley), F. Lucas, D. Schaub (Angers) and M. Spivakovsky (Toulouse) F. Lucas, D. Schaub (Angers) and M. Spivakovsky (Toulouse)

Dissertations/Theses Advised. Gretchen Whipple (PhD, 1999), Belinda Brand (MS 2003), Summer Armstrong (MS 2004), Mabrouck Faradj (MS 2004), Bobby Stecher (MS 2005), Lucas Beverlin (MS 2006), Song Ding (MS 2006), 2009 Robyn Carlin (MNS 2009), Christina Vincent (MNS 2009), Maria Ludu (MNS 2009), Danica Robinson (MNS 2009), Daniel Hotard (MNS 2010), Verna Richard (MNS 2010), Angie Byrd (MNS 2010), David Njenga (MNS 2010), Coretta Thomas (MNS 2010)

Leslie Blanchard

9439 Lake Lily Ave.
Baton Rouge, LA 70810
225-716-9001 (cell)

LellB@LSU.edu
225-578-0221 (work)

Education

PhD- Human Resource Development — Baton Rouge, LA
Louisiana State University — Expected Graduation
STEM Leadership focus — Spring, 2014
4.00 GPA

Master of Education — Baton Rouge, LA
Southern University of Louisiana — Summer, 2001
Administration and Supervision
Published Thesis: Effectiveness of DEEP Science
4.00 GPA

Bachelor of Science — Thibodaux, LA
Nicholls State University — Spring, 1996
General Science education major
English education minor
3.44 GPA

Employment

Operations Manager — Baton Rouge, LA
The Gordon A. Cain Center — 2009-present
LaMSTI/CART Master of Naturals Sciences Degree

Technology Coordinator — Plaquemine, LA Region
II TLTC/ Iberville Parish School Board — 2000-2009

-Created and delivered professional development in science, technology, and general topics in education for teachers in Iberville Parish and 12 districts in Region II.
-E-rate Coordinator and state trainer
-New Teacher Coordinator/Mentor trainer
-Grant writer: over $9 million dollars procured (attached)

Middle/High School Teacher White Castle, LA
White Castle High School 1997-2001
-Taught chemistry, environmental science, 7th grade integrated science, and English I.

High School Teacher Lockport, LA
Lockport Junior High School 1996-1997
-Taught English I

Accomplishments

-Iberville Parish Teacher of the Year
2000-2001 School Year

-Presidential Award for Excellence in Math and Science
Awarded by President George W. Bush, Washington D.C., March 2003

-International MENSA qualification and membership,
April 1, 2006

-Leadership West Academy Graduate
2006-2007

-Awarded $4.929 million in competitive federal and state grants
2002-2008

-Procured $5.887 million worth of federal E-rate funds
2002-2010

-Wrote and managed $502000 worth of allocated grants.

Belinda B. Brand, Ph.D.

437 Delgado Drive◆Baton Rouge, LA 70808
Phone: 225-761-2857◆Mobile: 225-603-8699
E-Mail: bbrand@lsu.edu

EDUCATION

Doctor of Philosophy, Educational Leadership and Research — **August 2005–May 2011**
Louisiana State University
Baton Rouge, Louisiana

Concentration in Research Methodology and Evaluation
Minor in Applied Statistics
Degree Awarded: May 20, 2011
Dissertation: Accountability Models for Alternative Schools

Master of Science, Mathematics — **June 2001–August 2003**
Louisiana State University
Baton Rouge, Louisiana

Thesis: Gauss' Theory of Least Squares: A Historical Perspective

Bachelor of Science, Math and Science Education — **August 1969–May 1973**
Louisiana State University
Baton Rouge, Louisiana

PROFESSIONAL EXPERIENCE

Evaluation and Project Coordinator — **August *2009*–Present**
Academic Affairs/Evaluation Division — *Louisiana State University*
The Gordon A. Cain Center for STEM Literacy

Design evaluation plans, organize and monitor evaluation activities, and develop necessary instruments and protocols for various grant-funded initiatives. Conduct site visits, interviews and observations. Organize and analyze quantitative and qualitative data. Manage evaluation reporting via written evaluation reports and presentations. Coordinate PPDP (Pilot Professional Development Program) grant activities in support of instructional coaches and five schools in academic turnaround. Organize meetings and professional development activities for grant participants. Monitor implementation of grant goals and objectives in participating schools. Assisted in the development of an add-on professional certification in Instructional Coaching Leadership to increase instructional leadership capacity to turn around low-performing schools.

Co-Principal Investigator and Program Coordinator — **August 2004–May 2007**
Department of Mathematics — *Louisiana State University*
Baton Rouge, LA

Coordinated the instructional and administrative aspects of the grant, "Developing Academic Systems in Middle and High Schools." Conducted classroom observations and mentored teachers participating in the grant. Developed, coordinated and conducted professional development workshops for participating teachers and teacher-trainers. Co-authored two successful grant proposals including formative and summative assessments. Managed grant budget (travel, teacher payroll, and supplies). Collected and analyzed data for periodic reporting.

TEACHING EXPERIENCE

Teacher of Mathematics — **August 2007–August 2009**
East Baton Rouge Parish Schools — *Baton Rouge, LA*

Designed and implemented individualized remedial program in mathematics for alternative education students (Grades 5–8). Planned and facilitated daily class activities. As school grant coordinator, managed budget, reporting, and supplies for programs in support of reading and vocational education. Authored two successful grant proposals.

Instructor **August 2003–May 2004**
Department of Mathematics *Louisiana State University*
Baton Rouge, LA

Designed and implemented syllabus for college freshman and sophomore level classes in algebra, trigonometry, and business calculus. Designed and administered class assessments and student grades. Developed syllabus and overall course structure for a statistics class for pre-service elementary teachers. Planned and facilitated daily class activities. Designed and administered all class assessments and grades.

Teaching Assistant **August 2001–May 2003**
Department of Mathematics *Louisiana State University*
Baton Rouge, LA

Developed syllabus and administered all grades for introductory level courses in algebra and trigonometry. Planned and facilitated daily class activities. Designed and administered class assessments and student grades. Served as mentor teacher in algebra and trigonometry for cohort of students enrolled in IT Residential College.

Teacher of Mathematics and Science **August 1978–May 2001**
Riverfield Academy *Rayville, LA*

Planned and facilitated daily classroom activities for middle school and high school mathematics and science courses including Advanced Math, Algebra II (regular and honors courses), Algebra I, Chemistry, Physics, Biology, Physical Science, and Earth Science.

Teacher of Mathematics and Science **August 1973–May1976**
East Baton Rouge Parish Schools *Baton Rouge, LA*

Planned and facilitated daily classroom activities for middle school (grades 6–8) mathematics and science. Designed and implemented student assessments.

GRANTS

- Co-author for LaSIP (Louisiana Systemic Initiatives Program) grants application with James Madden and Frank Neubrander, Mathematics Department, Louisiana State University — 2005–2007
  - Received $161, 373 in 2005 and $147,000 in 2006
- Authored *Jobs for American Graduates* (JAG) Grants for Mohican Education Center — 2007–2008
  - Received $30,000 in 2007 and $49,900 in both 2008 and 2009
- Authored 8(g) grants for Mohican Education Center — 2008–2009
- Managed JAG and 8(g) grants for Mohican Education Center — 2007–2009
  - Grants totaled $210,000
  - Submitted reports to funding agencies
  - Documented personnel activities for district accounting
  - Executed purchasing and budget activities

CERTIFICATION

- Current Louisiana Teaching Certificate: B 032062 — 1973–present
  - Ph.D. Level endorsement
  - Mathematics: Highly Qualified
  - Physics, Chemistry, General Science, Biology

CURRICULUM VITAE

Angela Wall Webb

Mailing Address:
664 Summer Breeze Drive
Baton Rouge, LA 70810

Contact Information:
Email: awwebb@lsu.edu
Phone: (225) 364-2424

EDUCATION

Present	Ph.D. Curriculum and Teaching Science Education Anticipated graduation May, 2012	University of North Carolina at Greensboro
2007	M.Ed. Curriculum and Instruction Comprehensive Science	University of North Carolina at Greensboro
2003	B.S. Biology, Secondary Education	Appalachian State University

PROFESSIONAL EXPERIENCE

2011-present	Instructor, Science Education	Louisiana State University
2009-2011	Graduate Teaching Assistant	University of North Carolina at Greensboro
2009-2011	Graduate Assistant Project ExSEL NSF Robert Noyce Teacher Scholarship Program Co-PIs: Dr. Epanchin, Dr. Jerry Walsh, & Dr. Catherine Matthews	University of North Carolina at Greensboro
Summer 2008	Graduate Research Assistant Burroughs Wellcome Fund: Slip Slidin' Away Herpetology program for secondary students PI: Dr. Catherine Matthews	University of North Carolina at Greensboro
2008-2009	Graduate Assistant Teachers Teaching Teachers NC QUEST Grant Co-PIs: Dr. Betty Epanchin & Dr. Jerry Walsh	University of North Carolina at Greensboro
2007-2009	Graduate Research Assistant NSF Grant: A study of pedagogical practices and the development of students' science identities PI: Dr. Heidi Carlone	University of North Carolina at Greensboro
2003-2007	High School Science Teacher Biology, physical science, AP environmental science	Walter Hines Page High School Greensboro, NC

UNIVERSITY TEACHING

Louisiana State University:

- EDCI 3125 – Curriculum Discipline: Science (Elementary Science Teaching Methods) (Fall 2011, Spring 2012)
- EDCI 4500 – Instructional Models (Fall 2011, Spring 2012)

The University of North Carolina at Greensboro:

- TED 465 – Student Teaching and Seminar: Secondary School (Spring 2010, Spring 2011)
- TED 491 – Independent Study: Introduction to Middle School and High School Science Teaching (Spring 2011)
- TED 559 – Teaching Practices and Curriculum in Secondary Science (Fall 2008, Fall 2009, Fall 2010)
- TED 560 – Middle Grades Science Education (Teaching Assistant, Fall 2010)
- TED 680a – Clinical Experience in Teaching (Spring 2010, Spring 2011)
- TED 680b – Clinical Experience in Teaching Seminar (Spring 2010, Spring 2011)

WORKS ACCEPTED FOR PUBLICATION (*Denotes peer reviewed publications)

* Carlone, H., Haun-Frank, J., Webb, A.W. (2011). Assessing equity beyond knowledge- and skills based outcomes: A comparative ethnography of two fourth-grade reform based science classrooms. *Journal of Research on Science Teaching, 48,* 459-485.

*Journell, W. & Webb, A.W. (in press). When one size methods class doesn't fit all: Exploring strategies for teaching traditional and alternative licensure students together. *Teacher Education and Practice*.

PRESENTATIONS AT NATIONAL CONFERENCES

Webb, A.W., & Matthews, C.E. (2011, July). "You never really know what it's like until you are there": A longitudinal look at our first group of Noyce scholars. Poster presentation at the 6th Annual Robert Noyce Teacher Scholarship Program Conference, Washington, DC.

Webb, A.W., Carlone, H., & Taylor, M.O. (2011, April). Troubling monolithic views of privilege: Longitudinal case studies of four scientifically talented boys. Presentation at the 2011 AERA Annual Meeting, New Orleans, LA.

Webb, A.W. (2011, April). Qualitative indicators of successful induction: Case studies of three beginning secondary science teachers' induction experiences. Presentation at the 84th NARST Annual International Conference, Orlando, FL.

Walsh, J. & Webb, A. (2010, July). UNCG's Project Excellence in Science Education Learning (Project ExSEL). Poster presentation at the 5th Annual Robert Noyce Teacher Scholarship Program Conference, Washington, DC.

Webb, A. (2010, July). Learning to teach, teaching to learn: Negotiating the labyrinth of secondary science teaching. Presentation at the 5th Annual Robert Noyce Teacher Scholarship Program Conference, Washington, DC.

Carlone, H., Haun-Frank, J., Webb, A.W., Enfield, M., & Reavis, S. (2009, April). Cultural models of "science person" in two 4th grade reform-based science classrooms: Assessing equity beyond knowledge and skill based outcomes. Presentation at the 82nd NARST Annual International Conference, Garden Grove, CA.

PRESENTATIONS AT LOCAL/REGIONAL CONFERENCES

Webb, A.W. (2011, November). "Supporting" beginning secondary science teachers through induction: A multi case study of their meaning-making and identities. Poster presentation at the 2011 CAREER Award Regional Forum, LSU, Baton Rouge LA.

Webb, A.W., Hickson, E., Long, J., & Shermer, N. (2010, November). Taking steps into the world of science education through Project ExSEL. Presentation at the 41st Annual NCSTA Professional Development Institute, Greensboro, NC.

RELEVANT CERTIFICATIONS

North Carolina Standard Professional II Teaching License
Master's Level Science (Grades 9-12)
Bachelor's Level Biology (Grades 9-12) with Chemistry Endorsement

CURRENT AND PENDING SUPPORT

NAME OF INVESTIGATOR: James J. Madden

Status of Support: Current
Contract Number/Proposal Title: SEL Partnership for Noyce Scholars
Source of Support: NSF
Award Amount: $750,000. Period Covered: 01/01/2008 – 12/31/2012
Location of Activity: Southern University-BR
Person-Months or % of Effort Committed to the Project: none

Status of Support: Current
Contract Number/Proposal Title: Louisiana Math and Science Teacher Institute
Source of Support: NSF
Award Amount: $5,000,000. Period Covered: 121/01/2009 – 11/30/2015
Location of Activity: Baton Rouge
Person-Months or % of Effort Committed to the Project: ¾ summer

Status of Support: Pending
Contract Number/Proposal Title: "GeauxASSIST (Assist, Support, Serve and Induct STEM Teachers)"
Source of Support: LaSIP
Award Amount: $250,000. Period Covered: 2012-2013
Location of Activity: Louisiana State University, Baton Rouge
Person-Months or % of Effort Committed to the Project: 0.667 month (summer)

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS
CURRENT AND PENDING SUPPORT

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Angela Webb

Status of Support: Current X Pending Submission Planned in Near Future

Proposal Title (or Semester Teaching Support): Vocabulary and Comprehension Intervention in High School Science

Source of Support: LA Systemic Initiatives Program (LASIP)

Award Amount (or Monthly Teaching Rate): $151,723.50 Period Covered:7/1/2012-6/15/2013

Location of Activity: Louisiana State University

Person-Months or % of Effort Committed to the Project: 45% Cal Yr AY Summer

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Status of Support: Current X Pending Submission Planned in Near Future

Proposal Title(or Semester Teaching Support): GeauxASSIST (Assist, Support, Serve, and Induct STEM Teachers)

Source of Support: LA Systemic Initiatives Program (LASIP)

Award Amount (or Monthly Teaching Rate): $249,889.86 Period Covered: 7/1/2012-6/15/2013

Location of Activity: Louisiana State University

Person-Months or % of Effort Committed to the Project: Cal Yr AY 0.667 month Summer

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Status of Support: Current Pending Submission Planned in Near Future

Proposal Title (or Semester Teaching Support):

Source of Support:

Award Amount (or Monthly Teaching Rate): Period Covered

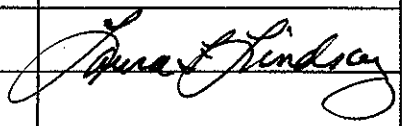
Location of Activity:

Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS
Memorandum Of Agreement Among Partners

Louisiana State University (Name of Sponsoring Institution or Institutions)	GeauxASSIST
James Madden (Principal Investigator)	Leslie Blanchard (Co- Principal Investigator)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of each of the partners listed below. This MOA documents the actual working partners who are responsible for contributing to the writing of the proposal, collecting and reporting data, and for the day to day success of the project.

Type of Partner	Name of Active Partner	Title	IHE or District & School	Signature
Teacher Preparation Program ***(Required)***	College of Education	Dean		
Dept./School of Arts & Sciences ***(Required)***				
High-need Local Education Agency/Agencies ***(LEA – Required)***				
Additional Targeted Partners				

(Form 8 - 2012-13 LaSIP PD, Revised 7/2011)

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS
Memorandum Of Agreement Among Partners

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Type of Partner	Name of Active Partner	Title	IHE or District & School	Signature
Teacher Preparation Program ***(Required)***	College of Education	Dean		
Dept./School of Arts & Sciences ***(Required)***				
High-need Local Education Agency/Agencies ***(LEA – Required)***	Iberville Parish School District	Superintendent		
Additional Targeted Partners				

(Form 8 - 2012-13 LaSIP PD, Revised 7/2011)

Proposal 38977 - 1 (Routing)

Coversheet **Investigators** **Attachments** **Routing**

Proposal Home > Routing

Routing

Proposal Navigation

To view or print proposal information and documentation required for Special Approvals Committee Review, click on "View Proposal Home " and "View Proposal Attachments".

- View Proposal Home
- View Proposal Attachments

Comments

To VIEW or ADD comments please Click Here.

Current Reviewers

This proposal was routed electronically on 02/15/2012 14:19.

Investigators

Name	Recommendation	Date
Madden, James J *(11560 - MATHEMATICS)*	Approve	02/15/2012
Blanchard, Leslie Davis *(18422 - INSTITUTE FOR PARTNERSHIPS IN EDUCATION)*	Approve	02/15/2012
Brand, Belinda Bruton *(18422 - INSTITUTE FOR PARTNERSHIPS IN EDUCATION)*	Approve	02/15/2012
Webb, Angela Wall *(12454 - EDUCATION - ETPP SECONDARY EDUCATION)*	Approve	02/15/2012

Reviewers

Name	Recommendation	Date
Bergeron, Corinne Bayes *(12454 - EDUCATION - ETPP SECONDARY EDUCATION)*	Unit Approval Satisfied	02/15/2012
Carman, Kevin R *(115 - COLLEGE OF SCIENCE)*	Unit Approval Satisfied	02/17/2012
Casbergue, Renee M *(124 - COLLEGE OF EDUCATION)*	Unit Approval Satisfied	02/15/2012
Cassidy, Jane W *(184 - GENERAL ADMINISTRATION)*	Unit Approval Satisfied	02/15/2012
Cheek, Earl H Jr *(12454 - EDUCATION - ETPP SECONDARY EDUCATION)*	Approve	02/15/2012
Delzell, Charles N *(11560 - MATHEMATICS)*	Unit Approval Satisfied	02/15/2012
Edwards, Margaret Branch *(115 - COLLEGE OF SCIENCE)*	Unit Approval Satisfied	02/17/2012
Galy, Kristie Ann *(124 - COLLEGE OF EDUCATION)*	Approve	02/15/2012
Gothreaux, Chad Thomas *(124 - COLLEGE OF EDUCATION)*	Unit Approval Satisfied	02/15/2012

Kurtz, Richard L *(115 - COLLEGE OF SCIENCE)*	Unit Approval Satisfied	02/17/2012
Lindsay, Laura F *(124 - COLLEGE OF EDUCATION)*	Unit Approval Satisfied	02/15/2012
Marchiafava, Sara McElroy *(115 - COLLEGE OF SCIENCE)*	Unit Approval Satisfied	02/17/2012
Perlis, Robert V *(11560 - MATHEMATICS)*	Approve	02/15/2012
Reeve, Thomas Gilmour *(184 - GENERAL ADMINISTRATION)*	Approve	02/15/2012
Turner, Aletha G *(115 - COLLEGE OF SCIENCE)*	Approve	02/17/2012
Programs, Office of Sponsored *(Designee: 1 - LOUISIANA STATE UNIVERSITY)* Specialist: Li, Ping	Approve	02/20/2012

Additional Reviewers

Name	**Recommendation Date**
There are no additional reviewers.	

Special Approvals

Name	**Recommendation Date**
There are no special approvals.	