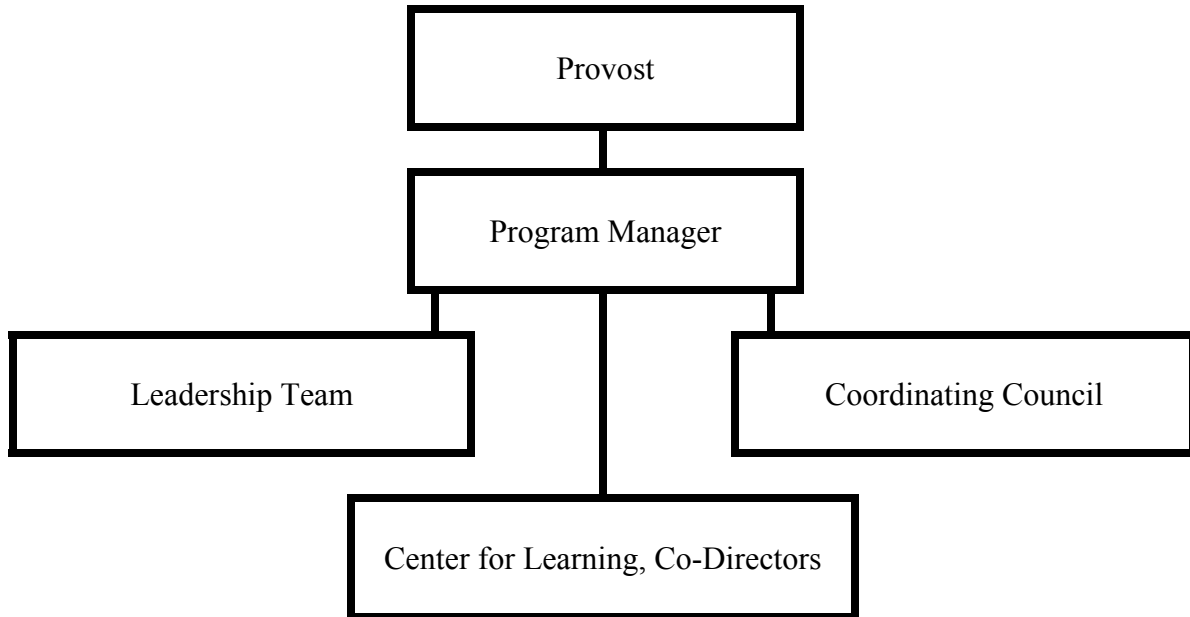


Appendix A

Accountability

A. Project Manager

The University of Washington is committed to insuring that the goals of this proposal – and of the Carnegie Corporation – are met through this grant period. In order to do that, we need to assure two things: one, that there is consistent, sustained, and engaged leadership from the Office of the Provost; and two, that there is consistent, sustained, and engaged leadership from the Deans of the College of Education and Arts and Sciences. To make certain these goals are achieved within a framework appropriate to this institution, we propose the following structure:



The Leadership Team would consist of the Program Manager (Associate Provost Debra Friedman), the Dean of the College of Education (Pat Wasley), and the Divisional Dean for Social Sciences (Susan Jeffords), along with the Co-Directors of the Center and the Director of the Teacher Education Program. While the Center Co-Directors would be responsible for the day-to-day management of the Center's activities, the management team would be responsible initially for the weekly, and then eventually, monthly meetings with the Co-Directors regarding the efforts to meet the broad objectives of the project. While the Coordinating Council's oversight is essential to ensure that the project's overall goals are consistent with the Carnegie guidelines, the quarterly meetings scheduled for the Council would not enable the kinds of direct engagement with the internal activities of the institution that would be required to implement the full scope and mission of the Center.

B. Approval of the Governing Board

After selection and submission of this proposal, and upon notification by the Carnegie Corporation of funding of our efforts, the Provost will share this proposal with the University of Washington Regents for its formal approval.

C. Coordinating Council

Meetings of the project Coordinating Council will be convened by the Project Manager and chaired by the Provost quarterly. As noted above, the Coordinating Council's oversight is essential to ensure that the STEP program's overall goals are consistent with the Carnegie guidelines. Closely monitoring the initiative's progress, the council will receive regular reports of the project's financial status and curricular developments, and will be charged with finding strategies to facilitate the project's success, disseminate the initiative's findings broadly, and to provide advice for continued advancement of the STEP program's objectives.

In addition to the Provost, the Program Manager, the Center's Co-Directors, and Deans from the Colleges of Education and Arts and Sciences, the Coordinating Council will include:

- Arts and Sciences faculty who brings knowledge of research and developments in his/her field as well as experience in teaching this knowledge..
- College of Education faculty who brings research-based knowledge of the contexts of teaching and learning, diverse learners, the moral dimension of teaching, human development and cognition as well as instructional and assessments strategies for specific subjects, literacy, and numeracy.
- P-12 faculty and principals (one representative from each partner P-12 school) who are experts in bringing to bear classroom knowledge and skills and provide an understanding the operations of schools as complex organizations. They understand how to manage diverse classrooms and how to communicate effectively with not just students but others in the surround – colleagues, staff, administrators, parents, community members, and social service providers.
- The teachers' association who plays a predominant role in providing continuing learning opportunities for teachers as well as representing the larger population of teachers in the state.
- P-12 school districts and building administrators who bring knowledge of the policy dimensions of teaching, teacher development, and schools.
- University of Washington administration who brings knowledge of how to overcome institutional barriers to greater collaboration and more integrated experiences for students.

- Private sector telecommunications/business partners who bring knowledge of research on the use of telecommunications and computers in classrooms as well as in business. Private sector partners have also developed a rich knowledge base about collaboration, both internally and externally.
- Washington Association of Colleges of Teacher Education brings connections to all the teacher preparation institutions in the state and knowledge of how to disseminate what is learned through the project.
- A member of the state board of education who brings knowledge of state-wide policy concerns and issues.
- A leader in the National Network or Educational Renewal who brings knowledge of the organization's network of school-university partnerships for teacher renewal.

D. Dissemination

The Sustaining and Strengthening Teachers (SST) project has a deliberate plan of broad dissemination integrated into its original design, we will adapt and extended this dissemination plan for the *Teachers for a New Era* initiative.

When the SST project was originally built, partners were selected specifically for their commitment to teacher development as represented across the spectrum of a teacher's career, and because they have been or are current participants in networks that might potentially embrace and adopt the work we have undertaken. These governing partners of the SST project include: the Teacher Union Reform Network (TURN), the National Commission on Teaching and America's Future (NCTAF), the Institute for Educational Inquiry (IEI), and two universities (Bank Street College and the University of Washington).

- Led by Adam Urbanski, TURN is made up of 21 urban union partners. Each year, TURN holds a series of meetings focused on connecting teacher professionalism with the need for higher standards of achievement for students.
- The Institute for Educational Inquiry provides leadership and intellectual support to the National Network for Educational Renewal (NNER), a network of 17 school/university partnerships across the United States. The Institute conducts three annual meetings (with additional meetings for special initiatives) and maintains an on-line communications system for its members. IEI's president is John Goodlad, nationally recognized for his work in education, and an advisor to the development and implementation of this project.
- Tom Carroll heads NCTAF, which has partnerships with 20 states and whose purpose is to provide high-quality teachers for every classroom.

- The University of Washington and Bank Street College of Education are both members of NCATE and AACTE. Additionally, Bank Street is a member of the Holmes Partnership, and the University of Washington belongs to the Council of Great City Schools.

We have already begun to share our work-in-progress, including its difficulties, with the Teacher Union Reform Network, and with the 17 school/university partners of the National Network for Educational Renewal, a partner of the Institute for Educational Inquiry. In *No Dream Denied*, a major report recently released by NCTAF, the Commission identifies teacher retention as the center for its new agenda and identifies our project as central to that focus. And, in January 2003, the UW College of Education, worked with 22 teacher-training institutes in Washington State. Participants voted to work with the University of Washington to adopt the data-driven, accountability system that we have described as a central element of this proposal.

We believe that this established web of partnerships will allow us to disseminate the findings, processes, and the successful strategies that we develop. Further, it will allow us to share, regularly and effectively, our ongoing learning and results with all of the major organizations working on issues of teacher preparation, retention, and professional development in the United States.