

**University Proposal #**

**FOR PASSHE OFFICE USE ONLY: FPDC proposal #**

Project Title: Building the BRIDGE: Building University and School District Relationships for Innovation, Development, and Growth in Education

Total Grant Amount Requested from FPDC: \$10,000.00

Discipline: Teacher Education

Project Director: Sue A. Rieg, Ed.D., Professor and Chairperson, Department of Professional Studies in Education, 303 Davis Hall, Indiana University of Pennsylvania, Indiana, PA 15705, 724-357-2400, srieg@iup.edu

Faculty Status: Tenured

Other Participants: NA

IRB Status: Will Submit Spring 2014

Abstract: Indiana University of Pennsylvania (IUP) and the Indiana Area School District (IASD) are collaborating to design a Professional Development School (PDS) partnership to improve PreK-16 learning and teaching. The CAEP Standards for teacher education dictate that partnerships must be formed in order for teacher candidates to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all students' learning development. Building a partnership for innovation, development, and educational growth requires research, time, and collaboration. It is imperative for teacher educators to have an in-depth knowledge of all of the initiatives used by the school district partners where teacher candidates are placed for their field experiences. This project would support the proposer's professional development to research and observe the new initiatives and student assessments adopted by the Indiana Area School District including, but not limited to, Response to Intervention and Instruction, Hybrid Learning, PreK Counts, DIBELS, NWEA, and Directed Reading Assessments. The proposer will lead the implementation phase of the new PDS partnership which will transform the Early Childhood with Special Education majors' field experiences.

Endorsement: \_\_\_\_\_  
Chair, University Faculty Professional Development Committee      Date

Endorsement: \_\_\_\_\_  
University Provost or Designee      Date

## **PROJECT NARRATIVE**

### **Background and Significance**

Indiana University of Pennsylvania (IUP) and the Indiana Area School District (IASD) are neighbors; however, there is no formal, sustained partnership with the School District and IUP's Early Childhood with Special Education (ECSP) Program. Due to the new Council for the Accreditation of Educator Preparation (CAEP) Standards for teacher education and the Common Core Academic Standards for public school districts, the need for a professional development partnership was identified by IUP faculty and administration and IASD. CAEP Standard 2: Clinical Partnerships and Practice dictates that effective partnerships and high quality clinical practice are central to teacher preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all students' learning and development. Standard 2 mandates that the provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their effectiveness and positive impact on student learning. The Common Core's Standard 1: Foundational Skills focuses on early childhood, and is a critical component of an effective and comprehensive reading plan which addresses the needs of all primary students. It is the intent of IUP and IASD to implement a Professional Development School (PDS) model in the 2014-2015 academic year to assist in meeting these standards. It is imperative to have an IUP faculty member who is knowledgeable about current research, best teaching and learning practices and the district's initiatives on-site during the initial implementation year of this project. The project director will be responsible to lead the initiative. In order to effectively lead the implementation, professional development is vital. The proposer will need to continue to investigate various PDS models, research and observe all of the initiatives and assessments used by IASD including, but not limited to, Response to Intervention and Instruction (RTII), Hybrid Learning, PreK Counts, DIBELs, NWEA, Directed Reading Assessments, and the district's reading and mathematics curriculum. Once the proposer has gained the professional development necessary to understand the various school district initiatives, she will educate other faculty members and pre-service teachers, assist teachers and teacher candidates with the collection of initial student data, assist teacher candidates with researching and designing appropriate interventions and designing, implementing, and analyzing the final student assessment data.

Investigations into best practice in teacher education preparation suggest that promoting closer contact between higher education faculty and school district personnel, increasing field experiences, and connecting programs to academic standards show promise (Beare, Torgeson, Marshall, Tracz, & Chiero, 2012). Partnerships between school districts and institutions of higher education allow individual organizations to leverage their assets and expand and enhance their knowledge bases (McCray, Rosenberg, Brownell, deBettencourt, Leko, & Long, 2011). Implementing a significant educational change requires extensive and continuous time, resources, professional development, and implementation support across systems (Shroyer, Yahnke, Bennett, & Dunn, 2007). The professional development opportunity provided by this grant will allow the project proposer to read the current research and observe the recent trends and practices in education including RTII, Hybrid Learning, PreK Counts, DIBELs, NWEA, Directed Reading Assessments, and other educational initiatives used by the school districts where the teacher candidates are placed for field experiences.

### **Goals and Objectives**

Broad long-term goals for professional development include the following:

1. Gain the knowledge and skills necessary to educate teacher candidates and teacher educators about all of the initiatives and assessments used by local school districts.
2. Implement Professional Development Schools in Indiana and eventually surrounding counties where our teacher candidates are placed for field experiences.

3. Establish a lasting partnership between teacher education programs and local school districts in order to raise the achievement levels of the public school children, pre-service teachers, teacher education faculty, and school district teachers.
4. Improve IUP's ECSP program, and eventually MIDL level program and secondary teacher education programs, in order to provide the most highly qualified teachers to serve the districts' and the nation's children.
5. Meet the CAEP standards and Common Core Learning standards.

Specific objectives for professional development for the 2014-2015 academic year are as follows:

1. Research and observe all of the initiatives and assessments currently adopted and used by PreK through grade 3 classroom teachers in the Indiana Area School District including, but not limited to, Response to Intervention and Instruction (RTII), Hybrid Learning, PreK Counts, DIBELS, NWEA, Directed Reading Assessments, and the district's reading and mathematics curriculum.
2. Implement a Professional Development School Model including the Three-Student Project that is sustainable and valuable to the IASD and IUP.
3. Conduct research to determine the effectiveness of the PDS model.
4. Support new initiatives of IASD including RtII, Hybrid Learning, and PreK Counts.
5. Address the achievement gap of all students, and especially historically underperforming students, as measured by the School Performance Profile.

### **Priorities**

Currently, our teacher candidates complete a four-week Professional Sequence II experience and fifteen weeks of student teaching in various schools in and around Indiana County. This new model would transform our field experiences by placing students in districts for an entire school year. Candidates would come to campus for classes during the first ten weeks of the fall semester. In their courses the school district initiatives will be introduced, the candidates will be in the classrooms on the days they do not have IUP classes to observe and deepen their understanding of the initiatives, and they will spend the remainder of the fall and all of the spring semesters in the school. The PDS model will include a component called the Three-Student Project (3SP) (Tidwell, 2009) where each university pre-service teacher will be working with three students identified as being at risk of academic failure. The Three-Student Project (3SP) involves one pre-service teacher providing intensive interventions to three students in an early childhood classroom every day. Best practices for early intervention provide learners who struggle with small group instruction (Jensen, 2006). The ECSP department currently has a PDS partnership with the Pittsburgh Public School District where the 3SP has been implemented and has proven to raise children's standardized test scores. Additionally, one-hundred percent of IUP students placed in the Pittsburgh PDS have now passed all of the PECT (state certification) exams. The population of students will be very different in Indiana and the school's curriculum is not the same; thus, it is not possible to take our Pittsburgh model and replicate it exactly as it is done in the Pittsburgh Public Schools. It is imperative to engage in professional development to institute the proposed new partnership. In the edited book *Professional Development Schools: Schools for Developing a Profession*, Linda Darling-Hammond (2005) made it clear that each and every school district and university partnership is unique and experiences its own challenges with implementation. Her book describes various models of Professional Development Schools and each and every one is structured uniquely and developed to meet the needs of the university and the school district.

ECSP students' certification exam (PECT) results are higher than the State average, but there is still room for improvement. The PDS initiatives get our teacher candidates in classrooms sooner and for a longer period of time. The PECT questions are application-based and this gives our students the practical experience they need to prepare for the exams. East Pike Elementary School will be the first elementary school in the district to participate in this project and is designated as a Title I school: 43% of students are considered economically disadvantaged with 47.6% of students receiving free or reduced lunches; 25% of

the students are basic or below basic in reading (EdInsight); approximately 25% of the students are basic or below basic in mathematics. Almost 20% of the students are identified as students with special needs and have Individualized Education Plans. If this project is successful in raising student (IUP and IASD) achievement and improving teaching and learning, the school district has expressed interest in expanding the partnership to the other elementary schools within the district, and perhaps expanding it to our Middle Level (MIDL) education students. Eventually, it is our hope that all ECSP and MIDL students can experience a year-long field placement with additional PDS partners in and around Indiana County.

Participation in the spring 2015 National PDS Conference will benefit the proposer, additional program faculty, and the school district. Dr. Luetkehans, Dean, has committed \$500.00 to support this research and the funds will be used to attend the conference. The annual PDS conference serves as a source of networking for P-12 and university faculty and administrators to share their efforts in building and sustaining PDS relationships that positively impact teaching and learning across the school-university continuum. The conference schedule includes opportunities for formal and informal conversations, presentations from nationally recognized speakers, hands-on workshops, and facilitated discussions on various topics related to PDS partnerships. The conference revolves around the “Nine Essentials” of Professional Development School relationships. The proposer and district teachers may submit a proposal reflecting Essential 4: A Shared Commitment to Innovative and Reflective Practice, and/or Essential 6: An Articulation Agreement Developed by Participants Delineating Roles and Responsibilities of All Involved. The proposer and teachers will also submit a proposal to present at the annual PAC-TE conference in Harrisburg, PA.

### **Description of the Project**

The literature/research review will take place in the summer of 2014 so by the beginning of the school year, the proposer will be familiar with all of the new initiatives (RtII, Hybrid Learning, PreK Counts, etc.) adopted by the Indiana Area School District and all of the assessments (DIBELs, NWEA, DRAs) used to evaluate student achievement. Also in the summer of 2014 the proposer will attend the PA Summer Partnership PDS conference in State College, PA (see Budget Notes). In September, observations of classroom teachers implementing the various initiatives will occur. Additionally, the initial pre-assessments will be conducted of the children who are identified to participate in the Three Student Project. Once the needs of the children are determined, the project proposer will work with the classroom teachers and teacher candidates to develop research-based interventions to be used with the children. During the first semester, the project proposer will observe the pre-service teachers and work with them to continue to evaluate and revise the specific interventions. In December or early January (mid-term of the public school year), assessments will be administered to the children to determine if gains are being made and what specific needs still need to be addressed for the remainder of the school year. The team will again work on designing and implementing interventions for the children. Final assessments will be administered at the end of the student teaching experience and data will be analyzed to determine the impact the Professional Development School Model using the Three Student Project had on the achievement gains of the public school children. Data will also be collected from the student teachers and classroom teachers to determine the effectiveness of the PDS model and what modifications need to be made for the expansion to other schools within the IASD and in other school districts.

### **Summary Timeline and Responsibilities of Project Director, Dr. Sue Rieg:**

Spring/Summer 2014	Buy books, find peer-reviewed articles, and research all of the initiatives and assessments used by the Indiana Area School District; Apply for IRB approval; Attend PA Summer Partnership Conference (PA Network for PDS and Penn State University)
September 2014	Observe classroom teachers at East Pike using the IASD program initiatives; Assist with pre-assessment data collection and development of interventions for children

September – November 2014	Observe teacher candidates at East Pike and assist with evaluating and revising interventions
December – January 2015	Assist teacher candidates and classroom teachers with mid-year assessment data collection and developing interventions for the remainder of the school year
January – April 2015	Observe teacher candidates and assist with evaluating and revising interventions; Meet with study group(s) from other buildings to design and begin planning for the implementation of their PDS's
March or April 2015	Attend annual National Professional Development School Conference (location not yet published) to learn more about PDS models and implementation and present our current model
*April – May 2015	Assist teacher candidates and classroom teachers with post-assessment data collection and analysis of final results
*May – June 2015	Collect data from teacher candidates and classroom teachers regarding the benefits and challenges of implementing the PDS model; Finish implementation plan for other district buildings

\*A slight extension is needed in order to use the children's end-of-year assessment data and to gather data from the school district regarding the effectiveness of the project.

Five regular classroom teachers (Mrs. Erin Snyder – K, Mrs. Katie Reed – 1<sup>st</sup>, Mrs. Peg Sukup – 2<sup>nd</sup>, Mrs. Natalie McKee – 3<sup>rd</sup>), one learning support teacher (Ms. Sue Brown), one special education faculty member (Dr. Anne Cramer), and I, Dr. Sue Rieg, will form a Professional Learning Community study group in the spring 2014 semester to research the history and philosophy of professional development schools and to create the implementation plan for East Pike Elementary School. The six public school teachers (and additional school district volunteers) will each take one of our teacher candidates during the implementation year (2014-2015). They will work collaboratively with the two IUP professors throughout the implementation process. During the year of this grant, five-to-ten initial teacher candidates and classroom teachers will benefit, at least 15 and up to 60 young children will benefit, and eventually, when spread to other schools and districts in the Commonwealth, hundreds of teacher candidates and young children will benefit.

### **Professional Development**

This grant will enhance the proposer's personal professional development goals in several ways. First, it will provide the time and scholarly resources for the proposer to explore all of the IASD's initiatives and assessment techniques, teach them to our program faculty and pre-service teachers, and further investigate the research on Professional Development Schools. Next, the grant will provide an on-site liaison/mentor to assist in each phase of the PDS implementation process. Data will be collected from the pre-service teachers, classroom teachers, and children identified to be involved in the Three-Student Project. The proposer will be able to take the knowledge and skills gained from this experience and train other IUP faculty members on the background and implementation of a Professional Development School with the Three-Student Project. Scholarship will be enhanced through research, professional presentations, and manuscripts.

### **Expected Outcomes**

The expected outcomes of this research project are as follows:

1. Through scholarly research, the project proposer will gain a deeper understanding of PDS models and relationships, and various initiatives and assessments used by the IASD.
2. The PDS partnership between the IASD and IUP will be implemented and evaluated in one building.
3. A plan to expand the PDS model to other district buildings will be developed.

4. The pre-service teachers will gain a deeper understanding of the day-to-day operations of a classroom and of assessing students and developing interventions to meet their diverse academic needs. They will increase scores and pass-rates on the PECT exams.
5. The classroom teachers will be exposed to more Professional Development opportunities that can be offered by the IUP faculty members.
6. The proposer will gain the knowledge and skills to expand the model to other school districts in and around Indiana County.
7. The ECSP program will meet CAEP Standard 2 for building professional partnerships.
8. The IASD will meet the Common Core Standards for reading and mathematics and raise the achievement scores of their students at risk.

#### **ASSURANCE OF COMPLIANCE WITH UNIVERSITY RESEARCH REQUIREMENTS**

The researcher will acquire site approval from the Indiana Area School District and Institutional Review Board approval from IUP in order to use the research and data collected during the implementation phase to write a professional manuscript and conference papers. The researcher, along with teacher representatives from the school district, will present the research and data collected to date at the National PDS Conference in the spring 2015 semester and perhaps other national, regional, and state conferences such as PAC-TE.

#### **BUDGET SUMMARY**

<b>PROJECT BUDGET</b>	<b><u>PROPOSED GRANT</u></b>	<b><u>UNIVERSITY CONTRIBUTION</u></b>	<b><u>OTHER SOURCES</u></b>	<b><u>TOTALS</u></b>
Salary/ Fall (2 cr.)	\$3,884.00	0	0	\$3,884.00
Salary/Spring (2 cr.)	\$3,884.00	0	0	\$3,884.00
Summer Stipend	\$500.00	0	0	\$500.00
Honoraria	\$1,000.00	0	0	\$1,000.00
Supplies/Books	\$732.00	0	0	\$732.00
Other: Research Support		\$500.00		\$500.00
<b>TOTALS</b>	<b>\$10,000.00</b>	<b>0</b>	<b>0</b>	<b>\$10,500.00</b>

**NOTES:** The salary for fall and spring will provide a two-credit release for the project proposer to research and implement the Professional Development School model. The summer stipend will be used to compensate for one week's time the proposer will use to research the various initiatives and assessments implemented by the school district. Honoraria will be used to invite two guest presenters (\$500.00/person; guests to be determined after attendance at the June PA PDS conference) to speak to IUP and IASD faculty on benefits, challenges, and tips for implementing PDS partnerships. Supplies include books and resources for RTII, DIBELS, and other initiatives. The College of Education and Educational Technology Dean has committed to \$500.00 to support the research (see letter of support). The Dean's contribution will be used toward attendance at the National Professional Development School Conference. Additional conference costs for both the National and State conference will be sought through other sources such as USRC grants, Article 40 Professional Development funds, and/or will be paid out of the proposer's pocket.

**ADDITIONAL NOTE:** The proposer and school district colleagues received recently a \$5,000.00 NEA grant to form a Professional Learning Community to begin the initial groundwork for this PDS partnership. The NEA grant money is being used for substitute teachers for the district's teachers to work with IUP in a formalized study group, three books on the theory and practice of PDSs, a field trip to our Pittsburgh partners, and attendance for one teacher at this year's national PDS conference.

## REFERENCES

- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2012). Examination of alternative programs of teacher preparation on a single campus. *Teacher Education Quarterly*, 39(4), 55-74.
- Darling-Hammond, L. (Ed.) (2005). *Professional development schools: Schools for developing a profession*. New York, NY: Teachers College Press.
- Doolittle, G. (2008). Creating professional learning communities: The work of professional development schools. *Theory into Practice*, 47(4), 303-310.
- Jensen, E. (2006). The social context of learning. In Sheryl Feinstein (ed.): *The Praeger Handbook of Learning and the Brain*, pgs. 452-456. Praeger, Westport, CN.
- McCray, E., Rosenberg, M, Brownell, M., deBettencourt, L., Leko, M., & Long, S. (2011). The role of leaders in forming school-university partnerships for special education teacher preparation. *Journal of Special Education Leadership*, 24(1), 47-58.
- Shroyer, G., Yahnke, S., Bennett, A., & Dunn, C. (2007). Simultaneous renewal through professional development school partnerships. *Journal of Educational Research*, 100(4), 211-225.
- Tidwell, M. (2009). "How Urban Professional Development Schools Raise Student Achievement: Focusing Our Attention on Struggling Students". Co-presentation at the National Association for Professional Development Schools' annual conference, March 11-14, Daytona Beach.

SUE A. RIEG, Ed.D.  
150 Robin Street  
Indiana, PA 15701  
Home (724) 349-8203  
Work (724) 357-2400  
E-mail: [srieg@iup.edu](mailto:srieg@iup.edu)

**EDUCATION**

1996 - 1999 Doctor of Education, Duquesne University

**HIGHER EDUCATION EXPERIENCE**

2009 – Present Professor, Indiana University of PA  
2006-2009 Associate Professor, Indiana University of PA  
2001 – 2006 Assistant Professor, Indiana University of PA

**SELECTED SCHOLARLY PUBLICATIONS**

**BOOKS AND BOOK CHAPTERS:**

- Rieg, S., & Paquette, K. (Eds. 2011). *Striving for the 'perfect' classroom part II: Teachers' Responsibilities beyond instruction and assessment*. Hauppauge, NY: Nova Science
- Paquette, K., & Rieg, S. (2010). *Striving for the 'perfect' classroom: Instruction and Assessment techniques for today's diverse learners*. Hauppauge, NY: Nova Science Publishers, Inc.
- Rieg, S. (2008). Young children's perceptions of school administrators: Fostering positive relationships. In M. Jalongo (Ed.), *Enduring bonds: The significance of interpersonal relationships in young children's lives*. Dordrecht, The Netherlands: Springer.
- Jalongo, M., Rieg, S., & Helderbran, V. (2007). *Planning for learning: Collaborative Approaches to lesson design and review*. New York, NY: Teachers College Press.

**PEER REVIEWED JOURNAL ARTICLES**

- Wilson, B., Rieg, S., & Brewer, H. (2013). Are teacher educators practicing what they teach? *National Teacher Education Journal* 6(3), 5-15.
- Rieg, S., & Wilson, B. (2009). An investigation of the instructional pedagogy and assessment strategies used by teacher educators in two universities within a state school system of higher education. *Education*, 130(2), 277-294.
- Rieg, S. (2008). Young children's perceptions of school administrators: Fostering positive relationships. In M. Jalongo (Ed.), *Enduring bonds: the significance of interpersonal relationships in young children's lives*. Dordrecht, The Netherlands: Springer.
- Jalongo, M., Rieg, S., & Helderbran, V. (2007). *Planning for learning: Collaborative approaches to lesson design and review*. New York, NY: Teachers College Press.
- Rieg, S. (2007). Classroom assessment strategies: What do students at risk and teachers perceive as effective and useful? *Journal of Instructional Psychology*. 34(4), 214-225.
- Rieg, S., & Paquette, K. (2007). Coping with stress: An investigation of novice teachers' stressors in the elementary classroom. *Education*. 128(2), 211-226.
- Rieg, S. (2007). Principals and young children: A dozen recommendations for building positive relationships. *Early Childhood Education Journal*. 39(3), 209-213



**SELECTED PRESENTATIONS**

- Baker, J., & Rieg, S. *2 Departments + 2 Chairpersons = 1 Program: Is This the Best Equation for Future Teachers?* Paper presented at the Pennsylvania Association Of College and Teacher Education Conference in Harrisburg, PA (Fall 2013).
- Rieg, S., & Wilson, B. *Are Teacher Educators Practicing What They Teach?* Paper presented at the Eastern Education Research Association Conference in Sarasota, FL (Spring 2011).
- Paquette, K., & Rieg, S. *Understanding Yourself, Knowing Your Students, and Motivating Both: Key Factors that Support Learning Success.* Paper presented at the Eastern Education Research Association Conference in Savannah, GA (Spring 2010).
- Rieg, S. *Collaboration or Isolation: Collaborative Teacher Planning for Student Learning.* Paper Presented at the Pennsylvania Association of College and Teacher Educators in Harrisburg, PA (Fall 2008).

**PROGRAM EVALUATOR**

- Holidaysburg Area School District's Language Arts Curriculum (2013)
- Indiana Area School District's Teaching American History Grant (2004-2008)

**GRANTS**

- NEA Grant to form a study group with the Indiana Area School District (2014) \$5,000.00
- One University Senate Research Grant to present a paper at the Hawaii International Education Conference (2012) \$750.00
- Three University Senate Research Grants to present papers at the Hawaii International Education Conference and Eastern Educational Research Conference (2007, 2009, and 2011) \$500.00 each

**HONORS AND AWARDS**

- Phi Kappa Phi (2010-Present)
- Nominated for Senate Service Award (2014)
- Nominated for IUP University Professor (2011)
- Nominated for Senate Teaching Award (2007)
- Center for Teaching Excellence Award in Content Pedagogy (2007)
- Kappa Delta Pi's Excellence in Education Award (2003)



# Indiana University of Pennsylvania

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College of Education and Educational Technology P 724-357-2480  
 Stouffer Hall, Room 104 F 724-357-5595  
 1175 Maple Street [www.iup.edu/education](http://www.iup.edu/education)  
 Indiana, Pennsylvania 15705-1058

Dear Members of the Faculty Professional Development Council:

Please accept this letter in support of the PASSHE grant proposal for Dr. Sue Rieg, Professor and Chairperson of the Department of Professional Studies in Education. The grant, *Building the BRIDGE: Building University and School District Relationships for Innovation, Development, and Growth in Education*, proposed to establish a close partnership between the Indiana Area School District and Indiana University of Pennsylvania is directly aligned with the objectives and mission of the College of Education and Educational Technology's academic unit.

The new Council for the Accreditation of Educator Preparation (CAEP) Standards for teacher education dictates that partnerships must be formed in order for teacher candidates to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all students' learning development. In order for IUP's teacher education programs to educate and prepare the highest quality teachers and earn accreditation, it is imperative that we build strong and lasting partnerships with local school districts and educational agencies. Dr. Rieg has an established relationship with the Indiana Area School District and will be a key player in the planning and implementation of this partnership. This professional development opportunity would allow her to become current with the Indiana Area School District's instructional and assessment initiatives in order to successfully plan, implement, and assess a Professional Development School (PDS) model. It will also give her the knowledge and skills to provide professional development to her colleagues and to raise the achievement levels of our teacher candidates.

It is my understanding that if Dr. Rieg receives this award, she will be replaced for two credits in the fall and spring semesters and will receive a summer stipend in order to conduct research for this project. In addition to what will be awarded by the grant, I am willing to support this project for \$500.00. This financial support will assist Dr. Rieg with her research agenda, with presenting her findings at professional education conferences, and publishing her results in peer-reviewed academic journals.

It is my hope that this will be the beginning of a long and lasting partnership with the Indiana Area School District and the College of Education and Educational Technology that will begin in one elementary school and expand to all of the buildings within the district and eventually with surrounding school districts in our area. Dr. Sue Rieg's dedication to this initiative and to the education profession is notable and respectable and I highly recommend her to receive this award in order to enhance her own professional development and support the mission and objectives of our College.

Sincerely,

Lara Luetkehans

Dean

College of Education and Educational Technology



beyond expectations