

**Pathways to Professions (P2P):  
Preparing and Sustaining Culturally Responsive Educators for Inclusive Excellence**

Application for the Teacher Quality Partnership (TQP) Grant Program (84.336S)

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## List of Terms

ACPS	Allegany County Public Schools
AS	Assessment System at FSU
BCPS	Baltimore City Public Schools
BTU	Baltimore Teachers Union
CAEP	Council for the Accreditation of Educator Preparation
CSU	Coppin State University
EdTPA	EdTPA is the first nationally available standards-based, subject-specific performance assessment for beginning teachers Developed by SCALE at Stanford University.
FARM	Free and Reduced Price Meals
FSU	Frostburg State University
GPRA	Government Performance and Results Act Performance Measures
HBCU	Historically Black Colleges and Universities
IHE	Institution of Higher Education
LEA	Local Education Agency
LEP	Limited English Proficient
MCCRS	Maryland College and Career-Ready Standards
MSDE	Maryland State Department of Education
MSI	Minority Serving Institution
NCATE	National Council for Accreditation of Teacher Education
P2P	Pathways to Professions
PARCC	Partnership for Assessment of Readiness for College and Careers
HBI	Historially Black Institution
PDS	Professinal Development School
PDSN	Professinal Development Schools Network
PWI	Predominately White Institution
UAAS	Unit Assessment and Accreditation System at CSU
USM	University System of Maryland

## **I. ABSOLUTE, COMPETITIVE, AND INVITATIONAL PRIORITIES**

### **A. Absolute Priority One: Create Model Teacher Preparation and Induction Programs.**

With the overarching goal of inclusive excellence, Coppin State University (CSU), in partnership with CSU Professional Development Schools Network in Baltimore City, Baltimore Teachers Union, Frostburg State University, FSU Professional Development Schools Network in Allegany County, Allegany County Public Schools, and Kirwan Center for Academic Innovation at the University System of Maryland, is proposing the Pathways to Professions (P2P) initiative. The P2P aims to build capacities in delivering high-impact clinical practice and induction experience in both rural and urban settings, while simultaneously bridging opportunity and achievement gaps through improvement of teacher effectiveness and student achievement. The P2P addresses Absolute Priority One, Competitive Preference Priority, and Invitational Priority under the Teacher Quality Partnership Program (TQP).

Leveraging partnership among an Historically Black Colleges and Universities (HBCU) in an urban setting, a Predominately White Institution (PWI) in a rural setting, a high-need LEA, two Professional Development Schools Networks, a teachers union, and a research center from the university system, the P2P will implement three high-tech, high-touch, and high-impact innovations:

1. ***Connected MegaCommunity for Systemic Capacity and Linkage Building (Goal 1).***

The P2P will leverage cross-sector expertise among academic experts, policymakers, and industry leaders to enhance capacity, increase transparency, and improve outcomes through cross-institutional collaboration and system-wide validation.

2. ***Connected Learning with Year-Long Clinical Preparation (Goal 2).*** The P2P will reengineer and co-implement a year-long internship program with high-impact

curriculum and residential clinical rotations in both rural and urban settings to strengthen teacher candidates' competencies in culturally responsive instructions and specialized interventions.

3. ***Connected Career Pathways with Two-Year Induction (Goal 3)***. The P2P will co-create and implement a two-year induction program for new teachers with high-quality professional development, strategic mentoring, and competency credentialing to improve teacher effectiveness and student achievement.

The P2P will impact an unduplicated total of 160 aspiring teachers, 120 new teachers, and 60 mentors during the five-year grant period. Through processes of institutionalization, the P2P expects that a minimum of 85% of the teacher candidates, 85% of the new teachers, and 85% of the mentors will successfully complete the program requirements with documented impact on P-12 students. The P2P team will study the efficacy, impact, and potential for scaled implementation and replication among high-poverty rural and urban communities. The expected findings demonstrating P2P's positive impact on the competencies of educators will help establishing a national model in preparing and sustaining a highly effective and culturally responsive teaching workforce capable of helping all students succeed.

## **B. Competitive Preference Priority: Improve Academic Outcomes of Students in Rural and Urban Areas**

B.1 The extent to which the applicant provides timely data that supports a high concentration of students to be served in the identified population(s)

**Narrowing Opportunity and Achievement Gaps in High-Poverty and Low-Performing Schools.** Solving complex and community-wide challenges in high-poverty LEAs and high-need schools requires strategic partnerships with systemic innovations that narrow

opportunity and achievement gaps for both teachers and P-12 students. Profiles of the LEA and Professional Development Schools Networks (PDSN) are summarized below.

***Baltimore City Public Schools (BCPS)***. BCPS is one of the largest urban school systems in Maryland serving 84,976 students from grades K-12, among which 83% are Black or African American students. Students receiving special services at the elementary level include 89.4% Free and Reduced Price Meals (FARM), 5.8% Limited English Proficient (LEP), 12.9% Special Education, and 81.6% Title I. Students receiving special services at the secondary level include 79.2 % FARM, 17.7% Special Education, and 17.1% Title I (Maryland Report Card, 2015). The poverty data of the **CSU-PDSN** high-need schools ranged from 89.5% to >95.0% FARM (Appendix C). With regards to student achievement, the 2015 PARCC assessment data in English Language Arts/Literacy for met and exceeded expectations ranged from 11% to 28%. The 2015 PARCC assessment data in Mathematics for met and exceeded expectations ranged from 5.6% to 15.8%. With regards to BCPS highly qualified teachers status, the overall percentage of classes not taught by highly qualified teachers is at 20.8%. Classes not taught by highly qualified teachers at high poverty elementary schools are at 18.6%, and at high poverty secondary schools are at 25.2%. Additional details are presented in Appendix C.

***Allegany County Public Schools (ACPS)***. ACPS is located in rural Maryland serving 8,865 students from grades K-12, among which 90% are white students. Students receiving special services at the elementary level include 63.6 % FARM, 17.9 % Special Education, and 64.5% Title I. Students receiving special services at the secondary level include 48.7% FARM and 10.9% Special Education (Maryland Report Card, 2015). The poverty data of the **FSU-PSDN** high-need schools ranged from 42.6% to 89.2% FARM (Appendix C). With regards to student achievement, the 2015 PARCC assessment data in English Language Arts/Literacy for

met and exceeded expectations ranged from 16.3% to 37.1%. The 2015 PARCC assessment data in Mathematics for met and exceeded expectations ranged from 5.8% to 31.5%. With regards to ACPS highly qualified teachers status, the overall percentage of classes not taught by highly qualified teachers ranges from 0.8% to 2.9%. Additional details are presented in Appendix C.

B.2 The extent to which the applicant identifies and analyses the specific need(s) of the students in the identified population(s) that the project would address.

***Strengthening Teacher Effectiveness to Address and Support Individualized Learning.***

Building upon knowledge and experience gained through long-standing partnerships among the IHEs and the high-need PDSN, the P2P team conducted needs assessments based on inputs from partnering organizations, LEAs' reports to MSDE, data from the Maryland Report Card (MSDE, 2015), Maryland Teacher Staffing Report 2014-2016 (MSDE 2014), and Maryland Minority Teacher Recruitment Study and Report (MSDE, 2013). The high-poverty and low-performing status as reflected in the outcomes of PARCC assessments, and the relatively high proportion of students receiving special services indicated the need to significantly improve teacher effectiveness to better support individualized learning. The P2P is thus designed to strengthen competencies among general and special education teachers in providing appropriate and effective instructions that support individualized learning.

B.3 The extent to which the project is designed to specifically meet the identified need(s) of the students in the identified population(s) based on its analysis.

***Focusing on Culturally Responsive Instructions and Specialized Interventions to Increase Student Engagement and Achievement.*** While state-wide efforts have been devoted to increasing teachers in critical shortage areas of Special Education, English Language Arts/Reading, and Mathematics (MSDE, 2014), the P2P provides highly focused clinical

preparation and induction in culturally responsive instructions and specialized interventions for educators across Early Childhood Education, Elementary Education, Special Education, and Secondary Education programs. The goals are to integrate high-leverage pedagogies and evidence-based practices that will have immediate and sustaining impacts on student learning and achievement in high-poverty and low-performing schools. Impact on student learning and achievement will be measured through LEA-specific assessments in addressing Maryland College and Career-Ready Standards (MCCRS), and nationally benchmarked PARCC assessment in English Language Arts/ Literacy and Mathematics. Details are presented under Sections III and V, and Tables 1 and 4.

B.4 The extent to which the proposed project will prepare highly effective teacher candidates for state licensure/certification and support the learning needs of students

***Preparing and Sustaining Highly Effective Teachers for Inclusive Excellence.*** High-need LEAs and schools in rural and urban settings often face similar challenges of higher level of teacher dissatisfaction, attrition, and unbalanced distribution of highly qualified teachers. Increasing teacher effectiveness, satisfaction, and retention in high-need LEAs requires strategic career pathways with continuing support for seamless transition from professional preparation to career success. The P2P year-long clinical preparation and the two-year induction are designed specifically to support career-wide development while narrowing opportunity and achievement gaps among aspiring and new teachers. The P2P program structures and activities are designed based on the logical model (Table. 1). Teacher candidates will be required to complete the re-designed curriculum and clinical experiences in both rural and urban settings. The P2P expect that a minimum of 85% of the teacher candidates will successfully complete the redesigned year-long clinical program, among which 100% will meet state licensure requirements for teacher

certification. Teacher candidates' competencies to support student learning will be demonstrated and documented through a comprehensive assessment program inclusive of (1) IHE-LEA jointly designed Internship Evaluations, (2) nationally validated EdTPA assessment and PRAXIS II licensure exams, (3) competency-based micro-credentials in culturally responsive instructions and specialized interventions, and (4) outcomes of Summer Leadership Academy. Details are presented under Sections III and V, and Tables 1 and 4.

### **C. Invitational Priority: Enhance Cultural Competencies to Support High-Need Students in Rural and Urban Areas.**

*Cultivating Cultural Competencies and Success Mindset for Inclusive Excellence.* In a broad educational context, cultural competence centers on the knowledge, skills and professional dispositions to effectively serve students from diverse cultures (NEA, 2008). Research studies have shown how culturally competent educators are better equipped to engage student learning through contextualization, to help address achievement gaps through differentiated and/or specialized instructions, and to reach out to students' families toward improvement in student engagement and achievement (Moule & Diller, 2012; US Department of Education, 2007; Gay, 2000; NEA, 2008; and Sheridan, 2006). With regards to non-cognitive development, recent research in grit and growth mindset (Duckworth, 2016; Dweck, 2006) provides promising insights on characteristics correlated to student achievement and success. The P2P team has been working with local schools using growth mindset as a framework to support high-poverty and low-performing students in the past few semesters.

The P2P *Connected Learning* and *Connected Career Pathways* (Table 1 & Figure 1) are thus anchored by the theories and practices of cultural competencies and growth mindset. The strategies and activities are guided by evidence-based practices in specialized instructions and

interventions (What Works Clearinghouse, US Department of Education; Iris Center, Vanderbilt University; and MSDE, 2013), and the framework for *Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools* (MSDE, 2014). Highlights of *Connected Learning* with year-long clinical preparation include (1) redesigned curriculum to strengthen candidates' knowledge, skills, and dispositions in culturally responsive instructions and specialized interventions; (2) redesigned internship with new virtual co-teaching and residential clinical rotations in rural and urban settings to immerse candidates in diverse communities; and (3) comprehensive assessments and competency-based micro-credentials in areas of (i) Diversity and Success Mindset; (ii) Universal Design for Learning; (iii) Differentiated Instructions; (iv) Behavior and Classroom Management; (v) Assessment, Alternate Assessment, and Progress Monitoring, and (vi) Family Engagement and Teacher Leadership.

Highlights of *Connected Career Pathways* with two-year induction include (1) high quality professional development; (2) strategic mentoring and periodic observation; and (3) comprehensive assessments and competency-based micro-credentials in areas of (i) Equity, Access, and Success Mindset; (ii) Standard-Based IEP; (iii) School Improvement and Leadership; (iv) Specialized Knowledge, Skills, and Dispositions I; (v) Specialized Knowledge, Skills, and Dispositions II, and (vi) Specialized Knowledge, Skills, and Dispositions III. The P2P credentials iv-vi will be jointly designed to address needs of new teachers in high-need LEAs.

## **II. SIGNIFICANCE**

### **A. Introduction**

#### ***A.1 Making Excellence Inclusive: A Priority for All***

Our nation's future depends on our collective commitment to making excellence inclusive in education and the workplace. In a country that has been hailed as the "land of

opportunity,” we are witnessing the vast deterioration of social mobility, coupled with increasing economic inequality. The decline of social mobility has spurred civil unrest, as evidenced by recent events in Baltimore, MD and Ferguson, MO. With communities at risk, education is increasingly vital to democratic progress, social mobility, and economic prosperity. Developing a highly effective workforce with career-ready competencies and civically engaged mindsets is no longer a privilege for some, but a priority for all. Preparing highly effective educators capable of helping all students succeed and thrive in the new global century is no longer an aspiration but a necessity for our shared future.

### ***A.2 Inclusive Excellence Challenges: Student Opportunity and Achievement Gaps in High-Poverty and Low-Performing Schools***

Recent research has shown that opportunity and achievement gaps are reflected in the national challenges of unemployment and underemployment among underserved populations in general and individuals with disabilities in particular. The increasing achievement gap among at-risk populations was highlighted in the 2015 Pell research. The study cites a 37 percentage-point gap in college continuation rates between top and bottom family income quartiles in 2012. In 2013, bachelors’ degree attainment by age 24 was eight times higher for those from high-income families than those from low-income families. This inequity pattern is evident in higher education and echoed in statistics for High School Graduates College Continuation Rates, which shows a 27 percentage-point gap between the top and bottom quartiles in 2012 (The Pell Institute, 2015). Income inequity is only one of many impediments faced by this vulnerable population, but it is a key inception point for many of the other challenges that they have and will likely continue to experience.

Opportunity and achievement gaps among underserved students and children with

disabilities are ultimately reflected in unequal occupational and life outcomes (Noguera, P. et al., 2015). *Moving Maryland Forward* (MSDE, 2013) reported achievement gaps in Reading, Mathematics, and Science. The gaps in Reading range from 25.4 percentage-points in Grade 3 to 44.8 percentage-points in Grade 8. The gaps in Mathematics range from 35.8 percentage-points in Grade 3 to 47.6 percentage-points in Grade 8. The gaps in Science range from 40.9 percentage-points in Grade 5 to 45.2 percentage-points in Grade 8. To narrow the existing gaps, the report identified key measures in the area of Equity, Access, and Progress to include, among others, increasing access to high quality general education classes while reducing disproportionate representation of racial and ethnic groups in special needs categories, placements, and disciplinary removal. In the area of Professional Learning, the report identified key measures to increase the qualifications and effectiveness of general and special educators in specialized instructions and interventions.

### ***A.3 Inclusive Excellence Challenges: Teacher Diversity and Professional Learning Gaps***

The opportunities and achievement gaps among underserved students and students with disabilities in both rural and urban settings are critically impacted by access to highly effective educators. “The growing re-segregation of American schools by race, ethnicity, compounded by economic class segregation, has become the dominant trend in American education” (Albert Shanker Institute, 2015). Recent research has shown the positive impact of minority teachers on minority students in academic performance as well as in social and emotional growth through role modeling and cultural connections. However, the decline in minority teacher workforce is evident. Between 2002 and 2012, the share of the African American teacher workforce declined at rates from 1% in Boston’s charter schools to nearly 28% in Washington, DC. The attrition rates of African American teachers during the same period ranged from 15% in New York City

to 62% in New Orleans (Albert Shanker Institute, 2015). In Maryland, teacher turnover remains a persistent problem. Approximately 40% to 50% of all first year teachers will leave the profession by the end of their fifth year of teaching. Teacher turnover costs as much as \$50,000 for every teacher who leaves the system (Maryland Senate Bill 49, Teacher Induction, Retention, and Advancement Act of 2016).

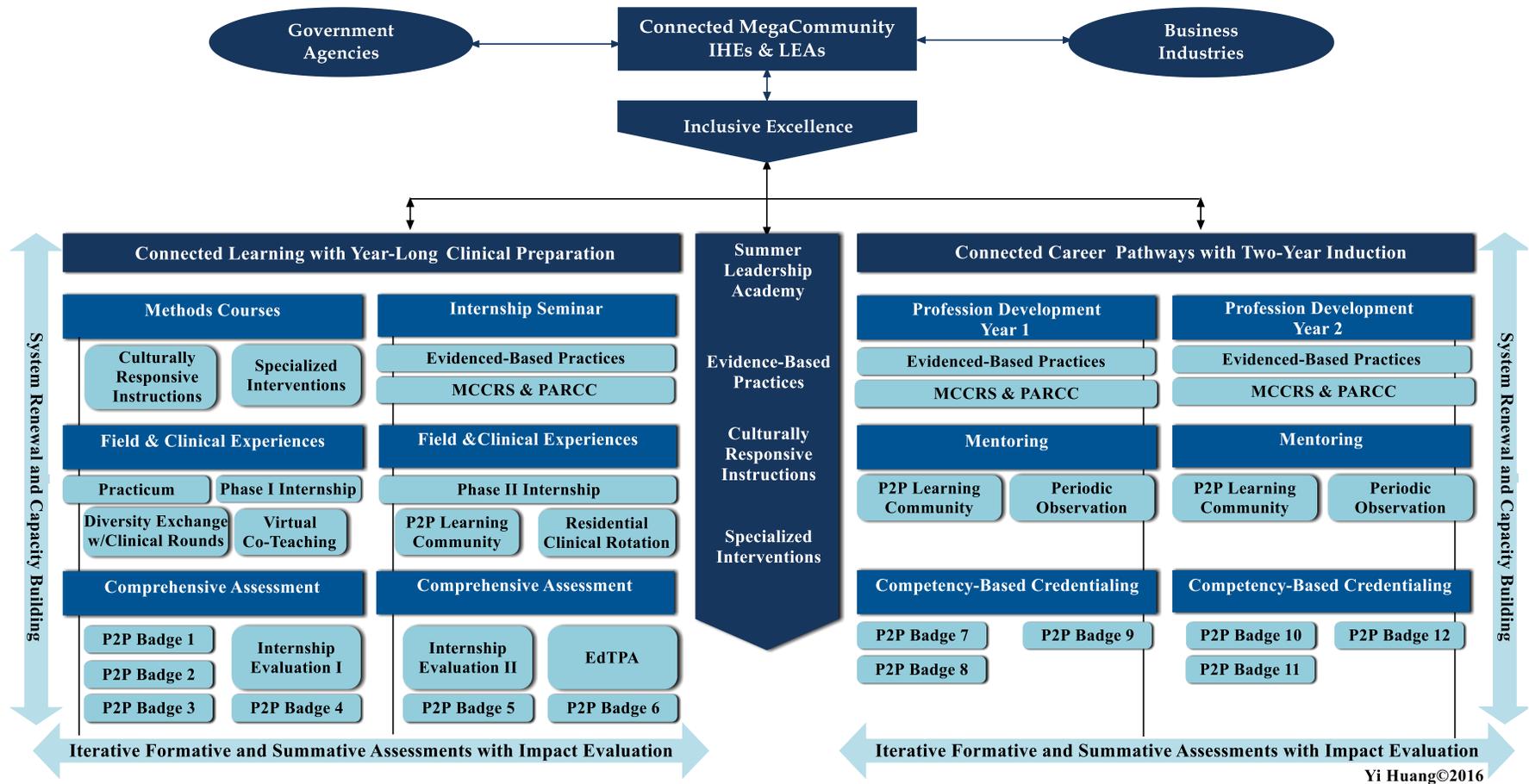
Teacher diversity is thus increasingly an educational civil right for students. Teachers' ability to work effectively with diverse students is increasingly a key strategy to inclusive excellence, particularly in high-poverty and low-performing schools. In both rural and urban contexts, preparing highly effective educators through high-impact professional learning opportunities across the teacher life-cycles are thus imperative to increasing teacher retention and teaching effectiveness, and reducing student achievement gaps. Nationwide, policy makers, educational organizations, and advocacy agencies have demonstrated uneven engagement in change initiatives ranging from conceptual re-envisioning to strategic modifications in practice. Despite pockets of excellence, the critical need to prepare highly effective teachers to better engage students in high-poverty and low-performing schools remains. This lack of systemic and integrated approaches to significantly improve professional competencies in specialized instructions and interventions is compounded by additional challenges, including: the lack of consensus on common expectations and tools for measuring outcomes; inadequate depth and breadth of contents and instructional strategies; insufficient opportunities in coursework and clinical-based experiences; passive delivery that positions participants as consumers of information rather than creators of knowledge through practice; and lack of flexible and streamlined career-wide professional learning pathways to develop and sustain a highly effective and culturally responsive teaching workforce.

**Table 1: Pathways to Professions (P2P) Logic Model**

Inputs, Resources, and Activities	Short-Term Outcomes	Long-Term Outcomes and Impact
<b>Goal 1: Connected MegaCommunity for Systemic Capacity and Linkage Building</b>		
<ul style="list-style-type: none"> <li>▪ Objective 1: Establish Connected <i>MegaCommunity</i> and the <i>P2P Executive Committee</i> to improve quality and enhance capacity for inclusive excellence.</li> <li>▪ Objective 2: Establish common expectations of clinical preparation and induction</li> <li>▪ Objective 2: Conduct research and disseminate promising practices for scalable and sustainable improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leverage cross-sector expertise to create structures, processes, and practices for the P2P operations.</li> <li>▪ Improved transparency, reliability, and portability of competency-based credentialing.</li> <li>▪ Improved knowledge and enhanced practices in clinical preparation and induction programs through cross-institutional collaboration and system-wide validation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced capacities and linkages through institutionalization among IHEs and LEAs.</li> <li>▪ Narrowed opportunity and achievement gaps in teacher effectiveness and student achievement through clinical preparation and induction.</li> <li>▪ Documented positive impact of P2P strategies and processes for potential scaled implementation, particular in high-need rural and urban LEAs.</li> </ul>
<b>Goal 2: Connected Learning with Year-Long Clinical Preparation</b>		
<ul style="list-style-type: none"> <li>▪ Objective 1: Establish the <i>Teacher Preparation Committee</i> to redesign clinical preparation to improve candidate knowledge and classroom practice in diverse settings.</li> <li>▪ Objective 2: Develop a comprehensive assessment program for the year-long clinical preparation to ensure mastery of competencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement the redesigned year-long clinical preparation program with (1) high impact curriculum; (2) residential clinical rotation in rural and urban settings; (3) comprehensive assessment; and (4) Summer Leadership Academy.</li> <li>▪ Implement the redesigned comprehensive assessment with (1) nationally validated EdTPA assessment; (2) locally developed internship evaluations; (3) system-endorsed competency-based credentials; and (4) Summer Leadership Academy. Special foci are placed on English Language Arts/Literacy and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased level of knowledge, skills, and depositions in culturally responsive instructions and specialized interventions among teacher candidates prepared in high-need LEAs.</li> <li>▪ Increased level of competencies to (1) conduct action research, and (2) implement evidence-based practices to better support student achievement in high-need LEAs. Special foci are placed on English Language Arts/Literacy and Mathematics.</li> </ul>
<b>Goal 3: Connected Career Pathways with Two-Year Induction</b>		
<ul style="list-style-type: none"> <li>▪ Objective 1: Establish the <i>Teacher Induction Committee</i> with IHEs, LEAs and P2P partners to design a two-year induction program to increase teacher effectiveness, reduce attrition, and improve career satisfaction.</li> <li>▪ Objective 2: Create contexts and conditions for evidence-based practices with “evidence rich” documentations that improve student achievement in high-need LEAs and schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement the two-year induction program inclusive of (1) high quality professional development with competency-based credentials; (2) joint mentoring in a Community of Practice; (3) Summer Leadership Academy; and (4) IHE Faculty &amp; PDS Mentor Training.</li> <li>▪ Improved teaching effectiveness through appropriate use of evidence-based practices, culturally responsive instructions, and specialized interventions. Special foci are placed on ELAs/Literacy and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased level of teaching effectiveness, retention and career satisfaction among participating new teachers and mentors in partnering high-need LEAs.</li> <li>▪ Increased level of P-12 student achievements in partnering high-need LEAs and schools in English Language Arts/Literacy and Mathematics as reflected in PARCC assessments.</li> </ul>
<b>Iterative Formative and Summative Assessments with Impact Evaluation to Ensure Continuous Improvement and Achieve P2P Goals</b>		

**Figure 1: Pathways to Professions (P2P) System Design**

**Pathways to Professions (P2P):  
Preparing and Sustaining Culturally Responsive Educators for Inclusive Excellence**



MCCRS = Maryland College and Career-Ready Standards. PARCC= Partnership for Assessment of Readiness for College and Careers. IHEs = Institutions of Higher Education. LEAs = Local Education Agencies. P2P Badge = P2P competency-based micro-credentials in culturally responsive instructions and specialized interventions.

**B. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

***B.1 Innovative Approaches toward Inclusive Excellence***

Recognizing the urgent need to make excellence inclusive, the P2P are designed to simultaneously build system-wide capacities in delivering high-impact educational services while improving teacher competencies necessary to support all students in high-need LEAs. The P2P strategies and activities are based on the theories and practices of capacity and linkage building (Spillane & Thompson, 1997; Fullan & Stiegelbauer, 1991). Using co-constructive approaches to leverage cross-organizational expertise and resources, the P2P model encourages simultaneous renewal and reciprocal transformation (Table 1 and Figure 1).

The *Connected MegaCommunity* (Goal 1) maximizes collective expertise and resources through development of common goals, joint processes, and shared strategies that build individual, institutional and community capacities. The *Connected Learning* (Goal 2) with year-long clinical experience and the *Connected Career Pathways* (Goal 3) with two-year induction program are designed to strengthen individual capacities of the aspiring and new teachers. The co-construction and co-delivery of shared curriculum, instruction, and assessment as well as the joint faculty and mentor professional development are designed to build institutional capacities among IHEs and high-need schools. The collaborative P2P governing structure and processes are designed to strengthen IHE-LEA community-wide capacities by (1) removing common organizational and operational barriers such as recruitment, retention, and support for career success; (2) improving P-20 alignments of curriculum and assessment with internationally benchmarked MCCRS; and (3) enhancing evidence-based practices toward improved student learning outcomes as measured through LEA and PARCC assessments and P2P evaluations.

The three P2P innovations provide high-tech, high-touch, and high-impact services for (1) teacher candidates who otherwise would not have the opportunities to gain and demonstrate competencies in both rural and urban settings; (2) new teachers who otherwise would have limited access to high-quality professional development in a networked improvement community that supports diversity and inclusion; (3) HBCU, PWI and high-need LEAs who otherwise would not have the sole capacity and resources for systemic transformation; and (4) P-12 students in high-need, low-performing rural and urban schools who would have limited access to high-quality instruction taught by highly effective and diverse teachers. Collectively, the three P2P innovations serve to unify efforts across sectors and levels of schooling in addressing critical needs of improving teacher effectiveness, community engagement, and student achievement.

**C. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

The P2P project is designed with logical modeling that include a clearly defined management plan addressing goals, objectives, milestones, and timelines (Tables 1-3 and Figure 1). Each of the three P2P innovations has a robust mix-methods assessment and impact evaluation plan. **Improvement of teacher effectiveness** will be measured by locally developed assessments co-constructed by LEAs and IHEs; nationally validated EdTPA assessment and PRAXIS licensure tests; competency-based micro-credentials developed by P2P and validated by the USM; and perceptual and impact studies conducted by external evaluators. Data informed instructional practices are integral part of the P2P assessments where teacher candidates and new teachers are required to document impact on student achievement. Using the competency-based model, participants are expected to demonstrate a minimum of “meet standard” in each of the direct assessments, thus ensuring mastery of core competencies in culturally responsive

instructions and specialized interventions. **Improvement of student achievement** will be measured through school and LEA-specific assessments aligned with MCCRS, and PARCC assessments with special foci in English Language Arts/ Literacy and Mathematics. The expected findings demonstrating P2P’s positive impact on teacher effectiveness and student achievement will help establish a national model in preparing and sustaining a highly effective and culturally responsive teaching workforce for high-need schools in rural and urban LEAs.

### **III. QUALITY OF THE PROJECT DESIGN**

#### **A. The extent to which the proposed project is supported by strong theory.**

The P2P innovations are based on current research in connected learning theories (Ito, M. et al., 2013, Garcia, A., 2014), competency-based credentialing (Digital Promise, 2015 & 2016, Hickey, D. et al., 2014), high-impact practices (Kuh, 2008), community immersion processes (Waddell, 2013), high-leverage pedagogies (Ball and Forzani, 2012), high-velocity clinical preparation strategies (NCATE, 2010, Darling-Hammon & Lieberman, 2012), and improvement sciences (Bryk, A. et al., 2013); and are aligned to national accreditation standards (CAEP, 2015), state MCCRS standards and priorities (MSDE, 2007 & 2013) in diversity and inclusion. Anchored in the theories and practices of capacity and linkage building, the P2P model encourages simultaneous renewal and reciprocal transformation, and enables strategies that are sensitive to local contexts and responsive to community needs.

The program structures and activities are designed based on the logical model (Table. 1) to build capacities and linkages at individual, institutional, and community levels with the intent to increase the probability for successful interventions. The processes, strategies, and practices are supported by moderate to strong research evidence with “evidence of promise” that link inputs, outputs, and outcomes. The P2P includes three goals realized through three innovations.

### ***A.1 Goal 1: Connected MegaCommunity for Systemic and Linkage Building***

Breaking through traditional uni-sector approaches to solving complex and community-wide challenges of teacher effectiveness and student achievement gaps, the P2P will build a *MegaCommunity* (Gerencser et al., 2009) connecting the higher education learning ecosystem and the educator employment ecosystem (Prince et al., 2015; Pace & Williams, 2015). The objectives are to (1) leverage cross-sector expertise among academic experts, policymakers, and industry leaders to improve quality and enhance capacity for inclusive excellence; (2) improve transparency, reliability, and portability of micro-credentials in culturally responsive instructions and specialized interventions through cross-institutional collaboration and system-wide validation; and (3) conduct research and disseminate promising practices and lessons learned for potential scaled implementation, validation, and replication.

Tapping into the power of many, the innovative multi-sector investment mechanisms will help maximize social benefit, collective impact, and economic return. The architecture of community- and profession-wide collaborations will help create, scale, and sustain efforts that both supplement and supplant the traditional academic and business models (KnowledgeWorks, 2012). The short-term goals for the *Connected MegaCommunity* are to create structures, processes, and practices for the P2P. The mid-term goals are to establish common expectations for clinical preparation and induction programs, and to implement and evaluate P2P innovations for institutionalization. The long-term goals are to validate P2P strategies and processes for scaled implementation and replication, particular in high-need rural and urban schools (Table 1).

### ***A.2 Goal 2: Connected Learning with Year-Long Clinical Preparation***

Breaking through geographical and institutional boundaries, the P2P will reengineer and co-implement year-long clinical preparation curriculum and experience among the partners. The

objectives are to (1) improve classroom practice in diverse settings through clinical rotations in both rural and urban settings within the Professional Development Schools Networks (PDSN); and (2) ensure mastery of competencies through implementation of nationally validated EdTPA assessment and PRAXIS II licensure exams, locally developed internship evaluations, and university system endorsed competency-based micro-credentials (Table 1 and Figure 1).

The short-term goals for the *Connected Learning* are to collaborate with P2P partners in redesigning the year-long clinical experience model, and to build infrastructures and capacities for delivery. The mid-term goals are to implement and evaluate the redesigned clinical experience for institutionalization. Resources and efforts will be devoted to support recruitment and retention efforts with wrap-around support services to ensure persistence and on-time completion. The long-term goals are to validate the strategies and processes of the new clinical preparation model for scaled implementation in high-need rural and urban schools.

*Current Clinical Preparation Model.* Teacher preparation programs at CSU and FSU have had long-standing and successful experiences working with local P-12 PDSs. The programs at both institutions are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education (MSDE). In accordance with state policies, clinical preparation and program operations at CSU and FSU meet rigorous PDS Assessment Framework (MSDE, 2007) in five areas: (1) Learning Community; (2) Collaboration; (3) Accountability; (4) Organization, Roles and Resources; and (5) Diversity and Equity. Clinical curriculum, internship experience, and evaluations are jointly designed and implemented by the IHE and its partnering PDSs.

*Needs for Clinical Preparation in Diverse Settings.* The strengths in collaborative approaches among IHEs and PDSs toward preparing highly effective teachers are evident. While

teacher candidates enrolled in CSU are well-prepared with intensive internship experiences in urban PDSs, they have limited to no opportunities for clinical practice in rural settings. Similarly, teacher candidates enrolled in FSU are well-prepared with intensive internship experiences in rural PDSs, but they have limited to no opportunities for clinical practice in urban settings. To significantly strengthen knowledge, skills, and professional dispositions necessary to help all students in diverse settings, CSU and FSU have been engaged in Diversity Exchange initiatives since fall 2014. Activities include (1) curriculum experiences with both virtual and in-person interactions co-taught by FSU/CSU faculty to leverage expertise and build capacities of both institutions; (2) peer-to-peer pairing of FSU/CSU candidates with team-based activities to maximize academic and social learning; (3) one-day “clinical-rounds” conducted in both FSU’s/CSU’s PDSs to maximize impact of clinical experiences in both rural and urban settings. The clinical rounds are patterned after the rounds and rotations of medical training. The two-year pilot of the Diversity Exchange reaffirmed the critical needs for real-world clinical practices in diverse settings, and thus propels the joint redesign as proposed in this P2P project.

***The Redesigned Year-Long Clinical Experience Model.*** Key foci and activities of the redesigned year-long clinical preparation are summarized below and presented in Figure 1.

### ***A.2.a Curriculum Redesign***

To strengthen diversity competencies, culturally responsive pedagogies, and specialized interventions, the P2P partners will jointly redesign two gateway courses and the internship seminar at each of the IHEs with shared curriculum components and common competencies assessed through common signature assignments. The two gateways courses in Special Education and in Measurement and Evaluation are required courses across all initial licensure programs with integrated practicum experiences conducted prior to the internship. Similarly, the

Internship Seminar is a required course for all licensure programs.

*(i) Cross-Cutting Themes in Culturally Responsive Instructions and Specialized Interventions.* A collection of six competency-based micro-credentialing modules in culturally responsive instructions and specialized interventions will be designed and implemented across initial licensure programs at partnering IHEs. The micro-credentialing areas are based on LEA needs, the State priorities in equity, inclusion, and diversity (MSDE, 2013).

*(i.a) Students with Disabilities.* Specialized instructions and interventions addressing needs of student with disabilities are integral part of the six P2P competency-based micro-credentials. The redesigned gateway course in special education and the internship seminar further require candidate to demonstrate competencies during practicum and internship regarding support for the Individualized Education Plans (IEPs) under IDEA, and effective and appropriate use of technologies as defined by the Maryland Teacher Technology Standards (MTTS).

*(i.b) Limited English Proficient Learners (LEP).* The redesigned curriculum and field activities aim to strengthening teacher candidates' knowledge on how language and cultural impact academic, social, emotional, physical, and communication development of LEP learners. In addition to integrating evidence-based practices in ELL, teacher candidates will be required to apply the framework as defined in the *Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools* (MSDE, 2014).

*(ii) Empirically-Based Practices and Scientifically Validated Research.* The redesigned gateway courses will place emphasis on comprehensive review of scientifically validated research in relevant content areas. Evidence-based practices in Special Education, Literacy, Mathematics, and ELL will be incorporated into practicum and internship experiences. Candidates will be required to conduct an *Action Research* during internship. Assessing and

analyzing student academic achievement data will be an integral part of the action research. Candidates will be required to document inputs, outputs, outcomes, and implications for improvement in teaching and learning through the *Action Research* and EdTPA assessment.

(iii) *Special Foci in English Language Arts/Literacy and Mathematics*. Special foci will be placed on the implementation of the MCCRS in English Language Arts/Literacy and Mathematics. Literacy and Mathematics core components will be integrated into the redesigned gateway courses and the internship seminars. P2P will further support curriculum activities of the four (4) MSDE state approved reading courses at each of the IHEs by (1) strengthening intensive and targeted literacy instructional strategies and assessments, (2) used of evidence-based practices, and (3) P2P cross-cutting strategies of culturally responsive instructions.

#### ***A.2.b Clinical Experience Redesign with Residential Clinical Rotations***

(i) The 100 day-internship includes two Phases: 20 days in Phase I and 80 days in Phase II. Phase I will include (1) virtual peer-collaborations and team-based assignments delivered through the P2P Blackboard Community, and (2) a two-day onsite visit to the partnering IHEs with guided “clinical rounds” in the PDSs. Phase II Part 1 will include (1) virtual peer-collaborations and team-based assignments delivered through the P2P Blackboard Community, and (2) a virtual peer co-teaching jointly conducted by FSU/CSU teacher candidates in respective PDSs. Phase II Part 2 will include (1) virtual peer-collaborations and team-based assignments delivered through the P2P Blackboard Community, and (2) a one-week residential clinical rotation in rural PDSs for CSU teacher candidates, and urban PDSs for FSU candidates. The highly structured internship with virtual and in-person interactions and a cumulating residential clinical rotation provides candidates immersion experiences to observe and apply rural and urban teaching methodologies that are supported by evidence-based practices.

(ii) *Co-Teaching, Joint Supervision, and Joint Mentoring.* To leverage expertise and maximize impact, the redesigned courses and clinical practices will include co-teaching conducted by FSU and CSU faculty, and joint supervision conducted by IHE university supervisors and PDS mentors from the partnering LEAs during the clinical rotations in rural and urban classrooms. To further encourage collaboration and application of the new knowledge and skills, candidates will be required to conduct co-teaching during the redesigned internship.

### ***A.2.c Competency-Based Comprehensive Assessment***

The redesigned year-long clinical experience will include a comprehensive assessment program with three major components delivered through advanced technologies.

(i) *Internship Formative Evaluations.* The locally co-created Internship Evaluations are designed to address institutional, state, and professional standards as well as LEA requirements. The evaluations are conducted by the university supervisors, the P-12 mentors, and the candidates as forms of self-evaluations. The 360-degree approach enables multiple perspectives that support candidates' growth. The multiple assessments conducted during Phase I and II during the year-long internship further enable demonstration of competencies in and over time.

(ii) *Internship Summative Evaluation through EdTPA and Praxis II Licensure Exams.* Developed by SCALE at Stanford University, EdTPA is the first nationally available standards-based, subject-specific performance assessment for beginning teachers in the nation. Intended to be used as a summative assessment, EdTPA is used by 626 educator preparation programs in 41 states (EdTPA, 2015). *Praxis II* exams are nationally normed and are state licensure requirements. The P2P will integrate EdTPA as a new assessment for both IHEs. Advanced panoramic video recording and annotation of lessons taught by candidates will be part of required evidence documenting teacher competencies.

(iii) *Competency-Based Micro-Credentialing*. To significantly strengthen teachers' knowledge and skills to positively impact P-12 student learning, candidates will be required to complete six competency-based micro-credentialing modules, including (1) Diversity and Success Mindset; (2) Universal Design for Learning; (3) Differentiated Instructions; (4) Behavior and Classroom Management; (5) Assessment, Alternate Assessment, and Progress Monitoring, and (6) Family Engagement and Teacher Leadership. Upon successful completion, candidates will be awarded P2P signature badges that are validated by the USM.

The P2P will be one of the first system-level initiatives to develop stackable micro-credentialing badges aimed at advancing knowledge, skills, and dispositions of educators to better support P-12 students for inclusive excellence. P2P will create next generation, highly personalized learning pathways using digital badges to document learning processes, products, and outcomes. Within the current time-based educational framework, mastery of expected learning outcomes is a persistent variable rather than a constant factor of learner success. To ensure mastery, the P2P credentialing badges are granted based on competencies rather than the traditional concept of "seat time" (CLASP, 2015; Seymour et. al, 2015; Finkelstein et. al, 2013).

Anchored in the 3Cs of curriculum, co-curricular, and community (Braskamp et.al., 2014), each of the badges include (1) a theoretical learning unit delivered online, (2) a field-based experience in the classroom or community, and (3) a project-based learning product submitted to the P2P badge credentialing system. The rigorous professional development in a networked learning environment will demand learners to serve as knowledge generators in classrooms and change makers in communities. With strategic experiences integrating academic and social learning online and onsite, participants will have opportunities to demonstrate competencies that are valued in academia and validated through real-world application.

#### ***A.2.d Summer Leadership Academy***

To build and sustain a Community of Practice (Wenger, McDermott & Snyder, 2002), the P2P will implement a two-day *Summer Leadership Academy* each year for prospective, new and mentor teachers to share professional achievements while continuing to advance knowledge and skills through application of evidence-based practices. The P2P *MegaCommunity* partners will jointly conduct the academy. P2P inputs, outputs, outcomes, and potential changes based on available data will be shared for continuous improvement.

#### ***A.3 Goal 3: Connected Career Pathways with Two-Year Induction***

Breaking through traditional academic preparation to career-wide competency credentialing, the P2P will co-create an innovative induction model for new teachers. The objectives are to (1) ensure professional growth through strategic mentoring, high-quality professional development, stackable competency-based micro-credentialing badges that are validated across system institutions and state regulating agencies, (2) improve achievement of students in high-need LEAs through implementation of evidence-based practices, culturally responsive instructions, and specialized interventions with “evidence-rich” documentations. The two-year induction model will be jointly developed among IHEs, LEAs and P2P partners with a comprehensive and systemic approach to increasing teacher effectiveness, reducing teacher attrition, and improving student learning. Key foci and activities are summarized below and presented in Figure 1.

The short-term goals for the *Connected Career Pathways* are to collaborate with P2P partners in designing the two-year induction model, to establish university system-wide validation policies for the P2P signature badges, and to build infrastructures and capacities for delivery. The mid-term goals are to implement and evaluate the induction program and P2P

signature badges for institutionalization. The long-term goals are to validate the strategies and processes of the induction model and the P2P signature badges for scaled implementation and replication, particular in high-need rural and urban schools.

### ***A.3.a High Quality Professional Development***

(i) To increase teacher effectiveness, the P2P induction program will build upon the LEAs' current teacher induction programs with additional personalized support and services. The personalized learning will include (1) sustained and regular activities that are aligned with school goals, and district and state standards and assessments, (2) teaching strategies for the MCCRS and PARCC, and (3) collaboration and teaching demonstration opportunities to engage in evidence-based practices (DeMonte, J. 2013). The IHEs and LEAs will collaborate to ensure that professional development and assessment are aligned to district-specific Teacher Effectiveness Evaluation, and are in compliance with the Code of Maryland Regulations (COMAR).

(ii) *Competency-Based Credentialing in Culturally Responsive Instructions and Specialized Interventions*. A collection of six competency-based micro-credentialing modules in culturally responsive instructions and specialized interventions will be designed and implemented across disciplines and levels of schooling. New teachers will be required to demonstrate competencies through successful completion of P2P signature badges, including (1) Equity, Access, and Success Mindset; (2) Standard-Based IEP; (3) School Improvement and Leadership; (4) Specialized Knowledge, Skills, and Dispositions I; (5) Specialized Knowledge, Skills, and Dispositions II, and (6) Specialized Knowledge, Skills, and Dispositions III. Contents, constructs, and assessments for badges 4-6 will be jointly determined by the IHE and LEA partners. Upon successful completion, candidates will be awarded with P2P Signature Badges validated by the USM, and/or Continuing Education Unit (CEU) awarded by the MSDE.

### ***A.3.b Joint Mentoring in a Community of Practice***

(i) To increase retention and reduce attrition, sustained and regular coaching and mentoring will be provided by LEA/PDSN master teachers, IHE faculty, and peer new teachers. Dialogue and feedback will be conducted through the P2P Blackboard Community, virtual and in-person observations in diverse settings, and the face-to-face Summer Leadership Academy.

(ii) *Special Foci in English Language Arts/Literacy and Mathematics.* Special foci will be placed on the implementation of MCCRS in English Language Arts/Literacy and Mathematics. IHE faculty and P-12 mentors will work with new teachers to integrate evidence-based practices and appropriate specialized instructions and interventions in the two content areas during the two-year induction period. The goals are to increase student achievement based on results of the PARCC Assessment and Alternate Assessment for student with special needs.

### ***A.3.c Summer Leadership Academy***

The two-day academy is designed for prospective, new and mentor teachers to share professional achievements while continuing to advance knowledge and skills through application of evidence-based practices toward inclusive excellence. P2P inputs, outputs, outcomes, and potential changes based on available data will be shared for continuous improvement.

### ***A.3.d IHE Faculty and PDS Mentor Training***

To ensure high quality support and services that are aligned to LEA/PDSN needs and P2P goals, a two-day intensive training and the two-day Summer Leadership Academy will be held each year for IHE faculty and LEA/PDSN mentors. *Evidence-Based Instruction and Teacher Induction* (AIR, 2015) will be used as a key reference. The P2P *MegaCommunity* partners will jointly conduct the training to build local capacities. Periodic observations and mentor evaluations will be conducted to ensure quality and fidelity. Compensation including stipends,

release time, and CEUs, as appropriate, will be provided for to support substantial participation.

**B. The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of services.**

***B.1 Strategic Partnerships for Scalable Implementation and Sustainable Improvement***

The P2P will leverage cross-sector expertise and shared resources in achieving the three P2P goals: (1) ***Connected MegaCommunity***. The multi-sector P2P partners will jointly create a blueprint for systemic capacity and linkage building activities that influence policies, improve practices, and enhance outcomes; (2) ***Connected Learning***. The cross-intuitional P2P partners will jointly reengineer the year-long clinical experience in both rural and urban settings with next generation learning and integrated assessment; and (3) ***Connected Career Pathways***. The LEA/PSDN-IHE P2P partners will jointly design and implement a two-year induction program with high quality professional development and competency-based badge credentials to improve teacher effectiveness and student achievement.

***B.2 Powerful HBI-PWI and Rural-Urban Partnerships to Narrow Opportunity and***

***Achievement Gaps***

*Coppin State University (CSU)*. Founded in 1900, CSU is an urban, comprehensive Historically Black Institution (HBI) within the University System of Maryland with over 3,100 enrolled in graduate and undergraduate programs in 2015. As an anchor institution in Baltimore, Maryland, CSU is deeply committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Central to CSU's mission and contribution is the assurance of economic competitiveness through the provision of high-quality professional programs and impactful community services. The student population is comprised of

approximately 86% African Americans, 61% first generation, 71% Pell-grant recipients, and 85% merit/need-based aid (CSU, 2016). The College of Arts & Sciences, and Education (CASE) at CSU include the School of Education (SOE) and the School of Arts and Sciences (SAS). The CASE structure greatly facilitates collaboration among SOE and SAS faculty for the operation of all teacher and administrator licensure programs. The collaborative operations have been institutionalized through the Teacher Education Advisory Council (TEC) with members from SOE, SAS, other CSU units, PDSs, and MSDE. P2P operations will meet all policies and practices of the TEC with faculty from SAS as content experts.

*Frostburg State University (FSU).* Founded in 1898 to prepare teachers, FSU is a public, comprehensive, largely residential regional university located in the rural area of Appalachian Highlands of Western Maryland. FSU serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex global society. The student population was comprised of over 5,700 in 2015, among which 93% of the undergraduate students are Maryland residents, 55% are white, and 37% are low income (FSU, College Portrait). The College of Education at FSU includes the Department of Educational Professions and the Department of Kinesiology and Recreation with 14 diverse programs. In accordance with national and state accreditation requirements, the COE works closely with the College of Liberal Arts & Sciences (CLAS) in its operations of all teacher and administrator licensure programs. The collaborative operations among COE and CLAS have been institutionalized through the P20 Executive Advisory Council (P20). P2P operations will meet all policies and practices of the P20 with faculty from CLAS as content experts.

*William E. Kirwan Center for Academic Innovation (Kirwan Center).* The University

System of Maryland (USM) is comprised of 12 diverse institutions with cumulative enrollment of over 163,000 students in 2015. USM provides access to excellent higher education opportunities, performs groundbreaking research, offers vital services to communities and individuals, and fuels economic and workforce development. The Kirwan Center is the first system-level center to conceptualize, promote, study, and disseminate groundbreaking innovations aimed broadly at transforming higher education. Current initiatives include competency-based education, digital badging, course redesign, high-impact practices, online learning, open educational resources, and learner analytics. The Kirwan Center is also exploring the best ways to support leaders of academic change, both within the USM and across the world.

*Baltimore Teachers Union (BTU).* With the mission toward betterment of teachers, paraprofessionals, and school related personnel, BTU organizes, supports, and enforces the terms of negotiated agreements, and serves as a powerful political force that influences the direction of education and improves the academic achievement of children in the Baltimore City Public Schools. With a membership of over 8,000, the BTU greatly impacts its members and the communities it serves.

*Baltimore City Public Schools (BCPS) and the CSU PDSN.* BCPS is one of the largest urban school systems in Maryland serving 84,976 students from grades K-12, among which 83% are Black or African American students. Demographics and achievement data from the CSU PDSN were presented in Section I under Competitive Preference and Appendix C.

*Allegany County Public Schools (ACPS) and the FSU PDSN.* ACPS is located in rural Maryland serving 8,865 students from grades K-12, among which 90% are white students. Demographics and achievement data from the FSU PDSN were presented in Section I under Competitive Preference and Appendix C.

**C. The extent to which the proposed project is designed to build local capacity and yield results that will extend beyond the period of Federal financial assistance.**

***C.1 Capacity and Linkage Building for Sustainable Improvement***

As noted under Section II Significance item B, the P2P goals and innovation strategies are based on the theories and practices of capacity and linkage building. The ***Connected MegaCommunity*** (Goal 1) maximizes collective expertise and resources that build individual, institutional and community capacities. The ***Connected Learning*** (Goal 2) and the ***Connected Career Pathways*** (Goal 3) are designed to strengthen individual capacities of aspiring and new teachers. The co-construction and co-delivery of shared curriculum, instruction, and assessment are designed to build institutional capacities among IHEs and high-need LEAs. Collectively, the three P2P innovations serve to unify efforts across sectors and levels of schooling in addressing critical needs to improving teacher effectiveness and student achievement in high-poverty and low-performing schools.

***C.2 Commitment, Accountability, and Sustainability***

The strategic partnerships are built upon shared organizational commitments to improving teacher effectiveness and student achievement. The enthusiasm and commitment through human capital, social capital, and financial resources are reflected in the supporting letters and project design. The P2P goals and strategies are directly aligned with institutional, state, and national standards and priorities. Such intentional alignments are designed to ensure organizational support with sustainable operations during and beyond the grant period.

The intent for institutionalization is explicitly stated in the objectives for each of the three innovations with integrated processes and strategies (Tables 2 &3). To facilitate institutionalization and ensure stewardship of the TQP funding, a P2P Executive Committee will

be established as part of the *MegaCommunity*. The Executive Committee with IHE and LEA and PDSN partners will develop action plans on how the P2P innovations can be sustained beyond the grant period through appropriated, reallocated, and/or leveraged private and state grants. To maximize resources and increase return on investments, the P2P employs a range of cost-effective strategies such as the development of shared instructional materials and assessments, common placement operations, and innovative use of technology for scalable delivery.

### ***C.3 Collaborative and Coherent Approach toward R&D through External Funding***

The P2P research and development agenda was created by the PI in collaboration with CSU, BTU, USM, P-12 Schools, and other IHEs and industry partners beginning in fall 2014. The P2P currently includes a constellation of seven programs aimed at (1) transforming educational enterprises through systemic innovation that improves value and quality, and (2) increasing access and success through competency-based career pathways that improve professional effectiveness and performance outcomes. Six of the programs, ranging from early college access and success through a dual enrollment model to competency-based micro-credentialing for prospective teachers, have been awarded. The seventh P2P program, as proposed in this TQP application, is designed specifically to strengthen competencies in culturally responsive instructions and specialized interventions across disciplines and institutions for inclusive excellence. The non-federal resources will be used, as appropriate, to support the proposed TQP project. Each of the partnering organizations will further provide in-kind contributions to ensure attainment of the P2P goals during and beyond the grant period. With regards to facilities, in fall 2015 CSU inaugurated the new Science & Technology Center (STC) which serves as the metropolitan hub for STEM (Science, Technology, Education and Math) education and research. The \$83 million STC offers state-of-the-art learning and research

facilities and will be used to host the various P2P activities.

Building upon current efforts and early successes, the P2P team is poised to extend current research and execute project plans to achieve the stated goals within the five-year grant period. With capacities and infrastructures established through the TQP project, the P2P team will actively seek additional private and public funding to refine and validate the P2P model for high-poverty and low-performing rural and urban settings. The larger vision, building on and extending beyond the immediate scope of the proposed TQP project, is to establish a *Network for Inclusive Excellence* (NIE) among PWIs, HBIs, and other Minority Serving Institutions (MSIs) in rural and urban LEAs. Based upon the principles of a *Networked Improvement Community*, the NIE and its members will serve as lighthouses for national pathways that build teacher capacities to improve student achievements in high-need rural and urban schools.

#### IV. QUALITY OF THE MANAGEMENT PLAN

##### **A. The adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones.**

###### ***A.1 Management Plan: Objectives, Timelines, Milestones, and Responsibilities***

The P2P management plan is designed with a supportive organizational structure to govern, manage, implement, and achieve stated goals on time and within budget during the five-year grant period. The initiative will be supported by the P2P Management Council with three committees: (1) **P2P Executive Committee** will facilitate collaboration, oversee processes, and review inputs and outputs to ensure implementation fidelity and achievement of intended outcomes. Members will include PI, Co-PI, two Site Directors, the P2P Project Coordinator, and members from the *Connected MegaCommunity* (Goal 1); (2) **Teacher Preparation Committee** will support the *Connected Learning* (Goal 2) with faculty experts and placement coordinators

from the Colleges of Education and Colleges of Arts and Sciences at the IHEs, representatives from the LEAs, coordinators of the PDSs, and teacher candidate representatives; and (3)

**Teacher Induction Committee** will support the *Connected Career Pathways* (Goal 3) with members from LEAs, mentor teachers from PDSs, Baltimore Teachers Union, IHE education and arts and sciences faculty, and representatives of recent graduates as new teachers.

The executive team will meet on a bi-weekly basis to review status, address barriers, and make adjustments in policies and operations, when necessary, to ensure progress and achieve milestone objectives. The Teacher Preparation Committee will work closely with local partners at each of the implementation sites with monthly progress meetings to review inputs, outputs, and outcomes; and to address needs and ensure consistency and fidelity in achieving common milestones and objectives. Similarly, the Teacher Induction Committee will work closely with local partners at each of the implementation sites with monthly progress meetings to review inputs, outputs, and outcomes; and to address needs to ensure consistency and fidelity in achieving milestones and objectives. An annual P2P Management Council Meeting will be held in conjunction with the P2P Summer Leadership Academy. The management council meeting will (1) review policies, operations, and qualitative and quantitative data to ensure accountability, (2) refine strategies and practices to address needs of P2P partners and ensure continuous improvement, and (3) share findings and implications to build capacities for scalable and sustainable improvement. A summary of goals, objectives, milestones, and implementation plans is presented in Table 2. All P2P activities will be completed within the grant period.

The **P2P Center for Career Success** will be housed in the CSU Teacher Education Advisement & Retention Center (TEAR-C). The director will collaborate with high-need LEAs and provide critical services in areas of recruitment, admission, retention, and completion for

**Table 2: Pathways to Professions (P2P) Implementation Plan: Goals, Objectives, Milestones, Timelines, and Responsibilities**

<b>Goal 1: Connected MegaCommunity for Systemic Capacity and Linkage Building.</b> The P2P will build a MegaCommunity to address complex and community-wide challenges of opportunity and achievement gaps and to improve teacher effectiveness and student achievement.		
<b>Goal 1 Strategies, Activities, and Milestones</b>	<b>Timeline</b>	<b>Responsibility</b>
<p><b>Objective 1:</b> Leverage cross-sector expertise among academic experts, policymakers, and industry leaders to improve quality and enhance capacity for inclusive excellence.</p> <ul style="list-style-type: none"> <li>Strategies and Activities: Establish Connected MegaCommunity, convene monthly P2P meetings, and conduct Annual P2P Management Council Meeting on inputs, outputs, outcomes, and impact.</li> <li>Evaluation and Milestones: Perceptual studies through surveys and focus groups will be conducted to assess (1) stages of progression from formation, implementation, and maintenance to institutionalization (Yr. 1: 50%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 85% satisfactory rating).</li> </ul>	<p>Yr.1: Oct. 2016-Sept. 2017 Yr.2-3: Oct. 2017-Sept. 2022. Anticipated progress listed under Milestones.</p>	<ul style="list-style-type: none"> <li>P2P Executive Team including LEA Members</li> </ul>
<p><b>Objective 2:</b> Improve transparency, reliability, and portability of micro-credentials in culturally responsive instructions and specialized interventions through cross-institutional collaboration and system-wide validation</p> <ul style="list-style-type: none"> <li>Strategies and Activities: Develop competency framework and micro-credentialing standards and validation policies; and establish technological capacities for delivery.</li> <li>Evaluation and Milestones: Qualitative and quantitative data will be collected to assess development and implementation of standards, polices and validation procedures for awarding badges (Yr. 1: planning/development; Yr. 2: 50%; Yr. 3: 75%; Yr. 4: 85%; Yr. 5: 100% completion).</li> </ul>	<p>Yr.1: Oct. 2016-Sept. 2017 Yr.2-3: Oct. 2017-Sept. 2022. Anticipated progress listed under Milestones.</p>	<ul style="list-style-type: none"> <li>P2P Executive Team</li> <li>Teacher Preparation &amp; Induction Committees</li> </ul>
<p><b>Objective 2:</b> Conduct research and disseminate promising practices and lessons learned for potential scaled implementation, validation, and replication.</p> <ul style="list-style-type: none"> <li>Strategies and Activities: Establish research and development capacities and data strategies, and reporting protocols; disseminate findings and network for potential scaled implementation, validation, and replication.</li> <li>Evaluation and Milestones: Qualitative and quantitative data will be summarized, reported, and shared with P2P MegaCommunity and at state and/or national conferences (Reports at the P2P Annual Management Council Meeting and the P2P Summer Leadership Academy).</li> </ul>	<p>Yr.1: Oct. 2016-Sept. 2017 Yr.2-3: Oct. 2017-Sept. 2022. Anticipated progress listed under Milestones.</p>	<ul style="list-style-type: none"> <li>P2P Executive Team</li> <li>Teacher Preparation &amp; Induction Committees</li> </ul>
<b>Goal 2: Connected Learning with Year-Long Clinical Preparation.</b> The P2P will reengineer and co-implement a year-long internship program with clinical rotations in both rural and urban settings to enhance teacher candidate competencies leading to improved P-12 student achievement.		
<b>Goal 2 Strategies, Activities, and Milestones</b>	<b>Timeline</b>	<b>Responsibility</b>
<p><b>Objective 1:</b> Improve classroom practice in diverse settings through clinical rotations in both rural and urban settings within the Professional Development Schools (PDS) Networks.</p> <ul style="list-style-type: none"> <li>Strategies and Activities: Build capacity and acquire resources for (1) Redesign and implement the new curriculum, (2) Redesign and implement the clinical experience with residential clinical rotation in rural and urban settings.</li> <li>Evaluation and Milestones: Qualitative and quantitative data will be collected to assess development and implementation of (1) Curriculum; (2) Year-long internship (Yr. 1: Planning/development, Yr. 2: 50%; Yr. 3: 75%, Yr. 4: 85%, and Yr. 5: 100% completion); and (3) Summer Leadership Academy (Yr. 1: 60 candidates &amp; mentors; Yr. 2: 60 candidates &amp; mentors; Yr. 3: 70 candidates/ new teachers &amp; mentors; Yr.4: 80 candidates/new teachers &amp; 40 mentors; and Yr. 5: 100 candidates/ new teachers &amp; mentors).</li> </ul>	<p>Yr.1: Oct. 2016-Sept. 2017 Yr.2-3: Oct. 2017-Sept., 2022. Anticipated progress listed under Milestones.</p>	<ul style="list-style-type: none"> <li>P2P Executive Team</li> <li>Teacher Preparation Committee w/ LEA members</li> </ul>

<b>Goal 2: Connected Learning with Year-Long Clinical Preparation (Cont.)</b> The P2P will reengineer and co-implement a year-long internship program with clinical rotations in both rural and urban settings to enhance teacher candidate competencies leading to improved P-12 student achievement.		
<b>Goal 2 Strategies, Activities, and Milestones</b>	<b>Timeline</b>	<b>Responsibility</b>
<p><b>Objective 2:</b> Ensure mastery of competencies through implementation of nationally validated EdTPA assessment, locally developed internship evaluations, and university system endorsed competency-based micro-credentials.</p> <ul style="list-style-type: none"> <li>▪ Strategies and Activities: Build capacity, design program, conduct training, and implement (1) EdTPA; (2) Internship Evaluations; (3) Badge credentialing; and (4) Summer Leadership Academy.</li> <li>▪ Evaluation and Milestones: Conduct training, pilot, and implement in selected programs for (1) EdTPA; (2) Internship Evaluation; and (3) Badge credentialing (Yr. 1: Faculty and mentor training 100%; Yr. 2 with 2 programs at each site, Yr. 3-5 with 4 programs at each sites); and (4) Summer Leadership Academy (Yr. 1: 60 candidates &amp; mentors; Yr. 2: 60 candidates &amp; mentors; Yr. 3: 70 candidates/ new teachers &amp; mentors; Yr.4: 80 candidates/new teachers &amp; 40 mentors; and Yr. 5: 100 candidates/ new teachers &amp; mentors).</li> <li>▪ Direct assessments are conducted on a semester-based cycle. Perceptual and impact studies are conducted on an annual-based cycle. Annual reports will document processes, products, strategies, outcomes, as well as unanticipated barriers to progress and possible solutions.</li> </ul>	<p>Yr.1: Oct. 2016-Sept. 2017 Yr.2-3: Oct. 2017-Sept. 2022. Anticipated progress listed under Milestones.</p>	<ul style="list-style-type: none"> <li>▪ P2P Executive Team</li> <li>▪ Teacher Preparation Committee w/ LEA members</li> </ul>
<b>Goal 3: Connected Career Pathways for Career Success.</b> The P2P will co-create and implement a two-year induction program for new teachers with high-quality professional development, strategic mentoring, and competency credentialing to improve teacher effectiveness and student achievement.		
<b>Goal 3 Strategies, Activities, and Milestones</b>	<b>Timeline</b>	<b>Responsibility</b>
<p><b>Objective 1:</b> Ensure professional growth through high quality professional development with badge credentialing, strategic mentoring, and culminating Summer Leadership Academy.</p> <ul style="list-style-type: none"> <li>▪ Strategies, Activities, Evaluation, and Milestones: Build capacity, design program, conduct training, and implement (1) professional development with badge credentialing; (2) strategic coaching and mentoring (Yr. 1: Planning/development, Yr. 2: 50%; Yr. 3: 75%, Yr. 4: 85%, and Yr. 5: 100% completion); (3) faculty and mentor training (Yrs. 1-5 100%); and (4) Summer Leadership Academy (Yr. 1: 60 candidates &amp; mentors; Yr. 2: 60 candidates &amp; mentors; Yr. 3: 70 candidates/ new teachers &amp; mentors; Yr.4: 80 candidates/new teachers &amp; 40 mentors; and Yr. 5: 100 candidates/ new teachers &amp; mentors).</li> </ul>	<p>Yr.1: Oct. 2016-Sept. 2017 Yr.2-3: Oct. 2017-Sept., 2022. Anticipated progress listed under Milestones.</p>	<ul style="list-style-type: none"> <li>▪ P2P Executive Team</li> <li>▪ Teacher Induction Committee w/ LEA members</li> </ul>
<p><b>Objective 2:</b> Improve achievement of students in high-need LEAs through implementation of evidence-based practices, culturally responsive instructions, and specialized interventions with “evidence rich” documentations.</p> <ul style="list-style-type: none"> <li>▪ Strategies, Activities, Evaluation, and Milestones: (1) Conduct periodic observation of new teachers and summarize outcomes of observations; (2) Analyzed outcomes of badge-credentialing where new teachers document evidence-based practices and impact on P-12 students (Yr. 1: Planning, Yr. 2: 50%; Yr. 3: 75%, Yr. 4: 85%, and Yr. 5: 100% completion); (3) Analyze results of PARCC assessment in English Language Arts/Literacy and Mathematics (Yr. 1: Planning; Yr. 2-5 assessment, evaluation, and report conduct annually), and (4) Analyze GPRA data including: graduation, employment retention, improvement in licensure scores, student learning, and new teacher achievement.</li> <li>▪ Direct assessments are conducted on a semester-based cycle. Perceptual and impact studies are conducted on an annual-based cycle. Annual reports will document processes, products, strategies, outcomes, as well as unanticipated barriers to progress and possible solutions.</li> </ul>	<p>Yr.1: Oct. 2016-Sept. 2017 Yr.2-3: Oct. 2017-Sept., 2022. Anticipated progress listed under Milestones.</p>	<ul style="list-style-type: none"> <li>▪ P2P Executive Team</li> <li>▪ Teacher Induction Committee w/ LEA members</li> </ul>

participating prospect, new, and mentoring teachers. With CSU’s expertise in preparing teacher from diverse background and the synergistic partnerships among HBI-PWI, rural-urban PDS Networks, P2P will endeavor to increasing diversity of prospective teachers from both traditional and non-traditional populations while enhancing diversity competencies of prospect, and new and mentor teachers in high-needs LEAs.

**Table 3: Specific Activities for Year One Implementation**

Year One	Activities	Timeline
<b>Goal 1: Connected MegaCommunity</b>	<ul style="list-style-type: none"> <li>▪ Establish <i>Connected MegaCommunity</i>, create governance structures and operational protocols, and conduct regular meetings.</li> <li>▪ Establish P2P Center for Career Success for recruitment, retention &amp; completion</li> <li>▪ Conduct P2P Management Council Meetings.</li> <li>▪ Conduct perceptual and impact studies.</li> <li>▪ Produce bi-annual summary and annual report.</li> </ul>	Q1-4  Q1-4 Q2&4 Q2&4 Q2&4
<b>Goal 2: Connected Learning</b>	<ul style="list-style-type: none"> <li>▪ Establish Teacher Preparation Committee, create governance structures and operational protocols, and conduct regular meetings.</li> <li>▪ Acquire supplies, technology, credentialing and assessment systems, and user licenses for operation and delivery.</li> <li>▪ Redesign 4 courses, 2 internship seminars and all related direct assessments; and design 6 competency-based micro-credentials for teacher candidates.</li> <li>▪ Conduct IHE Faculty and P-12 Mentor Training.</li> <li>▪ Conduct Summer Leadership Academy.</li> <li>▪ Conduct perceptual and impact studies (when appropriate); and produce bi-annual summary and annual report.</li> </ul>	Q1-4  Q1-4  Q1-4  Q4 Q4 Q2&4
<b>Goal 3: Connected Pathways</b>	<ul style="list-style-type: none"> <li>▪ Establish Teacher Induction Committee, create governance structures and operational protocols, and conduct regular meetings.</li> <li>▪ Acquire supplies, technology, credentialing and assessment systems, and user licenses for operation and delivery.</li> <li>▪ Begin collaboration on the induction program and its related professional development and assessments. Design of competency-based credentials for new teachers will occur in Year 2, and implementation will occur in Year 3.</li> <li>▪ Conduct IHE Faculty and P-12 Mentor Training.</li> <li>▪ Conduct Summer Leadership Academy.</li> <li>▪ Conduct perceptual and impact studies (when appropriate); and produce bi-annual summary and annual report.</li> </ul>	Q1-4  Q1-4  Q1-4  Q4 Q4 Q2&4

\*Q=Quarter

**A.2 Operational Efficiency and Cost Effectiveness**

The P2P partners have had a long-standing reputation of success in sharing expertise and resources to support academic and community development activities within the PDS Networks. Building upon the existing collaborative efforts, the P2P is well-positioned to leverage resources and maximize social benefit, collective impact, and economic return. The P2P goals and

objectives have been designed in full collaboration to maximize improvement and impact among targeted populations. The governance structure, implementation timelines and strategies reflect strong efforts toward increasing efficacy and effectiveness (Tables 2 and 3). Overall costs are presented in the Budget Narrative. A summary regarding cost justifications in areas of assessments and evaluations is presented under Section V: Quality of Project Evaluation.

### ***A.3 Qualifications of Key Personnel and Project Management***

The P2P team represents a commanding coalition of higher education professors, administrators, university-system researchers, LEA administrators, teacher leaders, and union representatives, as well as prospective and new teachers. The three P2P innovations will be supported by the three committees: (1) P2P Executive Committee (2) Teacher Preparation Committee, and (3) Teacher Induction Committee. Key personnel include:

**Dr. Yi Huang** will serve as the Principal Investigator (PI) overseeing the P2P processes and operations. She is the Associate Dean and an Associate Professor for the College of Arts & Sciences, and Education at CSU. Dr. Huang has extensive experience in building internal capacities and external networks through collaborative partnerships and innovative system engineering. She is author and lead researcher for the Pathways to Professions (P2P) research and development agenda, which includes a constellation of seven programs. As the former Vice President for the National Council for Accreditation of Teacher Education (NCATE), her work on redesigning the accreditation pathway is being utilized by over 90% of all institutions accredited by NCATE and now the Council for the Accreditation of Educator Preparation (CAEP). Dr. Huang will devote [REDACTED] of time and will be responsible for providing overall leadership of the P2P initiative to ensure project goals are achieved on time and within budget.

**Dr. Kim Rotruck** will serve as Co-PI overseeing P2P processes and operations. She is

Chairperson for the Educational Professions Department overseeing all licensure and credential programs at the College of Education at FSU. She is a content expert in Science Education and has served as a reviewer for program approval and accreditation. As a faculty administrator, she has an outstanding record of implementing programs on main and branch campuses as well as managing innovative grant-based STEM initiatives. Dr. Rotruck will devote [REDACTED] of time and will be responsible to collaborate with PI and provide overall leadership of the P2P initiative to ensure project goals are achieved on time and within budget.

**Dr. Leontye Lewis** will serve as the P2P key personnel and CSU Site Director. She is an Associate Professor and the Director of Field Services and Professional Development overseeing practicum and internship experiences at the School of Education (SOE) at CSU. She has executive experiences, including serving as a former Dean of School of Education. Dr. Lewis will devote [REDACTED] of time and will be responsible for CSU site activities for both the *Connected Learning* and the *Connected Career Pathways*. As the Site Director, Dr. Lewis will collaborate with the LEAs to ensure that project addresses current needs and builds local capacity.

**Dr. Janet Mattern** will serve as the P2P key personnel and FSU Site Director. Dr. Mattern is an Assistant Professor and NCATE Coordinator at FSU. She is a content expert in Mathematics and Early Childhood Education with rich experiences in specialized instructions, including serving as a teacher in pre-K and elementary schools. Dr. Mattern will devote [REDACTED] of time and will be responsible for overseeing FSU site activities for both the *Connected Learning* and the *Connected Career Pathways*. As the Site Director, Dr. Mattern will collaborate with the partnering LEAs to ensure that project addresses current needs and builds local capacity.

**Dr. M.J. Bishop** will serve as the P2P key personnel and system-level academic innovation expert. She is the Director of the William E. Kirwan Center for Academic Innovation

at the University System of Maryland (USM). She has extensive experience in system-wide research, development, and change initiatives aiming to increase access, affordability, and outcomes for the USM. Dr. Bishop is a key member for the various P2P branch programs. Dr. Bishop will devote [REDACTED] of time supporting the development of system-wide policies, processes, and procedures for validation of competency-based credentialing badges, and will provide guidance on the innovative use of technology for scalable and replicable implementation.

**Mr. Robert Eccles** will serve as the P2P key personnel and coordinator for the P2P Center for Career Success. He is the Director of Teacher Education Advisement and Retention Center (TEAR-C) at the SOE at CSU. Mr. Eccles has a broad-range of successful experiences in providing academic and student support services, and is a certified Social Studies teacher. Mr. Eccles will devote [REDACTED] of time coordinating recruitment, retention, and academic support services for perspective and new teachers.

**Dr. [REDACTED]** will serve as the P2P key personnel and content expert in Special Education and Instructional Leadership. She is the former Chairperson at CSU overseeing all initial licensure and credential programs. Dr. [REDACTED] has extensive experience in P-12 education including serving as a teacher, principal, and district superintendent. Dr. [REDACTED] will devote [REDACTED] of time supporting high-need LEAs and local organizations to build community-wide capacities.

**Dr. Daniel Joseph** will serve as the P2P key personnel and content expert in Special Education. He is the coordinator of Special Education Programs and the Director of Off-Campus Initiatives at the CSU. Dr. Joseph has outstanding records of managing grant-based projects and developing and managing both degree and partnership programs on- and off-campus. Dr. Joseph will devote [REDACTED] of time supporting curriculum and field activities for the *Connected Learning* and the *Connected Career Pathways*.

**Dr. Jean Ragin** will serve as the P2P key personnel and content expert in Mathematics and Instructional Leadership. She is an Assistant Professor in the Department of Educational Leadership and Professional Development at CSU. Dr. Ragin has rich experience in P-12 education including serving as a teacher and a principal in Baltimore City Public Schools. Dr. Ragin will devote [REDACTED] of time supporting curriculum and field activities for the *Connected Learning* and the *Connected Career Pathways*.

**Ms. Gerri Bohanan** will serve as the P2P key personnel and mentorship expert. She is the Liaison from the Baltimore Teachers Union (BTU) Support Services. Ms. Bohanan is a certified mentor and has rich experience in supporting teachers and paraprofessionals through BTU. She has collaborated with CSU on a variety of programs for aspiring teachers, in-service teachers and administrators. Ms. Bohanan will devote [REDACTED] of time supporting the P2P to ensure continuous improvement of the *Connected Learning* and the *Connected Career Pathways*.

**High-Need School PDS Coordinators.** Within the current FSU and CSU Professional Development Schools Networks, each of the high-need schools has an assigned PDS coordinator who collaborates with IHEs on a range of improvement activities. The PDS coordinators will collaborate with P2P team to provide placement assistance for the new clinical preparation and induction programs for improving teacher effectiveness and student achievement.

**P2P Project Coordinator.** Full-time, [REDACTED] To be hired. The coordinator will support PI and executive team, coordinate activities, and maintain budget and deliverables to meet P2P goals and timelines. Qualification requirements include: experienced with large-scale grant-based initiatives, and demonstrated abilities to coordinate project activities, collaborate with diverse stakeholders, and maintain budget and deliverables under strict policies and timelines.

**Assessment and Research Assistant.** Part-time, [REDACTED] The assistant will support P2P

Site Directors and institutional leads on research, assessment, and reporting activities.

Qualification requirements: experienced with research, data collection, analysis and reporting; and demonstrated technology fluency and ability to complete tasks accurately and on time.

**External Evaluator.** Dr. [REDACTED], with the support of two associates at the [REDACTED], will serve as external evaluator to conduct a concurrent mixed methods formative and impact evaluation. Additional information is presented under Section V.

**B. The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.**

***B.1 Shared Governance, Mutual Accountability, and Simultaneous Transformation***

The P2P management plan is built upon the core principles of shared governance among the P2P partners with defined mutual accountability through common goals of improving teacher effectiveness and student achievement (Tables 2 & 3, and Figure 1). The three P2P innovations are designed to encourage simultaneous transformation through collective re-design of policies, processes, and practices among the IHEs, the LEAs, and partnering agencies in the communities.

***B.2. Data Informed Iterative Process for Continuous Improvement***

The three P2P goals of *Connected MegaCommunity*, *Connected Learning*, and *Connected Career Pathways* are governed by three committees of (1) P2P Executive Committee (2) Teacher Preparation Committee, and (3) Teacher Induction Committee. Each has a built-in reviewing cycle based on data collected from semester-based direct assessments and annual-based perceptual and impact evaluations (Table 4). Anchored practice in disciplines with rapid cycles of Team, Analyze, Plan, Implement, and Track (TAP-IT) model will be used to facilitate data informed decision making. A team-based co-construction approach that leverages cross-discipline expertise and maximizes capacity will be used to make necessary changes for

achieving the P2P goals. Additional details are presented under Section V below.

## V. QUALITY OF THE PROJECT EVALUATION

### A. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

The research plan is built upon extension program development theories with logical modeling that tracks inputs, outputs, outcomes, and impacts. Improvement sciences and its core principles from the Carnegie Foundation for the Advancement of Teaching will be adapted to simultaneously promote system renewal and continuous improvement (Bryk, 2011, Bryk, et al., 2013). Anchored practice in disciplines with rapid cycles using TAP-IT model (MSDE, 2013) will be used to facilitate program implementation. Strategies and processes of *Networked Improvement Communities* (Bryk, 2011) will be used to build profession-wide capacities and community-wide linkages. Valid and reliable performance data on relevant outcomes will be collected, analyzed, and used for continuous improvement (Table 4). The rigorous evaluation strategies and methods have been aligned to the three project goals and will include qualitative and quantitative data from multiple assessments and multiple sources in and over time. Data will include (1) formative and summative assessments from internal and external sources, and (2) external impact evaluations and benchmark reviews with annual reports.

#### *A.1 Formative and Summative Assessments from Internal and External Sources*

The assessments will be based on (a) nationally validated EdTPA summative assessment and standardized PRAXIS II licensure exams; (b) locally co-constructed Internship Evaluations; and (c) competency-based micro-credentials reviewed by partnering IHEs and LEAs, and validated by the USM. Internal consistency reliability coefficient will be calculated and are expected to be at least .80. The teacher education programs at CSU and FSU are nationally

accredited by NCATE, approved by MSDE, and nationally recognized by Specialized Professional Associations (SPAs) in each of the content areas. As accredited IHEs, 100 percent of the program completers meet state licensure requirements. Candidates in Secondary Education must major in the content areas to ensure expertise and able to teach advanced placement when appropriate. All P2P assessments are directly aligned to standards issued by NCATE/CAEP and MSDE, state MCCRS, Elementary Education Standards issued by Association for Childhood Education International, Early Childhood Education Standards issued by National Association for the Education of Young Children, Special Education Standards issued by Council for Exceptional Children, and Mathematics Standards issued by the National Council of Teachers of Mathematics, and Literacy Standards issued by the International Literacy Association.

#### ***A. 2 External Impact Evaluations and Benchmark Reviews***

The evaluations will be conducted by an independent evaluation team based on (a) data collected through formative and summative assessments from the clinical preparation and induction programs, (b) perceptual and impact studies based on surveys, interviews, focused groups, pre- and post-evaluations, (c) teacher hiring, retention and performance data from LEAs and identified GPRA measures, and (4) student achievement data based on MCCRS standards and PARCC assessments. Qualitative data, where appropriate, will be analyzed using Multivariate Analysis of Variance (MANOVA) strategies. The alpha level for significance tests will be set at .05 and appropriate effect size indices will be calculated to estimate the magnitude of program effects on outcomes. P-12 student outcomes will be conducted with hierarchical linear modeling and regression analysis when appropriate. Annual reports will be provided to the P2P partners to address progress, barriers, outcomes, and implications for improvement.

**Table 4: Pathways to Professions (P2P) Comprehensive Assessment and Evaluation Plan**

Goals, Objectives , Activities	Evaluation/ Sources/Outcomes
<b>Goal 1: Connected MegaCommunity for Systemic Capacity and Linkage Building</b>	
<ul style="list-style-type: none"> <li>▪ Establish Connected <i>MegaCommunity</i> and build capacities</li> <li>▪ Establish common expectations and measures for clinical preparation and induction programs</li> <li>▪ Conduct research and disseminate promising practices for potential scaled implementation</li> </ul> <p>* Managed by the P2P Executive Committee</p>	<ul style="list-style-type: none"> <li>▪ Stages of partnership progression from formation, implementation, and maintenance to institutionalization using <i>Coalition Effective Inventory</i> (CoalitionsWork, 2013) (Yr. 1: 50%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 85% satisfactory rating)</li> <li>▪ Establishment of common expectations, measures, and system-wide validation policies for micro-credentials (Yr. 1: planning; Yr. 2: 50%; Yr. 3: 75%; Yr. 4: 85%; Yr. 5: 100% completion)</li> <li>▪ Document impact of P2P strategies, processes, and implications for potential scaled implementation in high-need rural and urban communities</li> </ul>
<b>Goal 2: Connected Learning with Year-Long Clinical Preparation</b>	
<ul style="list-style-type: none"> <li>▪ Redesign and implement two gateway courses and the internship seminar with evidence-based practices, culturally responsive instructions and specialized interventions</li> <li>▪ Redesign and implement the year-long clinical preparation program w/ clinical rotation in rural and urban settings</li> <li>▪ Comprehensive Internship Assessments</li> <li>▪ P2P Badge Credentials in Culturally Responsive Instructions and Specialized Interventions</li> <li>▪ Summer Leadership Academy</li> <li>▪ Perceptual and Impact Studies</li> </ul> <p>* Managed by the Teacher Preparation Committee. ** Direct assessments are conducted on <b>semester-based cycles</b>, perceptual and impact studies are conducted on <b>annual cycles</b>.</p>	<ul style="list-style-type: none"> <li>▪ Grades on the two resigned gateway courses and internship seminar at the minimum of “B” or above;</li> <li>▪ One Formative Observation conducted during Clinical Rotation in rural and/or urban settings at the minimum of “Meets Standard”***</li> <li>▪ Four Formative Internship Evaluations conducted by university supervisors, mentor teachers, and teacher candidates during Phase I and Phase II internship at the minimum of “Meets Standard”</li> <li>▪ Summative Assessment conducted through EdTPA at the minimum of “Meets Standard”</li> <li>▪ Six competency-based micro credentials at minimum of “Meets Standard”</li> <li>▪ Summative assessment as measured by PRAXIS II exams at passing score as determined by State</li> <li>▪ Annual perceptual studies through surveys and focus groups from the Summer Leadership Academy</li> <li>▪ Impact studies will include P-12 student data reported in candidate’s Action Research and EdTPA; persistence and graduation rates, licensure exam passing rates, employment and subsequent retention rates, and student achievement data from PARCC assessments in ELA/Literacy and Mathematics.</li> <li>▪ Expectations: Minimum of 85% all participants successfully complete the resigned program and meet all assessment requirements at a minimum of “meets standard.” Annual reports will document processes, products, strategies, outcomes, and implications for scaled implementation.</li> </ul>
<b>Goal 3: Connected Career Pathways with Two-Year Induction</b>	
<ul style="list-style-type: none"> <li>▪ Co-design two-year induction among partnering LEAs and IHEs with high quality professional development to address needs of LEAs</li> <li>▪ Create contexts and conditions for evidence-based practices with “evidence rich” documentations</li> <li>▪ Conduct Annual Faculty and Mentor Training</li> </ul> <p>* Managed by the Teacher Induction Committee ** Direct assessments are conducted on <b>semester-based cycles</b>, perceptual/impact studies are conducted on <b>annual cycles</b>.</p>	<ul style="list-style-type: none"> <li>▪ Outcomes of professional develop at the minimum of “Meets Standard”</li> <li>▪ Outcomes of mentoring and observational activities at the minimum of “Meets Standard”</li> <li>▪ Six competency-based micro credentials at the minimum of “Meets Standard”</li> <li>▪ Outcomes of IHE Faculty and PDS Mentor Training at the minimum of “Meets Standard”</li> <li>▪ Perceptual studies through surveys and focus groups from the Summer Leadership Academy</li> <li>▪ Impact studies will include LEA data on new teacher employment, retention, performance, and achievement; and student achievement from PARCC assessments in ELA/Literacy &amp; Mathematics.</li> <li>▪ Expectations: Minimum of 85% all participants successfully complete the induction program and meet all assessment requirements at a minimum of “meets standard.” Annual reports will document processes, products, strategies, outcomes, and implications for scaled implementation.</li> </ul>

\*\*\* All locally co-constructed assessments will use common measures and standards-based rubrics with the four-tier scale of (1) Unacceptable, (2) Needs Improvement, (3) Meets Standard, and (4) Exceeds Standard. P2P participants are expected to achieve “meets standard” in all areas of assessments.

External evaluation will be conducted by [REDACTED] an independent third-party evaluating agency [REDACTED] is a PreK-12 research and consulting company with extensive experiences in conducting a broad-range of studies since 2001. Highlights of recent evaluation activities include grants affiliated with the National Science Foundation, the U.S. Department of Education, the U.S. Department of Labor, the U.S. Department of Defense, the Maryland State Department of Education, and the National Education Association. Dr. [REDACTED], founder of [REDACTED] and two senior researchers, [REDACTED] and [REDACTED] will support the P2P initiative from design through post grant reports and dissemination. The profile of [REDACTED] and Dr. [REDACTED] is presented in the attachment.

**B. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

The rigorous evaluation strategies and methods have been aligned with the three project goals and include qualitative and quantitative data from multiple assessments and multiple sources to ensure thoroughness and to strengthen content, construct, and contemporary validity and reliability. The highly structured data collection processes and timelines are designed to ensure management and implementation feasibility. Valid and reliable performance data for each of the goals and objectives are summarized below and presented in Table 4.

***B.1 Connected MegaCommunity for Systemic Capacity and Linkage Building (Goal 1)***

Key research and evaluation questions include: What are the contexts, conditions, characteristics, and strategies of *Connected MegaCommunity* that (1) increase capacities to deliver high quality teacher preparation and induction programs for inclusive excellence; (2) increase transparency, reliability and portability of competency-based credentials in culturally responsive instructions and specialized interventions; and (3) improve teacher effectiveness and student achievement,

particularly in high-poverty rural and urban schools?

*Connected MegaCommunity* progress will be tracked using the logical model in areas of inputs, outputs, outcomes, and impacts. TAP-IT will be adapted as a framework to guide the development and assess stages of progression from formation, implementation, and maintenance to institutionalization. The P2P team will coordinate with partners to create contexts and conditions that facilitate cross-organizational collaboration in defining common goals, policies and procedures, and in supporting rapid prototyping for testing and implementation of the *Connected Learning* and *Connected Pathways*. Perceptual studies through surveys, focus groups, and reviews of deliverables will be conducted. Semester- and annual-based cycles will be used for implementation, testing, and revision leading to continuous improvement.

### ***B.2 Connected Learning with Year-Long Clinical Experience (Goal 2)***

Key research and evaluation questions include: What are the contexts, conditions, characteristics, and strategies of *Connected Learning* that (1) improve teacher candidates' knowledge, skills, and practices in diverse classrooms, and (2) improve teacher candidates' competencies in culturally responsive instructions and specialized interventions to better support student learning needs?

*Connected Learning* progress will be tracked using the logical model in areas of inputs, outputs, outcomes, and impacts. TAP-IT will be adapted as a framework to guide the redesign and implementation. For Years 2-5, learner progress will be regularly monitored and learning outcomes will be systematically assessed through standards-based rubrics, field-based observational protocols, and perceptual and impact studies. All locally co-constructed assessments will use common measures and standards-based rubrics with the four-tier scale of Unacceptable, Needs Improvement, Meets Standard, and Exceeds Standard. Outcomes

assessments will include (1) grades on the two redesigned gateway courses and internship seminar at the minimum of “B” or above; (2) Phase I and II Formative Internship Evaluations conducted by university supervisors, mentor teachers, and teacher candidates at the minimum of “Meets Standard”; (3) Formative Observation conducted during clinical rotation at the minimum of “Meets Standard”; (4) Summative Assessment conducted through EdTPA at the minimum of “Meets Standard”; (5) Competency-based micro credentials at minimum of “Meets Standard”; and (6) Summative assessment as measured by PRAXIS II licensure exams at passing score. Perceptual studies through surveys and focus groups will be conducted for the Summer Leadership Academy. P-12 student data will be incorporated in teacher candidates’ Action Research and EdTPA assessment. Impact studies will include persistence and graduation rates, licensure exam passing rates, employment and subsequent retention rates, and P-12 PARCC assessments data in English Language Arts/Literacy and Mathematics.

Assessments 1-4 will be conducted through the Unit Assessment and Accountability System (UAAS) at CSU. The UAAS was redesigned and successfully implemented in fall 2014 by the PI in collaboration with faculty at CSU. It is a dynamic web-based learning, assessment, and management system powered by Tk20, and includes powerful analytics to support analysis and reporting of outcomes at individual, program, and college levels. Assessment policies, processes, and operational protocols have been institutionalized and universally implemented across all licensure programs with semester-based improvement cycles. FSU is in the process of redesigning the web-based Assessment System (AS) for the College of Education. CSU will collaborate with FSU and partnering LEAs to ensure common practices and processes with all P2P assessments. Assessment 5 will be conducted through the new P2P credentialing system. Assessment 6 and impact studies will be conducted with the support of the external evaluator.

### ***B.3 Connected Career Pathways with Two-Year Induction (Goal 3)***

Key research and evaluation questions include: What are the contexts, conditions, characteristics, and strategies of *Connected Career Pathways* that (1) improve new teacher's knowledge, skills, and practices in the diverse classrooms, and (2) improve teaching effectiveness and P-12 student achievement?

*Connected Career Pathways* progress will be tracked using the logical model with TAP-IT as a framework. For Years 3-5, learner progress will be regularly monitored and learning outcomes will be systematically assessed through standards-based rubrics, field-based observational protocols, and perceptual and impact studies. All locally co-constructed assessments will use common measures and standards-based rubrics with the four-tier scale of Unacceptable, Needs Improvement, Meets Standard, and Exceeds Standard. Outcomes assessments will include (1) outcomes of professional develop at the minimum of "Meets Standard"; (2) outcomes of mentoring and observational activities at the minimum of "Meets Standard"; and (3) Competency-based micro-credentials at the minimum of "Meets Standard." Perceptual studies through surveys and focus groups will be conducted for the Summer Leadership Academy. Impact studies will include LEA data on new teacher employment, retention, and performance, and student achievement data from PARCC assessments. Assessments 1-3 will be conducted through the UAAS at CSU, AS at FSU, and the P2P credentialing system. Perceptual and impact studies will be conducted by the external evaluator.

### ***B.4 Government Performance and Results Act (GPRA) Performance Measures***

GPRA evaluation requirements are used as framework for annual reporting to the US Department of Education (USDOE) on measures under the 204(a) of HEA. (1) **Graduation.** At least 85% of teacher candidates will persist to graduation. Among the completers, 100% will

pass PRAXIS II licensure exam and receive bachelor's degree and state licensure. Data will be collected from IHE Title II report and state personnel records. (2) **Employment Retention.** At least 85% of graduates will be hired within the first two years, and 85% will persist in teaching and be retained for two years from hire. Data will be collected from high-need and other LEAs' hiring records, IHE program exit and follow up surveys, and new teacher induction surveys. (3) **Improved Scores.** At least 85% of teacher candidates will meet or exceed the state licensure exam standards during student teaching, and 100% of program completers will pass state licensure exams. Data will be collected from IHE Title II reports and state personnel records. (4) **Student Learning.** Teacher candidates will demonstrate positive impact on student learning and score at the minimum of "meets standard" in *Action Research* and EdTPA assessment during the year-long clinical preparation. New P2P teachers will demonstrate increased student learning, in comparison to their peers, in English Language Arts/ Literacy and Mathematics. Data will be collected from PARCC assessments. (5) **New Teacher Achievement.** The P2P team, in collaboration with the external evaluator, will analyze and compile reports regarding new teacher achievement as measured by LEAs; the percentage of teachers trained to integrate technology effectively; the percentage of highly qualified teachers hired by LEAs; the percentage of highly qualified teachers from underrepresented groups hired by LEAs; the percentage of highly qualified teachers hired by LEAs who teach high-need subject areas; and the percentage of highly qualified teachers hired by LEAs who teach in high-need schools. Data will be collected from P2P evaluations, LEA and state records, and new teacher evaluations.

**C. The extent to which the methods of evaluation will provide performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.**

***C.1 Iterative Process with Mixed Methods to Ensure Progress and Maximize Impact***

The P2P assessment plan is built upon the core principals of shared governance among the P2P partners with defined mutual accountability through common goals, objectives, and data collection and reporting processes. The three P2P goals of *Connected MegaCommunity*, *Connected Learning*, and *Connected Pathways* are governed by the P2P Executive Committee, Teacher Preparation Committee, and Teacher Induction Committee. Each has a built-in iterative data reviewing cycle (Table 4) to ensure timely and effective use of data for improvement. Results of formative and summative assessment as well as perceptual and impact studies will be collectively reviewed at the P2P Management Council Meetings to gauge progress in meeting program objectives. Annual reviews of implementation, progress, and outcomes will be conducted to inform programmatic adjustments. Fidelity examinations will be conducted to ensure appropriate execution of interventions as designed. Knowledge gained and lessons learned will be shared at the Summer Leadership Academy to build capacities and encourage adoption of evidence-based practices.

### ***C.2 Cost Effectiveness and Operational Efficiency***

Increasing efficacy and effectiveness are the underlying premises for P2P innovations. The costs defined in the Budget Narrative section are adequate in relation to the requirements of the three P2P innovations and objectives. The costs reflects specific front-end investments in building capacities to design and deliver the *Connected Learning* and *Connected Career Pathways* with new interactive contents, multimedia resources, and integrated assessments in a dynamic learning environment powered by advanced technologies. The costs further reflect efforts to engage in research and development frontiers by creating a next generation competency-based credentialing system with USM validation and MSDE approval.

This front-end investment will enable low cost and high impact strategies for rapid and

scaled implementation within and beyond the grant period. The value and return on the investment is further justified in relation to (1) the new sets of next generation teacher preparation and induction strategies, processes, and assessment tools shared among partnering P-20 organizations; (2) common policies and expectations with USM validated and MSDE approved professional development and micro-credentialing units accessible and available for prospective and new teachers across the high-need LEAs; and (3) the anticipated impacts on pathways model development and validation to increase teacher effectiveness and student achievement in high-poverty rural and urban settings. Additional justifications aligned to program activities and objectives are presented in the Budget Narrative.

### ***C.3 Reporting and Dissemination***

Annual reports will document processes, products, strategies, outcomes, as well as unanticipated barriers to progress and possible solutions. These reports will be made available to P2P stakeholders and the US Department of Education as the granting agency. The P2P utilizes highly effective strategies and advanced technologies in content creation, hybrid delivery, and integrated assessment documenting learning processes, products and outcomes. The systematic approaches in building capacities and increasing effectiveness will enable low-cost and high impact strategies for rapid and scalable implementation within and beyond the grant period. The P2P executive team will study the efficacy, impact, and potential for scaled implementation and replication in larger contexts of higher learning and community development, particularly among high-poverty and low-performing rural and urban schools. The expected findings demonstrating P2P's positive impact on the competencies of educators will help establishing a national model in preparing and sustaining a highly effective and culturally responsive teaching workforce for inclusive excellence.