**Supporting Effective Educator Development Grant Program (CFDA 84.423A)**
**UWM/MPS Asset-Based Cultural Competence Ensuring Student Success (ACCESS)**

**PART III APPLICATION NARRATIVE**
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**Introduction**

In the US, the field of teacher education has acknowledged a need for a workforce that is as racially, culturally, economically and linguistically diverse as the students who are entering its classrooms (Baber, 1995; Boutte, 1999; Burbank et al., 2005; Landis, Ferguson, Carbullel, Kuhlman, & Squires, 2007; Lucas, 2011; Nieto, 2003; Sleeter, 2001). Presently, teachers in the US are 82% White (NCES, 2012a) and 76% female (NCES, 2012b). There has been little demographic diversity in the teacher candidate pool over the past 20 years as people entering into the teaching field still tend to self-identify as female, White and middle-class despite more K-12 students of color entering classrooms across the US. This mismatch between teacher and student demographics has undermined student's academic and social achievement in schools (Blanchett, 2006). Furthermore, due to this disconnect, schools experience disproportionate representation of students of color in special education (Artiles, 1998; Artiles & Trent, 1994; Blanchett, 2006). Researchers and teacher educators must transform not only teacher education programs but also school districts in order to ameliorate this disconnect. The focus of this transformation must be grounded in the act of accessing cultural assets, centralizing student

engagement, and improving student achievement (Pasternak, Caughlan, Hallman, Renzi & Rush, in press). Paramount to this process is the examination of prior beliefs and experiences about diversity and inequities by all stakeholders in teacher development (Cochran-Smith & Lytle, 1990; Lampert, 1990) through culturally responsive pedagogy (Gay, 2000; Ladson-Billings, 2009/1994; Paris, 2012). Teaching to support culturally, economically, racially, and linguistically diverse students is considered foundational to effective teaching for all K-12 students (Gay, 2010; Gay & Kirkland, 2003).

This proposed project - UWM (UWM) and Milwaukee Public School (MPS)'s Asset-Based Cultural Competence Ensuring Student Success (ACCESS) - will align theory to practice and collect and report on the data necessary to support a research-based model for creating and maintaining professional development partnership schools (Burbank, Bertagnole, Carl, Dynak, Longhurst, & Powell, 2005; Cercone, 2009; Caughlan, Pasternak, Hallman, Renzi, Rush & Frisby, 2017; Jaramillo, 2008) focused on culturally responsive pedagogy (CRP). ACCESS creates Culturally- Responsive Practice Centers (CRPCs), based in 12 MPS schools that transform school cultures, equity practices and classroom teaching through CRP to obtain improved student achievement. Through these centers, ACCESS will develop experienced teachers in CRP, will recruit new teachers through its support staff, and will provide clinical placements for UWM teacher candidates. According to Zeichner and Conklin (2008), four elements influence the effectiveness of field experiences in teacher education programs: a) number, length, and placement of field experiences in the curriculum; b) connections between field experiences and other aspects of a program; c) teaching responsibility provided in the field experiences; and d) the extent to which field experiences build on prior field experiences (p. 276). Not only does ACCESS bring together these characteristics of effective field experiences

but also provides a data-driven model for replication in the creation of professional development partnership schools based in CRP called Culturally Responsive Practice Centers (CRPC).

The University of Wisconsin-Milwaukee (UWM) is a public Institute of Higher Education with a dual mission of access and research quality. UWM has over 25,000 students and awards 5,300 degrees annually. More importantly for ACCESS, UWM produces more teachers than any other institution in Wisconsin (Yeado, 2016). Further, the teachers educated at UWM tend to stay in the metropolitan Milwaukee area (Yeado, 2016). Therefore, the partnership between UWM and Milwaukee Public Schools (MPS) is most likely to make an appreciable difference in teacher preparation and teacher behaviors in the urban area of Milwaukee.

As a partner in this project, MPS is the largest urban school district in Wisconsin and the 41st largest public school district in the nation. The district is hyper-segregated, meaning a large number of students attend schools that are 90% or more children of the same race or ethnicity. Different cultural groups are segregated with most north side schools serving a majority of Black children and most south side schools serving a majority of Latin@ children, a situation reflective of Milwaukee's pattern of segregation. The district is challenged by academic under-performance, receiving a "Meets Few Expectations" rating on the 2016 Wisconsin Department of Public Instruction District Report card. Areas of under-performance include low rates of high school graduation, college readiness, and postsecondary education enrollment. MPS reported enrollment for the 2016-17 school year is 76,856, with a racial profile that is 88% non-white (see Table 1). In contrast, MPS teacher demographics show minimal diversity for 2016 (see Table 1), statistics that strongly reflect diversity in the teaching workforce nationally in the US (NCES, 2012a,b). MPS offers researchers and practitioners a rich environment for a national model on

promoting diversity in the educator workforce.

Table 1. MPS Student-Teacher Demographics

| MPS Ethnicity Classifications | Student | Teacher |
|---|---|---|
| Native American | .06 | .04 |
| African American | 53.4 | 17.4 |
| Hispanic | 25.7 | 8 |
| Asian | 6.8 | 2.8 |
| Multi-Ethnic | 1.9 | .17 |
| Native Hawaiian or other Pacific Islander | .1 | .02 |
| White | 11.5 | 71.3 |
| Other | .54 | .27 |

*Note:* In percentage

Three additional partners add capacity to ACCESS. UWM will participate in Ball State
University's Alliance for Community-Engaged Teacher Preparation. This newly created network
will support and provide a scholarly community for the ACCESS leadership to share their
findings and structure. UW System's Institute for Urban Education (IUE), housed at UWM will
add sustainability and provide a venue for dissemination. The IUE has three unique initiatives.
First, it provides clinical experiences to teacher candidates from UW System Schools outside the
Milwaukee.  Second, it provides professional development opportunities for practicing teachers
in urban classrooms. Third, it collaborates with scholars from UW System institutions to support
research in urban education. Finally, Milwaukee Area Technical College (MATC) is a public,
two-year comprehensive technical college offering exceptional educational and training
opportunities to the diverse metropolitan area. MATC partners with ACCESS to create an
alternative professional licensure route to diversify the Milwaukee teacher candidate pool.

**Absolute Priority and Competitive Preferences**

This proposal directly addresses Absolute Priority 1: Supporting Effective Teachers: a) recruiting and preparing prospective teachers, b) providing professional development activities to current teachers that will improve pedagogy or content knowledge; and c) providing professional enhancement activities to teachers. It also addresses Competitive Preference Priority #1 a) Providing educator development activities designed to improve cultural competency and responsiveness skills that contribute to an inclusive school culture; and b) Improving the recruitment, support, and retention of educators from diverse backgrounds.

**Culturally Responsive Pedagogy**

ACCESS utilizes culturally responsive pedagogy (CRP) to improve teacher practice, school culture and teacher preparation programs. While CRP has been widely defined, theorized, and acknowledged among scholars (Cochran-Smith & Lytle, 1990; Gay, 2000; Paris, 2012; Paris & Alim, 2017; Wladkowski & Ginsberg, 1995) empirical data that examines the implementation of CRP in classrooms is limited (Kea & Trent, 2012; Dee & Penner, 2016). ACCESS will provide data for implementation on a number of levels including how a school-wide culturally responsive teaching initiative affects student achievement, how building capacity around culturally responsive teaching affects teacher retention in high poverty, high need, urban schools and how building partnerships with K-12 schools around CRP increases teacher candidate preparedness to contribute to the field of research on CRP.

For 20 years, CRP has moved educational researchers and practitioners from deficit perspectives of students to pedagogies that value diverse ways of being and knowing (Paris, 2012). Teachers, teacher educators, and teacher candidates, who implement CRP understand how culture influences teaching and learning. Teachers working from a CRP framework are self-

reflective practitioners who engage in lifelong learning (Solomon & Sekayi, 2007), critically analyze their cultures as well as the cultures of their students, and find ways to imbue their teaching strategies with these reflections. Teaching in this manner improves student achievement because K-12 students can "find themselves" and their cultural experiences reflected in the lessons taught to them (Beach, Parks, Thein, & Lensmire, 2003; Gay, 2000, 2010; Gay & Kirkland, 2003). Unfortunately, many teachers of students from culturally, linguistically, economically, or ethnically diverse backgrounds learn to connect with students and connect learning to students' cultural assets through trial and error because they did not study and practice CRP during their teacher education program (Darling-Hammond & Bransford, 2005).

CRP helps students understand their own culture and uses this cultural knowledge as well as understanding of others' cultures as an asset to interpret the world around them (Ladson-Billings,1992). To achieve this level of cultural knowledge, Ladson-Billings (1995) asserts a threefold CRP framework that includes a) academic achievement, b) cultural competence, and c) socio-political consciousness.

**Academic Achievement**. Comprehensive CRP recognizes cultural integrity, develops classroom community, and promotes student engagement that values culture as a resource and strongly recognizes the deleterious effects of the inequities experienced by marginalized students (Gay, 2010). When CRP is implemented and integrated in curriculum it raises the achievement of culturally diverse children (Dee & Penner, 2016; Delpit, 1995; Gay, 2010; Ladson-Billings,1992, Saifer, et.al, 2011).

**Cultural Competence**. Teachers who focus on developing cultural competence, encourage students to learn about and maintain their own culture while exploring the culture of others.  Within the framework of CRP, teachers integrate students' cultural values and beliefs

that shape their cultural background, home life, and community to inform their learning. To ignore the cultural context of a student's environment derails cultural competency in the classroom (Wladkowski & Ginsberg, 1995).

**Socio-Political Consciousness.** Teachers who use CRP effectively build awareness of different cultural norms and values and build the skills necessary to critique how society and its institutions appropriate culture to produce and maintain social inequities. CRP teachers not only integrate social justice elements within their curriculum, they strive to produce students who are grounded in socio-political consciousness to impact the world around them (Ladson-Billings, 1994).

## Culturally Responsive Standards Based Teaching Framework

ACCESS further refines the definition of CRP through the Culturally Responsive Standards Based Teaching Framework (CRSB). According to Saifer, et al. (2011), CRSB is the fusion of the rigorous, high-level learning central to standards-based teaching with its focus on cultural responsiveness, student motivation, and engagement. CRSB promotes six essential elements that are embedded and woven through curriculum: a) teaching is student centered, b) lessons are connected and integrated, c) content is transformative, d) lessons foster critical thinking, e) content creates relationships and connects to the community and, f) assessment is formative and reflective (see Appendix A for detail on these six CRSB elements).

## Project Design

ACCESS aligns the work of UWM and MPS in implementing CRSB to improve student achievement, teacher practice and teacher candidate preparedness by creating professional development partnership schools. Researchers have identified and studied educational systems that have demonstrated large improvements in student performance including districts with large

populations of students of color and students with low income status (Bryk et al., 2009; Chenowith, 2009; Childress et al., 2007; Odden & Archibald, 2009). Overall, research indicates that education systems must have a powerful improvement strategy with alignment around that strategy in order to improve student academic achievement (Bryk, 2009; Childress et al, 2007; Odden & Archibald, 2009). CRSB is a comprehensive strategy that will become more powerful with alignment within and between institutions.

MPS's district administration identified 12 community schools as sites that will become professional development partnership schools. The district has utilized a strategy of grouping schools around initiatives to improve student achievement to create closer knit communities of practice. Community schools do not have other significant design features that would make them specialty or magnet schools and primarily serve students from the surrounding neighborhood. The 12 MPS-selected school sites serve almost 6000 of MPS's highest needs students taught by 400 teachers. The schools are dispersed geographically throughout the city (see Appendix B).  Table 2 and 3 describe current site demographics and achievement.

Table 2. CRPC Student Demographics (2015-2016)

| School | Total | Economically Dis-advantaged | With Dis-ability | ELL | Amr Indian/ Alaska Nat. | Asian | Afr. Am. | Hisp | Multi | White | Hawaiian/ Other Pacific Islander |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Auer | 287 | 95.8 | 28.2 | 0.0 | 0.3 | 0.0 | 95.5 | 3.8 | 0.0 | 0.3 | 0.0 |
| Bradley Tech | 730 | 94.9 | 27.3 | 5.9 | 0.4 | 1.5 | 75.1 | 17.3 | 1.6 | 4.1 | 0.0 |
| Browning | 294 | 95.6 | 33.0 | 0.0 | 0.0 | 0.3 | 90.8 | 3.7 | 1.0 | 3.7 | 0.3 |
| Clemens | 280 | 97.9 | 19.3 | 0.0 | 1.1 | 0.4 | 93.6 | 2.1 | 2.1 | 0.7 | 0.0 |
| Emerson | 279 | 90.7 | 20.4 | 1.1 | 0.0 | 6.8 | 78.5 | 5.4 | 4.7 | 4.3 | 0.4 |
| Hawthorne | 318 | 95.0 | 24.5 | 0.0 | 0.3 | 0.0 | 87.1 | 6.6 | 3.8 | 2.2 | 0.0 |
| Hopkins-Lloyd | 325 | 94.8 | 32.6 | 0.0 | 0.6 | 0.0 | 92.6 | 1.5 | 2.2 | 1.8 | 1.2 |
| Jackson | 342 | 95.0 | 32.2 | 0.3 | 1.2 | 0.0 | 95.3 | 1.2 | 0.6 | 1.5 | 0.3 |
| Lincoln Ave | 552 | 95.5 | 25.9 | 28.8 | 1.8 | 0.7 | 17.9 | 71.7 | 2.7 | 5.1 | 0.0 |
| Lloyd Barbee | 330 | 85.5 | 22.1 | 0.0 | 0.0 | 0.6 | 86.7 | 5.5 | 4.5 | 2.7 | 0.0 |
| James Madison | 695 | 99.7 | 28.5 | 1.4 | 0.3 | 3.9 | 89.2 | 1.9 | 2.3 | 2.3 | 0.1 |
| South Division | 1237 | 93.9 | 25.1 | 43.7 | 0.6 | 14.1 | 30.5 | 49.6 | 0.9 | 4.3 | 0.0 |

*Note*: In Percentages

Table 3.  School Performance (2015-2016 WI DPI School Report Cards)

| | ELA | | | Math | | Math | Attend | |
|---|---|---|---|---|---|---|---|---|
| **Auer Avenue School** | 5.6 | 25.4 | 27.9 | 3.8 | 25.4 | 31.4 | 69.2 | N/A |
| **Bradley Tech & Trade** | 10.1 | N/A | 13.1 | 5.2 | N/A | 16.6 | N/A | 62.0 |
| **Browning School** | 14.8 | 35.9 | 26.5 | 11.7 | 22.6 | 25.5 | 70.8 | N/A |
| **Clemens School** | 11.7 | 27.3 | 25.8 | 10.0 | 14.0 | 20.8 | 71.7 | N/A |
| **Emerson School** | 18.9 | 14.0 | 12.2 | 20.5 | 13.1 | 20.9 | 72.3 | N/A |
| **Hawthorne School** | 10.5 | 30.2 | 28.3 | 11.4 | 16.9 | 28.1 | 71.3 | N/A |
| **Hopkins-Lloyd** | 9.1 | 34.9 | 26.2 | 8.1 | 22.6 | 32.4 | 68.4 | N/A |
| **Jackson Elementary** | 16.5 | 15.0 | 28.8 | 15.2 | 21.6 | 34.4 | 70.5 | N/A |
| **Lincoln Avenue School** | 15.2 | 26.4 | 31.9 | 18.0 | 34.0 | 32.4 | 72.5 | N/A |
| **Lloyd Barbee** | 8.2 | 25.4 | 37.0 | 6.4 | 15.9 | 37.0 | 72.3 | N/A |
| **James Madison** | 10.3 | N/A | 16.2 | 4.0 | N/A | 18.8 | N/A | 62.6 |
| **South Division High** | 10.5 | N/A | 13.6 | 6.1 | N/A | 16.8 | N/A | 45.87 |

*Note*: In Percentages

ACCESS will work to transform teaching practices, whole school climate and equity practices within the 12 treatment school sites and align the CRSB content and practices throughout UWM teacher certification programs. This work will use a formalized Transformation Model developed for ACCESS (Figure 1).

Figure 1. Transformation Model
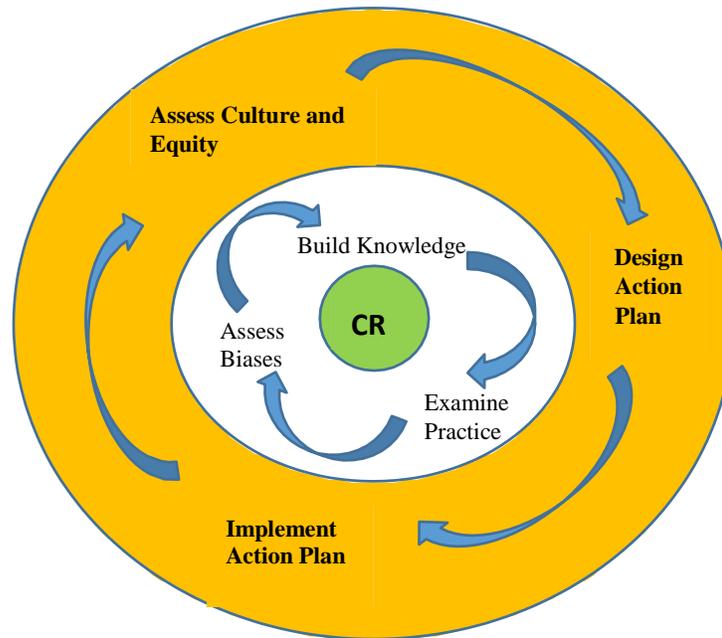


This model places CRSB at its core. A small scale improvement cycle which includes the interdependent activities of building knowledge, examining practice, and assessing biases in CRP is diagrammed in the inner white ring. The outer gold ring is a cycle of continuous improvement that school sites will use to assess school culture and equity, design plans to improve school culture and increase equity, and implement those plans. These two different cycles of improvement will be utilized throughout ACCESS and will be ongoing at the individual, grade level, department, school site, program and organization level.

**Goal 1.** ACCESS utilizes three goals and sets of objectives. The first goal and set of objectives supports improved preparation of teacher candidates who are able to apply CRSB to produce high levels of student achievement.

Table 4. Goal 1

| Goal 1: Align university programs and personnel to CRSB. |
| --- |
| Objective 1a: The university will examine teacher education programs for depth, scope and sequence of CRP theory and practice. |
| Objective 1b:  Grant partners will reconceptualize programs in alignment with CRSB. |
| Objective 1c: The partners develop CRSB coursework to support ongoing CRSB growth past grant. |

Addressing issues such as instructional design that reflect CRSB, developing cultural awareness, and identifying appropriate course content have been ongoing challenges in many teacher education programs (Banks, et. al 2005). UWM is the largest educator of new teachers for MPS and Wisconsin. The focus on urban issues and on social justice at UWM means CRSB is already a prominent component of many of its existing teacher education programs, but there is little alignment across programs or with MPS. This goal and set of objectives addresses the need for common understandings, language and expectations in defining CRSB within and across UWM programming.  To facilitate alignment, ACCESS has recruited faculty participation in grant roles and will bring programs together to support ACCESS. The three roles that UWM will fill in ACCESS include 1) UWM CRP Facilitators who will work directly with one or more of the 12 participating schools, 2) program faculty who will work to revise coursework and programming, and 3) content specialists who will serve as support as needed.

Using the Transformation Model, program faculty will review and align teacher education programs around CRSB.  They will identify existing courses that already embed the

shared model of CRSB and will use the Transformation Model to guide other program revisions starting fall semester of the first year. Curriculum mapping will create a depth, scope and sequence of CRP theory and practice. This process will identify courses with a particularly strong CRP focus as Feeder courses. These Feeders will help identify students strong in CRP to target as future MPS interns (see Goal 2). These courses will have additional support and contact with grant PIs as they participate in identifying students and mentoring them through their programs. Students will be able to apply for newly developed MPS internships within the 12 ACCESS schools with the support of both their program and instructors. Once that process is complete, the internship models and embedded coursework will be institutionalized in the second and third years of the grant.

Many of the UWM grant personnel will serve in dual roles, in addition to facilitating one of the 12 CRPCs, each will take on a leadership responsibility to ensure aspects of implementation occur. Currently, 6 UWM-based Facilitators key roles across teacher education programs at UWM have been identified. The other 4 will be recruited from graduate students with expertise in CRP. In the first year of the grant, UWM CRP Facilitators will meet with Ball State University to confer on the implementation plan and get feedback. This work will be shared at the annual IUE summer conference. Under this goal, UWM will become an expert source of teacher education programs focused on CRP that educates teacher candidates for high-needs, urban schools; a national resource for CRP theory, research, and practice; and a national model for Professional Development Partnership Schools in CRP

**Goal 2.** The second ACCESS goal and set of objectives focuses on the 12 school sites. The goal and objectives are designed to improve teacher practice using CRSB, improve school culture and increase equity leading to improved student achievement. This work will transform

the 12 MPS sites into Culturally Sustaining Practice Centers (CSPC)s.

Table 5. Goal 2

| Goal 2: Develop 12 Milwaukee Public Schools into CSPCs that comprehensively utilize inclusive and responsive pedagogy to improve student achievement. |
| --- |
| Objective 2a: Teachers will examine their current practice in alignment with CRSB. |
| Objective 2b: Teachers will identify CRSB instructional strategies in their disciplines that will engage students in learning. |
| Objective 2c: Teachers will implement CRSB instructional strategies that will improve student achievement. |
| Objective 2d:  CSPCs will improve school culture and equity. |
| Objective 2e: Grant partners will engage community partners to strengthen cultural understanding and connections for staff, students and their families. |

The development work with each CSPC will have three distinct threads. The first thread focuses on MPS district level investment in CRSB as it connects to and operationalizes MPS's mission of equity. MPS is highly invested in developing equity. ACCESS was developed in response to an MPS request for UWM to partner on a project that could significantly impact student achievement through equity development in the 12 CRPCs, providing a model for CRP across the district. To connect the work of UWM CRP Facilitators tightly to MPS, ACCESS creates and hires an MPS CRP Coordinator that will work under the leadership of the MPS District Equity Specialist. The person in this position will keep CRSB goals and school improvement efforts aligned with other MPS equity work. The person in this position will join the UWM CRP Facilitator team in the design of professional development and ACCESS protocols to ensure alignment between the two organizations. The CRP Coordinator will also support the 12 school leadership teams, helping make connections to district equity work and resources.  Finally, the MPS CRP Coordinator will support a team of partial release teacher

leaders working in CRPCs through meeting planning, CRSB professional development and coaching skills development.

The second thread of the CRPC transformation process focuses on school leadership teams, which consist of principal, assistant principal, a school support teacher and others requested by the principal. UWM CRP Facilitators with the MPS CRP Coordinator, will work with the 12 identified schools' leadership teams to develop deeper understanding of CRSB, evaluate school equity, design the path to improved school culture and build instructional leadership skills needed to support the essential teacher development discussed in the next paragraph. This work is necessary in this Absolute Priority One project, because leadership involvement, support and alignment is essential to any successful school change (Fullan, 2002). The main work of the leadership team is to lead the school CRP Action Plan. This plan will be developed after identifying the most significant equity gaps in the school and working with all stakeholders to identify priority equity improvement goals. The school CRP Action Plan will connect with one or more community partners. The UWM CRP Facilitator will help connect the CSPC to community partners that align to and can enhance strategies identified in the CRP Action Plan. The work of the school leadership team will be assessed through yearly equity audits, school action plan artifacts and school climate surveys.

The third thread in transforming the 12 ACCESS schools into high quality CRPCs is changing teacher practice by using CRSB to identifying student cultural assets and maximizing their use in the learning process. Initially, the UWM CRP Facilitator will guide current teachers in CSPCs through professional development activities to build knowledge of CRSB, examine current practice through a CRSB lens, and assess biases that thwart CRSB implementation.

At the midpoint of year one, CSPC administrators and UWM will identify two Teaching

Fellows per school. Teaching Fellows will have demonstrated the ability to utilize their learning from the CRSB professional development and infuse it into their practice. Teaching Fellows will also need to demonstrate the ability to influence and lead others in this practice. Teaching Fellows will serve as in-house teacher leaders in CRSB. Their responsibility will be to support the design and implementation of CRSB instruction. Dee and Penner (2016) in The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum, studied the causal effects of an ethnic studies curriculum piloted in several San Francisco high schools. While these ethnic studies refer to interdisciplinary programs of study that focus on the experiences of racial and ethnic minorities, the courses were unique because they incorporated other elements of CRSB through their emphasis on cultural identities, cultural assets, and conscious engagement with social and political issues. Using a quasi-experimental design, they found large positive effects on student attendance, grade point and credit attainment. This suggests that culturally relevant teaching can provide effective support to high needs students.

Through ACCESS, the Teaching Fellow will work with teams of teachers to design at least one unit or series of lessons per semester. These plans will model CRSB and infuse opportunities for students to study, access, and enrich their own cultural assets or the cultural assets of others and connect them to meaningful standards based learning. In addition, the Teaching Fellows will coach teachers and support ways to infuse daily instruction with teaching strategies that focus on students' cultural identity as an asset in learning. This model of professional development has been effective in improving teacher knowledge and practice and raising student achievement (Mastrorilli, Harnett, & Zhu, 2014). While the work of the Teaching Fellow will primarily focus on supporting the transformation of individual instruction, the role may also include teaming with the UWM CRP Facilitator to provide professional development

or support the implementation of the school site CRP Action Plan, as appropriate.

Finally, the Teaching Fellow will host one intern each semester starting second semester of year one through the remaining ACCESS years, specifically coaching this unique type of teacher candidate in CRSB pedagogy. Interns are high performing teacher candidates that are licensed to teach for up to fifty percent of the teacher day. Fellows will teach with, coach and mentor the intern for 25% of their day and be released from teaching for 25% of the school day for CRSB implementation. This internship model has been a long standing opportunity through Wisconsin Department of Public Instruction (DPI) under the Wisconsin Improvement Program. The internship is more rigorous than traditional student teaching in that the teacher candidate is expected to fulfill the role of teacher for up to fifty percent of the school day through the life of the placement. Internship teaching is most often configured in a co-teaching model and affords the intern more individual teaching opportunity. The intern obtains a license to teach from (DPI). Internships are currently reserved for the highest performing teacher candidates in each UWM program. They receive a ███████ stipend for the semester long internship.  Initially this stipend will be funded through the grant. However, MPS has committed to the model of internships and intends to transfer the cost of internship stipends to the district regular budget by 2020.

Ongoing professional development will be provided to UWM Facilitators, MPS CRP Coordinator, CSPC administration and Teaching Fellows. Table 3 shows the types and frequency of professional development for leadership in ACCESS.

Table 6. ACCESS Leadership Professional Development

| Role | CRSB Frame-work | Facilitation Protocols | Equity Professional Development | Skill Builders |
|------|------|------|------|------|
| UWM CRP Facilitators/ MPS CRP Coordinator | Fall 2018 | Fall 2018 and yearly | Fall 2018 | Fall 2018 and ongoing monthly meetings |
| CSCP Leadership Teams | Fall 2018 | N/A | Fall 2018 with followup equity audits each semester | Winter 2019 |
| Teaching Fellows | Winter 2018 | Winter 2018 and yearly | Winter 2018 with followup equity audits each semester | Spring 2019 and ongoing monthly meetings |
| UWM Faculty | Winter 2019 | N/A | N/A | Spring/Summer 2019 |

Teaching Fellows and other volunteer school level participants will take a leadership role and present the CSPCs work yearly at the annual conference held by IUE. The IUE annual conference is a resource to build CRSB work, share lessons learned, and support the maintenance of CSPC quality of practice.

**Goal 3.** The third ACCESS goal and set of objectives is designed to maximize the CSPCs as clinical practice sites through increased quantity of traditional UWM teacher candidate placements and increased quantity and diversity through a grow your own strategy.

Table 7. Goal 3

| Goal 3: Utilize CSPCs to recruit, develop and retain teachers that effectively meet the needs of culturally and linguistically diverse learners. |
| --- |
| Objective 3a: The grant partners will increase the number of culturally, racially, economically, and linguistically diverse teacher candidates. |
| Objective 3b: The grant partners will increase the number of teacher candidates that are prepared to meet the needs of diverse learners in an urban environment. |
| Objective 3c: The university will increase the number and type of clinical placements in CSPCs. |

CSPCs develop a whole school culture aligned with CRSB. CSPCs will become models of CRSB practice increasing the quality of clinical placement experiences for teacher candidates emerging from a redesigned, aligned higher quality education program infused with CRSB at UWM. To maximize these CSPCs, UWM will increase the number of teacher candidates completing clinical experiences in them. Forty-eight internships will be available for student teachers yearly, drawing CRSB-educated students to these sites to work with Teaching Fellows. In addition, UWM will increase the number of student teachers and field work placements working within the 12 sites making every match possible each semester. These placements focus on teacher candidates already in professional certification programs and while the quality of teacher candidate is expected to rise in regard to the ability to utilize CRSB pedagogy, it does not increase the total pool of candidates likely to remain and teach in MPS.

One final strategy in ACCESS is designed to increase the number and diversity of teachers being educated specifically for MPS and most likely to remain and serve in MPS long term, through a grow your own (GYO) program, Professional Learning with Undergraduate Support (PLUS). The PLUS program was designed in partnership with MPS, UWM and Milwaukee Area Technical College (MATC) over the 2016-2017 year.

GYO programs identify, recruit, prepare, and hire teacher candidates who are local to the district potentially reducing teacher shortages. Due to the benefit of local and community allegiance on the part of GYO candidates, these programs can lead to greater retention, especially in hard-to-staff schools (Berry & Hirsch, 2005; Haberman, 1994; Haberman, 2003; Lemke, 1994; Swanson, 2011). Swanson notes that "based on career personality profile tests, these grow-your-own teacher programs attract individuals who have in increased likelihood of finding satisfaction in the teaching profession" (p. 129), which raises the potential for greater retention.

A second important benefit of the GYO model is increasing the diversity of the teaching force (Bireda & Chait, 2011). Teacher Demographics in the 12 CRPCs demonstrate the need to recruit diverse teacher candidates. (Appendix C). Addressing this particular aspect of GYO, Villegas and Davis (2007) state:

> This grow your own recruitment approach builds on the belief that people of color who live in the community are particularly well suited to teach children from that community. These individuals are said to bring to teaching personal insight into the lives of the students and a commitment to improving the young people's academic performance (p. 141).

However, increased diversity is not enough. It is also critical to develop programs that ensure diverse teacher candidates build pedagogical skills, cultural competency and responsive practices (Villegas & Davis, 2007). ACCESS accomplishes this with redesigned UWM programming (Goal 1) and clinical placements in CSPCs.

Each recruited PLUS candidate will meet with a UWM student support counselor to evaluate current transcripts and design the quickest pathway to professional licensure. The

recruits will take needed general undergraduate courses and beginning field work through MATC. Historically, the transfer of those credits to UWM has been difficult to navigate but the design of this program has removed those barriers. When PLUS teacher candidates meet the requirements for the UWM School of Education, they will enroll in UWM.

Support will be provided to PLUS teacher candidates through a grant created position, the PLUS Support Coordinator. This person will provide support in test preparation, managing institution processes and program requirements. Clinical placements and coursework will be coordinated with the paraprofessional assignment in MPS so that candidates do not need to stop working to complete professional teaching licensure. Tuition support and funds to support PLUS participants with transportation, child care or technology access will be provided. ACCESS will support 25 new teachers of color through this strategy within the ACCESS years. MPS provides up to $3000.00 in tuition reimbursement each year which allows sustainability of PLUS past the grant life. The increased student enrollment will allow UWM to continue the student services and other institutional support.

**Significance**

Research shows that school and classroom practices are frequently misaligned with the cultural priorities and out-of-school experiences of culturally and linguistically diverse students (Banks, 1991; Gay, 1988; Ladson-Billings, 1992a; Valenzuela, 1999). This situation stems from the mismatch between student and teacher demographics in the US caused by few teachers of color entering the teaching workforce. Efforts have been ongoing to diversify the teacher candidate pool (Burbank, Bates, & Schrum, 2009; Bubb & Porritt, 2008; Clewell & Villegas, 1998; Haberman, 1988; Pasternak & Longwell-Grice, 2010; Post & Woessner, 1987). To mitigate the demographic misalignment between student and teacher, teacher education

programs have often added a standalone course that addresses multicultural content but leaves the rest of their coursework unchanged and focused on a White perspective (Berchini, 2016; Cochran-Smith, 2003; Sleeter, 2001). Scholarship prevails that teaching practices that focus on the needs of economically, culturally, linguistically, and racially diverse students is foundational to the success of teacher candidates across disciplines (Gay, 2000, 2010; Gay & Kirkland, 2003; Ladson-Billings, 2009/1994; Paris 2012). Despite the prevailing knowledge that the field must address these needs of a diverse student body and hire teachers who reflect the communities in which they teach, there is limited quantitative data (Kea & Trent, 2012; Dee & Penner, 2016) that identifies the causal effects of teaching from a CRP focus and recruiting and educating teacher candidates of color. ACCESS, in creating CRPCs, provide the platform from which to collect that data and examine those practices and their effect on student achievement.

Through university and district partnership, ACCESS proposes a model for taking culturally relevant pedagogy beyond individual classrooms to school-wide systemic practice, ultimately, implemented district-wide. ACCESS lays solid groundwork in CRP for pre-service teachers from PLUS and UWM, then places them in schools where CRP is primary to the work with students. This model ensures the professional learning teacher candidates receive is relevant to their teaching context and is implemented in their induction years and beyond (Zeichner & Conklin, 2008).

In the local context, over the three-year federal funding time span, ACCESS will serve the current teaching and administrative staff at 12 MPS schools, totaling 411 teachers, 200 teaching support staff (English as a second language, special education, paraprofessionals, etc.), and 30 administrators. At the pre-service level, the program will directly engage 165 UWM teacher candidates through teaching internships and PLUS program participation and will

indirectly impact approximately 1500 teacher candidates who will have student teaching or field work clinical experiences in the CRPC sites, and/or are enrolled in courses focused on CRP. The program will also impact the 5,660 students of the 12 CRPC schools who will benefit from CRP teaching strategies that help them engage with content at higher levels and positively impact their academic achievement. As the district starts to use CRPCs for district wide professional development, the impact will extend to all 78,000 students and 6,000 administrators, teachers and teaching support staff district-wide. ACCESS creates a model of district and university partnership focused on aligned CRP that can be replicated at a national level.

ACCESS is expected to have long-term staffing significance, addressing teacher shortages in MPS by increasing the number and diversity of teacher candidates through PLUS and improving retention through CRSB alignment and education. The implementation of CRP as a specific pedagogical strategy at the 12 schools will create relevant placements for UWM teacher candidates, increasing the chances of those teacher candidates applying to and working within MPS. As a cross-disciplinary strategy, the CRP focus is not limited to just a certain degree program, but spans teacher education programs in a way that will allow MPS to robustly recruit across the UWM teacher education levels and disciplines. Teacher retention is also expected to be at rates higher than the national average at CRPCs because CRP educated teachers will enter workforce prepared to serve high needs diverse student populations.

Because ACCESS is structured around the existing frameworks of UWM teacher education programs and MPS, benefits will endure beyond the grant timeline. The CRP content focused on in UWM coursework will remain beneficial to future teacher candidates.

As a Research One (R1) Doctoral University, UWM faculty, staff, and students are constantly involved in the dissemination of research findings related to its research areas. The

University will create an online presence through the UWM website to house activities, information, and resources related to ACCESS. The University will also spearhead the presentation of research findings with mixed groups of University and MPS school and district personnel at local and national conferences, especially in year 2 and beyond. Time and resources within year 3 of the grant support the dissemination of research from ACCESS. Throughout the grant timeline, the program will continue its relationship with the Alliance for Community-Engaged Teacher Preparation at Ball State, linking to ACCESS to the larger, national community focused on CRP.

**Management Plan**

The personnel for ACCESS come from UWM and MPS. Each role is integral to the design, implementation, and successful outcomes of ACCESS.

UWM is an scholarly community of expert researchers/practitioners who are highly committed to equity and culturally responsive practices, optimizing the manner in which all students experience school. The key personnel of ACCESS have extensive backgrounds and educational experiences in urban and diverse school environments. The strength of ACCESS management begins with the quality of key personnel. Dr. Donna L. Pasternak and Dr. Kristen Taylor will work collaboratively and complementarity as ACCESS Principal Investigators. Their expertise in research, project supervision, professional development, urban education, and institutional management makes them strongly suited to lead this work. Other Key Personnel include CRP Facilitators who will be leaders in five areas of ACCESS: research, budget management, CRSB framework, facilitation of school groups, and university program alignment. See Table 8 for key principal staff and qualifications. Curriculum vitae and resumes are included in application materials.

Table 8. University Key Personnel

| University Key Personnel | |
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| **Name and Title** | **Qualifications** |
| Donna L. Pasternak, Ph.D.<br>Principal Investigator 1<br>Research Director | Donna L. Pasternak, Ph.D., is Professor of English Education at the UWM. In concert with a community of English language arts professionals from the MPS and across the state, starting in 2001, she redesigned the UWM English Education program to align with current English language arts and urban studies teaching practices. An ongoing process, redesign of the program continues to account for new research findings in English and urban teacher education. From 2001 through 2011, she directed the English Education program, the largest secondary program at UWM. Since 2008, she has directed the UWM Writing Project, an affiliate of the National Writing, the premier network of university-based sites that provides professional development, develops resources, generates research, and acts on knowledge to improve the teaching of literacy across disciplines and levels in schools and communities. Accruing almost $400,000 in federal, state, and private grants since 2008 to support the site, Pasternak brings to ACCESS expertise in professional development, and urban teacher education, having conducted large-scale, national research studies in these areas and published widely in them. Through the UWM Research Growth Initiative, an externally reviewed competition, she was awarded $300,000 to support a nationwide study of English teacher education. The first extensive research-based nationwide study of this content since 1995, her forthcoming co-authored book, published by Bloomsbury though their *Reinventing Teacher Education Series*, *Secondary English Teacher Education in the United States: A Historical and Current Analysis* (December, 2017) identifies the key areas of teacher education that cross countries and disciplines. A former high school English teacher and corporate trainer, Pasternak has recently taught American studies to Norwegian middle school students while providing professional development to their English teachers. |
| Kristen Taylor, Ph.D.<br>Principal Investigator 2<br>Director PLUS<br>Lead UWM CRP Facilitator | Kristen Taylor, Ph.D. currently serves as the Director of the Office of Clinical Placements for the UWM School of Education. This position creates relationships with districts and community to develop high quality clinical placements for UWM teacher candidates.   She has served as a PK-12 Executive Administrator in Curriculum and Human Resources for over sixteen years, creating a successful teacher pipeline model in the School District of West |

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| | Allis-West Milwaukee utilizing internships that filled over fifty teacher vacancies yearly. She was also able to increase staff diversity in both teacher and administrative ranks from less than one percent to fifteen percent in five years. She also served as a teacher in MPS for ten years. She served as key personnel in a National Science Foundation Grant entitled Milwaukee Urban Systemic Initiative (1996-2001). Her writing and research focuses on human resource policy and practice, concentrating on teacher recruitment, compensation, development and retention in urban schools. |
| Leanne Evans, Ph.D. Research Leader/Graduate Student Research Supervisor UWM CRP Facilitator | Dr. Leanne Evans is a researcher and teacher educator at UWM. Her scholarly work is focused on the preparation of teachers for culturally and linguistically diverse school environments. She served as key personnel on a US Department of Education OELA grant titled *Preparing Tomorrow's Teachers* (2013-2017, $1,800,000). Dr. Evans has over 15 years of teaching experience in the K-12 public school systems, specifically focused on bilingual education, biliteracy, and dual language programming. She has extensive experience in district leadership roles, action research in urban schools, and professional development for both preservice and inservice teachers. For ACCESS, Dr. Evans will work with Dr. Pasternak to oversee all activities related to the collection, analysis, organization, and dissemination of the research data. Dr Evans will supervise the three graduate student researchers.  In addition, Dr. Evans will serve on the CRP Facilitation Team. |
| Joelle Worm, MPA Budget Management Leader UWM CRP Facilitator | Joelle Worm is a Senior Outreach Specialist in UWM's Peck School of the Arts as Director of the private and publicly funded ArtsECO Program, which provides professional development support to preservice and in-service teachers.  Worm's background is in program management of arts education programs in schools, with particular focus on the facilitation of cross-disciplinary units of study between arts and non-arts teachers, and has worked on multi-year US Department of Education Arts Education Model Development and Dissemination (AEMDD) and Professional Development for Arts Education (PDAE) grants. As ACCESS budget compliance leader, Worm will use her knowledge of grant management within the UWM system to help guide grant oversight. Worm will serve on the CRP Facilitation Team. |
| Tracey Nix, Ph.D. CRP Framework Leader UWM CRP Facilitator | Dr. Tracey Nix is the Director of the Institute for Urban Education (IUE), a University of Wisconsin System program housed at UWM that supports preservice educators seeking residential clinical experience in Milwaukee, creates professional development |

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| | opportunities for educators, and promotes research on urban education. She has twenty-two years experiences in education. Her experiences have included project Coordinator for the KU iTran Program at the University of Kansas, special education K-12 teaching in rural and urban settings, conducting and facilitating transition planning and services trainings for culturally, linguistically and economically diverse (CLED) families, consulting with educators and parent learning and information centers, and presenting numerous research-based presentations. Her research interests include transition planning and services with CLED families, teacher preparation, culturally responsive teaching and religion and disabilities. Dr Nix will serve on the CRP Facilitation Team. |
| Maggie Bartlett, Ph.D. Graduate Student Facilitator Leader UWM CRP Facilitator | Dr. Maggie Bartlett is an Assistant Professor in the Exceptional Education Department at UWM. She is the Program Coordinator for the Early Childhood Exceptional Education Program and Principal Investigator for the US Department of Education OESP grant titled *EI/EC Engage* (2016-2021, $1,246,362). Dr. Bartlett has served 11 years as a special educator in urban settings. For the past 6 years in higher education, she has served as a teacher educator and Co-PI and PI for personnel preparation grants. In this proposed project, Dr. Bartlett will coordinate graduate students serving as UWM CRP Facilitators, serve as UWM CRP Facilitator and provide special education expertise. |
| Tania Habeck, Ph.D. Program Alignment Leader UWM CRP Facilitator | Tania Habeck will lead UWM Teacher Education Program Alignment CRP integration, serve as a UWM CRP Facilitator, and provide literacy expertise. She is an Associate Professor of Reading. Her work at UWM focuses on ongoing professional development for reading teachers who work with early childhood students who struggle with acquisition. Her program work in reading connects her with all the teacher education programs at UWM needing CRP alignment. Dr. Habeck has been awarded several grants focusing on reading education. Dr. Habeck was an elementary school teacher in several highly diverse environments. |
| External Evaluator | Sean Kelly (PhD, Sociology; University of Wisconsin-Madison) is Associate Professor and Director of Ph.D. Studies in the Department of Administrative and Policy Studies at the University of Pittsburgh. He studies the social organization of schools, student engagement, and teacher effectiveness. Dr. Kelly has published more than 40 articles and book chapters, including work appearing in *American Educational Research Journal, Educational Researcher, Teachers College Record, Sociology of Education,* |

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| | *Social Science Research*, and elsewhere. He is the editor of *Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement* (Teachers College Press). In 2014 he received the Exemplary Research in Teaching and Teacher Education award from AERA's Division K. Dr. Kelly's current research includes the CLASS 5.0 development project, an Institute for Education Sciences funded educational technology study of classroom discourse. He teaches courses in educational reform, leadership, the sociology of education, and both introductory and advanced statistics for the social sciences. He is currently serving a two-year position as chair of AERA's Sociology of Education SIG. He also serves on the editorial board of the *American Educational Research Journal*, *Educational Evaluation and Policy Analysis, Urban Education,* as well as *Research in the Teaching of English*. |
| Internal Evaluator | Razia Azen, Ph.D., Associate Professor of Educational Psychology, Director of the Consulting Office for Research and Evaluation (CORE) at UWM which assists others with the design and analyses associated with research or evaluation projects. |
| Additional CRP Facilitators | Additional UWM CRP Facilitators will be chosen from Ph.D. students. They must be able to meet with CRP Fellows during the day and be able to participate in CRPC professional development times and have previous facilitation or presenter experience. |
| Content Specialists | Content Specialists are UWM faculty, staff, adjuncts and Ph.D. students with a research and teaching focus in a particular content area who will support schools as consultants. When a school's Action Plan requires a literacy or science focus, for example, they can consult UWM content specialists on ideas or professional development in their areas. They consultant on an as-needed basis. |

Table 9. University Support Personnel

| University Support Personnel | |
|---|---|
| **Title Name** | **Qualifications** |
| ACCESS Manager | The ACCESS manager is a full time 12 month position that is an anticipated hire in September 2017. Extensive federal grant management experience is required for this position. UWM project managers are expected to coordinate meetings and professional development sessions; prepare and disseminate interim and annual reports; monitor federal grant communications and deadlines; assist |

| | research leaders in all aspects of research data collection and organization; assist with staffing and graduate assistant assignments; oversee billing and purchasing requests; and develop and implement scholarship process. |
|---|---|
| Program Assistant | The Graduate Program Assistant for ACCESS Management is a support position for the ACCESS Manager. The PA will be an anticipated hire in fall of 2017. This position requires experience with data management, office skills, and strong communication and organizational qualities. |
| PLUS Support Coordinator | The PLUS Support Coordinator is a full time 12 month position that is an anticipated hire in September 2017. This person will be hired to recruit and support PLUS teacher candidates. The position will require a Master's degree in education with experience in higher education student advising, and extensive work in diverse K-12 schools. Responsibilities of this position include assisting with all areas of support for PLUS teacher candidates; identifying any cultural, linguistic,or economic barriers for PLUS candidates; planning and implementing structures of program support (e.g., Praxis support, academic support, language support, targeted advising); and preparing, and disseminating all PLUS data. |
| Higher Education-Clinical Placements | This position will organize the placement of interns, student teachers, and field work students in the 12 CRPC's. |

Table 10. School District Key Personnel

| MPS School District Key Personnel | |
|---|---|
| **Title/Name** | **ACCESS Role/Responsibilities** |
| CRP Program Manager | This is a full time 12 month MPS district leadership position. The function of the position will be to keep CRSB work and school projects aligned with other MPS equity work by planning with UWM CRP Facilitators, designing protocols with the UWM team, connecting the 12 school leadership teams to district equity work and resources, and supporting a team of partial release leaders in the 12 CRPCs through meeting planning, CRSB professional development and coaching skills development. |
| Administrative Leader/Designee | One administrator shall be identified at each school. This leader will be in charge of scheduling meetings, of making sure ACCESS is represented in other school-wide initiatives, and provide |

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| | bureaucratic support needed. |
| Teaching Fellows | Teaching Fellows will be the true leaders of their school's CRSB transformation. Main responsibilities include supporting and coaching individuals or teams of teachers in design and implementation of CRSB lessons/units utilizing the transformation model, supporting the school wide CRP Action Plan implementation and facilitating teacher professional development. Additional leadership through presenting school work will be expected at local conferences. |
| Interns | Interns will serve for half a school year. They will be recruited each term. They will teach for fifty percent of the Teacher Fellow instructional day. Interns must be recommended by their programs. Interns will attend school-wide professional development connected with CRP. |

**Management Plan Description**

ACCESS has three principle goals that serve as a framework for management. Each goal

and objective is listed in Table 11 with expected outcomes and modes of measurement. A more

extensive plan has been developed to ensure results are clearly reported and effectively measured

that includes timelines and responsible parties and is found in Appendix D.

Table 11. ACCESS Goals, Objectives, Outcomes and Mode of Measurement

| Goal 1: Align university programs and personnel to CRSB. | |
|---|---|
| **Objective** | **Mode of Measurement** |
| **(1a):** The university will examine teacher education programs for depth, scope and sequence of CRP theory and practice. **Outcome:** University programs aligned with common CSP model | ● Needs assessment <br> ● Curriculum alignment rubric |
| **(1b):** Grant partners will re-conceptualize programs in alignment with CRSB. **Outcome:** University programs aligned with common CSP model | ● Needs assessment <br> ● Curriculum alignment rubric |

| (1c): The partners develop CRSB coursework to support ongoing CRSB growth past grant. **Outcome:** Expanded continuing education coursework | ● Review of needs assessment<br>● Evaluate pre- and post course listings to make iterative improvements |
|---|---|

**Goal 2: Develop 12 Milwaukee Public Schools into CSPC that comprehensively utilize inclusive and responsive pedagogy to improve student achievement.**

| Objective | Mode of Measurement |
|---|---|
| (2a): Teachers will examine their current practice in alignment with CRSB. **Outcome:** Increased cultural proficiency of individual teachers | ● Pre-mid-post Cultural Competence questionnaire<br>● Pre-mid-post Annual School Climate questionnaires |
| (2b): Teachers will identify CRSB instructional strategies in their disciplines that will engage students in learning. **Outcome:** Increased teacher practice quality | ● Pre-post teacher evaluation scores in domains 1 and 2<br>● Supervision observational checklists |
| (2c): Teachers will implement CRSB instructional strategies that will improve student achievement. **Outcome:** Increased student achievement | ● Pre and post-data on Wisconsin Forward Exam<br>● MPS classroom achievement data |
| (2d): CSPCs will improve school culture and equity utilizing a continuous improvement model. **Outcome:** Improved school culture | ● Pre-mid-post Cultural Competence questionnaire<br>● Pre-mid-post Annual School Climate questionnaires |
| (2e): Grant partners will engage community partners to strengthen cultural understanding and connections for students and their families. **Outcome:** Increased community involvement in schools | ● Community partner data (pre and post ACCESS)<br>● Pre-mid-post Cultural Competence questionnaire<br>● Pre-mid-post Annual School Climate questionnaires |

**Goal 3: Utilize CSPCs to recruit, develop and retain teachers that effectively meet the needs of culturally and linguistically diverse learners.**

| Objective | Mode of Measurement |
|---|---|
| (3a): The grant partners will increase the number of culturally, racially, economically, and linguistically diverse teacher candidates. **Outcome:** Increase teacher diversity in CSPC sites by 10% | ● Pre and post teacher demographic data |

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|---|---|
| **(3b):** The grant partners will increase the number of teacher candidates that are prepared to meet the needs of diverse learners in an urban environment. **Outcome:** Increased teacher candidate quality | • Pre-mid-post Cultural Competence questionnaire<br>• Teacher candidate assessment questionnaires |
| **(3c):** The university will increase the number and type of clinical placements in CSPCs. **Outcome:** Increased number of clinical placements in CSPC sites | • Pre and post teacher candidate placement data for CSPC sites |

Key personnel will achieve the goals of ACCESS in a timely manner, within the anticipated budget, and with quality management. ACCESS leaders will draw from extensive grant, higher education, and professional development expertise.

Formative evaluation of management is built into every milestone to ensure continuous improvement of ACCESS. The rigorous and ongoing evaluation is based on the field's accepted standards of research methods. Some of the methods that will be utilized are questionnaires, meta- analysis, focus groups, and interviews as explained by Creswell (2012) and Earl and Timperley (2015). Qualitative and quantitative data will be collected, analyzed, and reflected back to inform ACCESS, thereby, allowing improvements and changes to be based on "just in time evidence" that ensure timely improvements (Early & Timperley, 2015). For example, in Goal 3, Objective 3a: "Teachers will examine their current practice and alignment with CRSB." The continuous improvement plan calls for data collection through focus groups, school-wide CRP assessments, and analysis of school action plans.

In addition, we will identify findings that are theoretically grounded and clearly replicable. This action will take place through our fidelity to and rigor with data collection and interim reports that will align with federal report submissions. These interim reports will be eventuated in a final research report at the end of year 3. The final report will be available to all

local, state, and federal agencies via our website or by request to all interested parties. We will also disseminate both the quantitative and qualitative findings through national professional organizations and conferences on a yearly basis reporting out our progress, such as those conferences sponsored by the American Educational Research Association, National Council of Teachers' of English, Literacy Research Association, American Association of Colleges for Teacher Education, Council for Exceptional Children, National Association of Bilingual Education, and American Association of School Personnel Administrators,  We will write three or more articles over the life of the grant, reporting out various milestones met. These articles will focus on different aspects of the grant activities and how action plans were created and implemented, how climate was impacted, and how student achievement was affected through the CRPCs. Possible journals for submission of these articles include *Educational Research*, *Equity and Excellence in Education*, *Research in English Education, Journal of Teacher Education, Teaching and Teacher Education, Educational Administration Quarterly, Urban Education* and *Reading Research Quarterly*. Our intent is to share our findings across myriad fields including educational leadership, policy, urban education, and teacher preparation in ways that will place issues of cultural responsiveness at the forefront. We intend to have this work culminate in a book that provides a model for replication.

### Project Evaluation

The project evaluation will use an external evaluator and an internal evaluator.. The internal evaluator, Dr. Razia Azen, is an Associate Professor of Educational Psychology at UWM. She directs the School of Education's CORE office, which assists in the design and analyses of research or evaluation projects. Dr. Sean Kelly, Associate Professor, Department of Administrative and Policy Analysis at the University of Pittsburgh will conduct an independent

evaluation of the impact of ACCESS. The evaluation of ACCESS will be guided by the logic model (Appendix E) that examines if 1) teachers adopt and implement CRSB, they have the potential to make a difference in student learning; 2) teachers educated in CRP choose to remain teaching at urban high-needs schools, and 3) pre-service programs and practice sites are aligned in CRP, teacher candidates feel better prepared to teach in urban high-needs schools and select to work in them.

**Research Questions and Evaluation Plan**

ACCESS's evaluation is a quasi-experimental design that meets What Works Clearinghouse Group Design Standards with Reservations. MPS District Administration identified 12 community schools as treatment sites referred to here as the CSPCs. 12 other MPS schools that are similar in student demographics, student achievement, and teacher demographics that identify community schools will serve as the control group. ACCESS evaluation will compare the 12 CSPCs and the 12 control group schools in student achievement (annual standardized tests and existing school-wide measures), student attendance, teacher effectiveness, teacher cultural competence, school equity, school climate, UWM teacher candidate effectiveness, and teacher turnover and vacancy rates. These outcomes will be measured before and after program implementation, sometimes within a year and sometimes across years, so that change can be assessed and compared.

Studies with low attrition are expected to have low levels of bias and can receive the highest ratings of Meets WWC Group Design Standards without Reservations or with Reservations. There have been minimal school closings in MPS so attrition of schools is not expected, though attrition of teachers in treatment and non-treatment sites are currently 10.5%. Because there are approximately four hundred teachers in both the CRPCs and the comparison

schools, it is expected that the total number of participants over three years will be acceptable even under conservative assumptions.

ACCESS involves both qualitative and quantitative data gathering. Dr. Donna Pasternak, in collaboration with Dr. Leanne Evans, will lead a cadre of three graduate research assistants to collect and analyze the qualitative data.  Dr. Razia Azen and a graduate assistant from CORE will lead in quantitative measures. These data will provide formative and summative evaluations of the project at various stages to create feedback for program improvement and provide valid and reliable evidence of performance outcomes, as summarized in Table 8.

Table 12. Research Questions and Methods of Evaluation

| Goal (s) | Research Questions | Behaviors to Study | Methods of Evaluation |
|---|---|---|---|
| (F=Formative, S=Summative, MM=Mixed Methods, Qual=Qualitative, Quant=Quantitative, RCT=Randomized Controlled Trial) | | | |
| 1 | Q1. Does a scaffolded integrated curriculum in CRP within a university program or coursework in CRP  more strongly support teacher candidates in their cultural competence than in the nonparticipant schools? If so, how do teacher candidates describe this support? | Teacher candidate perceptions of UWM support for CRP and urban education | 1) Every new cohort of teacher candidates will be surveyed regarding support for CRT at orientation and after student-teaching to see if perceived support increased (**MM, S**) - Occurs with every new cohort; 2) UWM Council of Professional Education annual survey data (**MM, S**) will be compared across participant and nonparticipant schools over time. 3) Focus groups of teacher candidates held twice during their programs, once at the beginning of the programs and after student teaching  (**Qual, RCT, F**) |

| 1 | Q2. Does building partnerships with K-12 schools around CRP increase teacher candidate perceptions of their preparedness to teach in urban, high-needs schools as compared with peers in non-CRP sites? | Teacher candidate perceptions of their own preparedness to teach in urban, high needs schools | 1)Survey responses regarding preparedness to teach will be compared across CRT and non-CRT sites. Post student-teaching responses can be compared after controlling for pre student-teaching responses (**MM, S**) - Occurs with every new cohort; 2) UWM Council of Professional Education annual survey data (**MM, S**) 3) Focus groups of teacher candidates held every twice during the program. (**Qual, RCT,  F**) |
| 1, 3 | Q3. Do clinical placements at a professional development partnership school in CRP affect teacher candidate's decisions to remain working within large urban school districts? | Choosing to remain teaching in a high needs, urban school district. | Teacher candidates in CRP sites will take positions in large urban districts at a higher rate than those in non-CRP sites (**Quant, S**) - occurs at end of every program |
| 2 | Q4. Do schools using CRP improve school climate? | Schools participating in CRP will exhibit better school-wide climate than non-CRP schools | 1) Annual Climate Surveys (**RCT, Quant, S**) will be used to compare CRP with non-CRP schools on climate and the change in climate over time. |
| 2 | Q5. How does school-wide, sustained professional development in CRP affect teachers' practices? | Teacher effectiveness in classrooms will improve and more so for CRP schools | 12) Pre-and post EE Scores (**Quant, S**) - part of MPS's annual teacher evaluation - will be compared across CRP and non-CRP schools. |
| 2 | Q6. What supports/barriers affect teacher's cultural competence development? | Practical and institutional obstacles to teacher change for teaches in | 1) Pre- and post-TC-CARES (**MM, F**) - occurs at the beginning and end of every school year will be compared across CRP and non-CRP schools 2) Focus groups with administrators and teachers annually- (**Qual, F**) will be |

| | | CRP | compared across CRP and non-CRP schools |
|---|---|---|---|
| **2** | Q7. Does a school-wide CRP initiative accompany an increase in student achievement? | Student test results and attendance should improve for CRP schools. | 1) Pre- and post- data on student on school-wide assessments, standardized tests (**RCT, Quant, S**) - and annual student attendance data **(Quant, S)** will be compared across CRP and non-CRP schools. |
| **2** | Q8. How do CRPCs engage in their community? | The number of partnerships established with community will be larger for CRP schools. | 1) Pre- and post- partnership data (number and types of contacts) from participating and control site (**Quant, S**) and CRPC Action Plans (**Qual, F**) will be compared across CRP and non-CRP schools. |
| **3** | Q9. How does building capacity around culturally responsive teaching affect teacher retention in high poverty, high-need, urban schools? | Teacher retention will improve and be better for CRP schools | 1) Examine recorded district data on retention before and after ACCESS implementation and compare CRP to non-CRP schools (**RCT, S**) - reported annually<br>2) Focus groups of teachers (**Qual, F**) will provide information to clarify the quantitative data. |

Some evaluation measures are intended to serve as formative and summative assessments of ACCESS. For example, Teacher-Candidate Cultural Awareness, Relevancy and Efficacy Scale (TC-CARES) already used by UWM's IUE; Educator Effectiveness (EE) used by MPS to measure teacher impact; MPS teacher turnover rates; MPS K-12 student achievement data measured by the Wisconsin Forward; and UWM's Council of Professional Education's (CPE) annual survey of certification programs will all be important data sources to inform ACCESS's influence on retention, school climate, teacher candidate preparedness and K-12 student achievement.

In addition to the aforementioned instruments, surveys and focus group will be administered throughout the years of the grant to participants. The School Climate Survey (SCS) used in this project is adapted from the Essential 5 Survey used by the Chicago Public Schools and MPS, but already administered by UWM on a national scale. Teachers' dispositions as related to CRP will be measured using the Teacher-Candidate Cultural Awareness, Relevancy and Efficacy Scale (TC-CARES). This survey (see Appendix F) was developed by UW Systems for IUE to examine dispositions of teacher candidates coming from non-urban areas (Nix et al, 2016). Questionnaires for teacher candidates have long been administered by UWM CPE and will provide the data on program alignment and teacher candidate perspective of preparedness to teach in high needs urban schools. Other questionnaires can be developed by the researchers, if and as needed, to evaluate each research question.

Quantitative data will be analyzed using t-tests, ANOVAs, or multiple regression analyses, as appropriate, to compare pre- and post- scores across participating and non-participating schools. These analyses will be conducted to measure the impact of ACCESS's professional development on the various outcomes to address the research questions in Table 8 (e.g., the outcome of teachers' knowledge and instructional practice is measured by the pre-post TC-CARES and students' achievement scores). Potential confounding factors or covariates that have a relationship with the treatment or outcome will be included as needed to reduce threats to the study's internal validity. Covariates for potential inclusion in the teacher outcome models will include teachers' years of experience, certification, and pre-survey composite scores.

Student achievement will be analyzed by content area (e.g., mathematics, reading, and language arts) as tested on a standardized instrument. In analyzing the student achievement data, student demographics and prior achievement will be used as covariates. In addition to examining

statistical significance (at the .05 level), to determine the practical significance of impact effects

Glass's delta (Cumming, 2012) will be calculated to obtain the impact's effect size.

Qualitative data from questionnaires and focus groups will be coded and classified by the research team according to school and group (control or treatment) as explained by Creswell (2012) and Earl and Timperley (2015). Focus groups will be administered by graduate research assistants with experience and expertise in qualitative research to preserve the integrity and anonymity of responses. Focus group questions will vary based on the group's relationship to ACCESS.  Sample questions are in Appendix G.

Using this data, ACCESS will align theory to practice in the creation and maintenance of professional development partnership schools focused on culturally responsive pedagogy (CRP). At these centers, ACCESS will develop experienced teachers in CRP, will recruit new teachers through its support staff, and will provide high quality urban clinical placements for UWM teacher candidates.