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PROJECT DESCRIPTION

Kansas State University (KSU) is pleased to submit this proposal to the U.S. Department of Education Office of Innovation and Improvement Teacher Quality Partnership Grants Program in response to **Absolutely Priority 1- <u>Partnership Grants for the Preparation of Teachers</u>**. To meet this Absolute Priority, a tri-level partnership (university partners, community college partners, and two high-need districts) has been forged to create an innovative model of teacher preparation program that starts in highly diverse high schools with concurrent college credit and allows students obtain their elementary education degree from Kansas State University while remaining in their community. Innovative features of the reformed model will include:

➢ School district, community college, and IHE collaboration to provide an elementary education degree delivered completely on site for place-bound and underserved populations.

➢ A year-long residency for student teaching

➢ Distance supervision utilizing SWIVL technology

➢ University and district mentoring through two-year induction model

The new educational preparation model, Project **K**STEP-UP [**K**ansas **S**tatewide **T**eacher **E**ducation **P**athway for **U**nderserved and **P**lace-bound students] leverages a collaborative effort that spans the state of Kansas and includes the following partners: Kansas State Department of Education (KSDE), KSU College of Education (KSUCOE), KSU College of Arts and Sciences (KSUAS), Kansas City Kansas Community College (KCKCC), Seward County Community College (SCCC), USD 500 Kansas City Kansas Public Schools (KCKPS), and USD 480 Liberal Public Schools. Each of the partners will play a key role in supporting the development of

'place-bound' students (defined in the literature as having a perceived difficulty in leaving the immediate geographic area to attend school) into high quality teachers prepared to serve the needs of high-need students in both urban and rural areas (Scheilds, 2004).

PROJECT SERVICES

This proposal will demonstrate how KSUCOE will meet :*1) Absolute Priority 1: Partnership Grants for the Preparation of Teachers, 2) Competitive Preference Priority 1: Promoting Science, Technology, Engineering and/or Math Education, with a Particular Focus on Computer Science, and 3) Competitive Preference Priority 2, Promoting Effective Instruction in Classrooms and Schools.*

The two partner districts, though geographically distant, have experienced many of the same patterns of growth in demographics--so much so--that both locations are now termed "minority-majority" cities. According to education officials, Kansas City's Wyandotte County is the second-most diverse community in the nation and at least 74 languages are spoken in the schools (Montgomery 2017). In Liberal, Kansas, similar increases in diversity have occurred due to the arrival of a growing migrant work force hired by meat packing plants, dairies and corporate hog farming operations. Hispanics now account for 52.9% of Liberal's population along with 3% African-American and 3.6% Asian (U.S. Census). According to the KSDE building report cards, changing community demographics have impacted the two school districts in similar ways:

Table 1 Kansas Department of Education www.ksde.org									
LEA Partner	Hispanic	African-American	White	Other	% students Econ Disad. >20%	# students Econ Disad >10,000	ELL	Eligible SRSA	Eligible RLIS
Kansas City	49.6%	29%	11.5%	9.9%	85.37%	YES	41%	YES codes 12, 41	NO
Liberal	79.4%	1.8%	14.3%	4.5%	81.29%	NO	63.7%	YES codes 33, 41	YES

High Need High Schools									
JC Harmon High School USD 500	90.4%	15.4%	12.3%	5.5%	90.4%		44%		
Liberal High School USD 480	75%	3.3%	16.6%	5.2%	78.9%		62%		
High Need Elementary Schools									
McKinley USD 500	78.8%	2.7%	5.4%	13%	88.7%		72%		
Sun-Flower USD 480	87%	1.4%	8.3%	3.3%	92%		88.7%		

The K-12 students in KCK and Liberal school districts represented in Table 1 experience similar issues in their respective communities, a teaching force that does not represent their diversity or their economic challenges, or the challenges of access to higher education for place-bound students. The dearth of diverse teachers across the country is well-researched and extensively documented. Nationally, federal data shows more than eight out of 10 (81.9 percent) teachers are white (National Center for Education Statistics 2014). A growing body of evidence suggests that diverse teachers benefit diverse students, adding urgency to efforts to resolve the disparity (Egalite, Kisida, & Winters 2016). Several theoretical models propose a strong bond to culture and family that influences aspirations of college choice and a perceived difficulty in leaving the immediate geographic area to attend college (Sewell & Hauser, 1975; Hossler & Gallgher, 1987; Shields, 2004). Both districts also mirror each other in the number of participating teachers in the partner LEAs have a lack of training in the academic subject areas or grade levels in which they were trained to teach:

| Table 2 | | |
| Teacher Need: (Kansas Report Card 2017) | | |
High Need LEA:	Liberal USD 480 Sunflower Elementary	Kansas City USD 500 McKinley Elementary
Percent of participating teachers in LEA who do not have training in academic or subject areas	7.41 not highly qualified in the district Core content ..	9.63 not highly qualified in the district; Core content
Percent of Teachers with emergency certificates	3.7%	9.09%

 Project KSTEP UP addresses these important student needs by reforming the teacher education program to be delivered completely on site to the Kansas City and Liberal school districts.

A Focus on State and Local Efforts

In August, The Kansas State Department of Education (KSDE) officially launched an exciting educational reform with the goal of complete redesign of the **state** educational system. The Kansas Can School Redesign Project was conceived in 2015 as KSDE officials participated in a state-wide listening tour where community leaders, parents, and educators met to answer one question: "What are the characteristics, qualities, abilities, and skills of a successful 24-year old Kansan?" The most important theme of education redesign aligns well with KSTEP UP, "…schools must be able to address students' individual needs, talents, and interests." (Kansas State Department of Education, 2015). The KSDE Kansas Can vision is built on five pillars: social and emotional growth, kindergarten readiness, individual plans of study, high school graduation rates, and post-secondary completion. During partnership meetings to complete the needs assessment (See Appendix C), partners emphasized the importance of aligning KSTEP UP activities to align with their **local** "Kansas Can" redesign efforts and hiring objectives. Thus, KSTEP UP goals align with all but one of the pillars (early childhood/kindergarten readiness is not addressed in KSTEP UP). Please refer to Table 3 for a list of Kansas Can pillars, partnership activities and their alignment to State and local reform activities:

Table 3

Kansas Can Pillars aligned to KSTEP UP and Partner District Reforms.

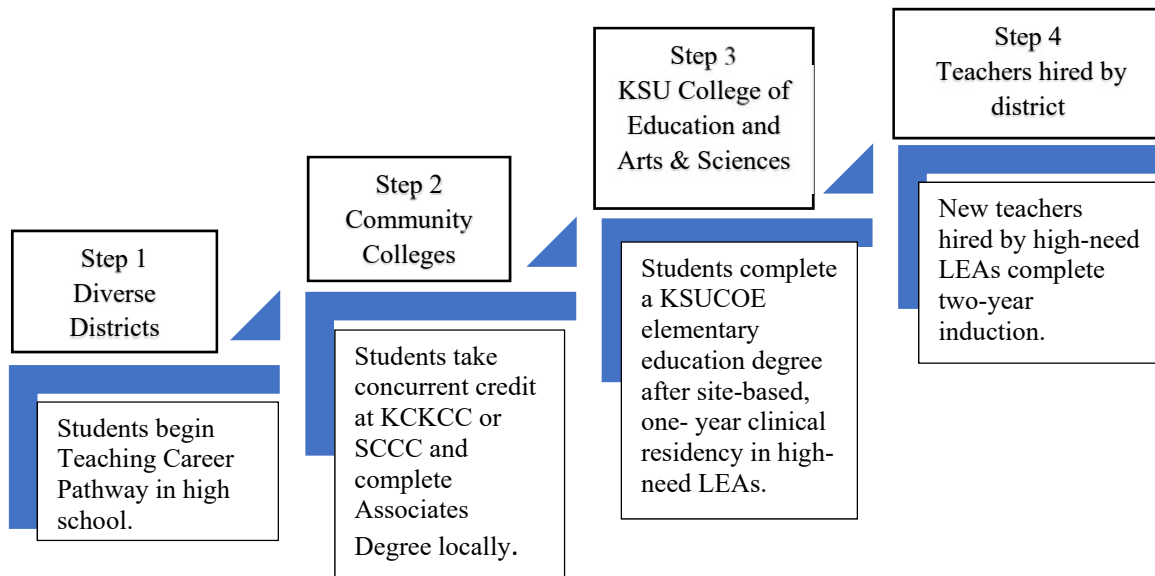| Kansas Can Pillars:	KSTEP Up activities	KCK Reform activity	Liberal Reform Activity
Social and Emotional Growth	X	X	X
Individual Plan of Study	X	X	X
Kindergarten Readiness		X	X
High School Graduation Rates	X	X	X
Post-Secondary Completion	X	X	X

Promoting teacher quality was also a common theme throughout partnership meetings.

The idea of professional development that was extended over time, job-embedded, and

individualized was appealing to all partners. District partners indicated KSDE has given them

freedom as to how to reorganize their districts as long as schools consider "the students, not the

system." One administrator indicated her teachers would be receptive to participation in KSTEP

UP activities because "We are building a pathway to post-secondary completion *and* a teaching

career *here*—something that has never been available to our students." (Kappelman, 2018)

(ii) The extent to which the training or professional development services to be provided by

the proposed project reflect up-to-date knowledge from research and effective practice.

KSTEP UP will reform its traditional, four-year teacher education program into a new

model. The new model (see figure 1) will offer students in both highly diverse districts the

opportunity to earn college credits in high school, complete an associate's degree after

graduating and finish a bachelor's degree two years later—all while remaining in their local

communities.

Figure 1. Project KSTEP UP partnership overview.

Step 1 Diverse Districts	Step 2 Community Colleges	Step 3 KSU College of Education and Arts & Sciences	Step 4 Teachers hired by district
Students begin Teaching Career Pathway in high school.	Students take concurrent credit at KCKCC or SCCC and complete Associates Degree locally.	Students complete a KSUCOE elementary education degree after site-based, one- year clinical residency in high-need LEAs.	New teachers hired by high-need LEAs complete two-year induction.

A recent report of the Blue-Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning indicates creating a system built around programs centered on clinical practice holds great promise for advancing shared responsibility for teacher preparation (NCATE 2010). The report provides evidence that the strength of KSTEP UP can be a teacher education program willing to implement teacher preparation curriculum changes that **improve, evaluate, and assess how well all prospective and new teachers develop teaching skills,** and work in close partnership with school districts to redesign teacher preparation to better serve prospective teachers and the students they teach. The National Research Council also supports the KSTEP UP pathway to teaching concept through its identification of clinical preparation developed by partnerships with colleges of education, with course work and clinical preparation woven together throughout programs to emphasize translation of knowledge into practice to **build strong teaching skills**. (National Research Council 2010). KSUCOE faculty and academic advisors have designed a shift from the traditional, four-year experience to a pathway that begins in high school, continues at the community college, and is completed in the local district:

Table 4
Credit Pathway for H.S. and Community College Students - Bachelor of Science in Elementary Education

Possible HS or CC Courses	Comm. Colleges	KSU Semester 1 (Summer)	KSU Semester 2	KSU Semester 3	KSU Semester 4	KSU Semester 5
Expos. I 3 cr	Phys. Science - 4 cr	Music for Elem. Music 405 - 3 cr	Block A	Health & Mov't EDEL 250 - 2 cr	Student Teach EDEL 585 - 6 cr	Student Teach EDEL 585 - 6 cr
Expos. II - 3 cr	Earth Sci. - 3 cr	Art for Elem EDEL 270 - 3 cr	Ed Technology EDCI 318 - 1 cr	Block B	Block C	Block C Practicum K-6 EDEL 460 - 1 cr
Algebra - 3 cr	Geography/ Econ - 3 cr		Core Teaching Skills EDCI 320 - 3 cr	Teaching Literacy K-2 EDEL 411 - 3 cr	Block C Practicum K-6 EDEL 460 - 1 cr	Teaching Math K-6 EDEL 463 - 3 cr
US History - 3 cr	Human Development - 3 cr		Educational Psychology EDCEP 315 - 3 cr	Teaching Science K-6 EDEL 412 - 3 cr	Teaching Literacy 3-6 EDEL 461 - 3 cr	Teaching Social Studies K-6 EDEL 462 - 3 cr
Biology - 4 cr	Statistics - 3 cr		Exceptional Child EDSP 324 - 3 cr	Classroom Assessment K-6 EDEL 413 - 1 cr	Classroom Management & Discipline EDEL 464 - 1 cr	
Teaching as a Career EDCI 200 - 1 cr	Speech - 3 cr		New Literacies in Contemp Classrooms EDCI 400 - 3 cr	Teaching Cultural & Diverse Learners EDEL 414 - 3 cr	Mathematics for Elem School MATH 320 - 3 cr	
Early Field Experience EDCI 230 - 1 cr	Foundations of Education – 3 cr			Block B Practicum K-6 EDEL 410 - 2 cr		
	U.S. Gov. - 3 cr					
	Area of Concentration - 15					
(18 Credits)	**60 Credits from HS & CC**	**6 credits**	**13 credits**	**14 credits**	**14 credits**	**13 credits**
					TOTAL CREDITS	**120**

Besides course content, the site-based experience will include three field-based clinical

experiences in a local high-need LEA. **Clinical Instructors (.25 release time in each district)**

will provide closely supervised interaction between prospective teachers and faculty,

experienced teachers, principals, other administrators, and school leaders, including evaluation and feedback for all three field experiences and follow cohort participants through a continuous growth model from the early field experiences through induction. Both real time and video-based feedback will allow participants to demonstrate performance-based competencies while they are prospective teachers and continue a cycle of growth during two years of teacher induction and beyond. Mentors will be allowed release time for viewing videos and providing feedback.

The KSTEP UP program will **prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction**.

Kansas State University is classified by the Carnegie Classification of Institutions of Higher Ed as R1: Highest research activity (Carnegie, 2014). The KSUCOE faculty are charged by the University Provost and the Office of the Dean of the College of Education to include an **empirically-based and scientifically-valid research component** to all faculty agendas and require all components of teacher education to be research-based. All tenure-track faculty are required to contribute to their respective content areas through scientifically-valid research, and action-research components are integral to all elementary education syllabi and 47 credit hours of clinical experiences. KSUCOE students, who face rigorous admissions criteria, benefit from a research culture. A sound academic foundation enables student to develop independent critical thinking skills, strong oral and written communication skills, and strengths in **content and pedagogy**. Besides the 2.75 GPA for admissions, KSUCOE students are required to maintain a 3.0 GPA. Additionally, KSUCOE undergraduates participate in research symposia in person and virtually. The KSUCOE conceptual framework is the foundation for the KSU COE teacher preparation program and supports the college's mission: *Preparing educators to be knowledgeable, ethical, caring decision makers for*

a diverse and changing world. The conceptual framework serves as a guide for content and

assessments in courses and field-based experiences throughout the teacher preparation program.

The conceptual framework **reflects current research, state and national standards**, and

advice from professionals in the field of practice. All coursework is aligned with **State Content**

Standards and Interstate New Teacher Assessment and Support Consortium (InTASC)

standards for new teachers and establish high expectations for undergraduates. Two courses, Math

for Elementary Teachers and Children's Literature, are one of the many aspects of the project that

will require collaboration with KSUAS--a close neighbor in proximity and mission to the KSUCOE--

in order to ensure courses can be delivered at the community college level and are easily transferred

to the KSUCOE program of study. Within the elementary education program of study, KSTEP UP

students will begin analysis of qualitative and quantitative research early on and **use research and**

data to make decisions about classroom instruction and teaching practices. Table 5 below

highlights course content and demonstrates how coursework within the program of study will prepare

prospective and new teachers to **understand and use research and data to modify and improve**

classroom instruction:

Table 5	
Selected Courses Using Research and Data to Modify and Improve Instruction	
Course	Course Content
Foundations of Education	Critical thinking and reflective decision making about educational issues and how they *influence instruction*.
Core Teaching Skills and Lab	*Examines instructional planning, differentiating instruction, direct and indirect instructional strategies*, strategies to promote student understanding, managing lesson delivery, classroom management, assessing student performance, and working with colleagues and parents.
Block B Teaching Skills and Lab	*Examines instructional planning, differentiating instruction, direct and indirect instructional strategies, analyzing data to modify instruction* and promote student understanding, managing lesson delivery, classroom management, assessing student performance, and working with colleagues and parents.

Teaching Literacy K-6	This course provides emergent literacy theory to foster language development, create optimal learning environments, assess and evaluate literacy learning, *analyze data and provide differentiation* and interventions for all learners. Comprehensive, evidence-based primary literacy programs include modeled, guided, and direct instruction; skill and strategy teaching; integration of reading/writing, listening/speaking, and viewing/visual representation. Includes using researching technologies to enhance instruction and facilitate professional productivity.
Teaching Science K-2	An introduction to the principles and methods of teaching science in elementary grades, including the nature of science, student learning, curriculum, *using research-based instructional methods and activities*, equity issues, student assessment and *data-driven decision making*. Includes using technologies to enhance instruction and facilitate professional productivity.
Assessment K-6	Examines the role of assessment in elementary classrooms in teaching; characteristics of high-quality assessments; diagnostic, formative, and summative assessments; preparation of classroom tests and test items; performance and portfolio assessments; affective traits; assessment of students with special needs and characteristics; *using data to modify instruction,* grading and reporting; and standardized tests
Teaching Culturally and Linguistically Diverse Students	Examines multicultural education and the characteristics of diverse learners in the classroom, including understanding culturally and linguistically diverse learners. Curricular and instructional implications of these differences are examined in an effort to *modify instruction* to meet the needs of all learners.
Block C Practicum	A field experience designed to give students opportunities in applying research-based teaching methods in literacy, social studies, and mathematics in elementary grades. Includes *using data to make instructional decisions* and utilizing technologies to enhance instruction and facilitate professional productivity
Teaching Literacy Grades 3-6	This course extends literacy theory to the intermediate grades to focus on language development, create optimal learning environments, assess and *evaluate literacy learning, and provide modifications and interventions for all learners*. Comprehensive, evidence-based intermediate literacy programs include modeled, guided, and direct instruction; skill and strategy teaching; content area literacy; integration of reading/writing, listening/speaking, and viewing/visual representation. Includes using technologies to enhance instruction and facilitate professional productivity.
Teaching Math K-6	The teaching of mathematics in elementary grades, including the nature of mathematical processes, curriculum, methods of instruction, instructional materials, and the *evaluation of outcomes to modify instruction*. Includes using technologies to enhance instruction and facilitate professional productivity.

Besides tightly aligned course content, another opportunity for students to **use data to modify and improve classroom instruction** is the use of SWIVL robots. All students participating in KSTEP UP will be assigned a university supervisor, a clinical instructor, and a mentor teacher during the **year-long clinical student teaching experience.** The supervision process involves the use of a SWIVL robot and a recording device (Allen, D., et. al 2016; Rothwell & Sprouse, 2016)). Each KSTEP UP student will be provided with a SWIVL robot. SWIVL is a robotic device used to transform field experiences and university supervision. SWIVL connects seamlessly to a tablet or smartphone turning it into an automated video solution, which follows the student teacher and records them as they teach and interact in the classroom. SWIVL comes with a one-click remote which can be worn or held. The remote features a built-in microphone used to capture the student teacher's voice.

SWIVL will be used to:

- Document classroom experiences

- Allow university supervisors, clinical instructors, and mentor teachers to give specific feedback for professional development and instructional growth throughout the program.

- Engage in virtual conversations about student teaching practice with the university supervisor, clinical instructor, and mentor teacher by typing directly onto video feedback screens beside the captured classroom video.

- Enable student teachers to reflect upon their own practice and improve instruction by watching SWIVL videos.

- Facilitate collaboration, connections, and conversations with university supervisors, clinical instructors, and mentor teachers during student teaching, then continue the conversation and demonstrate growth during the two-year induction period.

After the program of study coursework is completed, a capstone project, the student teaching portfolio, is required by KSDE. KSUCOE course preparation leading up to the portfolio readies students for a comprehensive unit assignment requiring a **research-based unit plan**, formative and summative assessments, and **analysis of data to inform and modify instruction**. Students are required to follow limited English-speaking focus students throughout their clinical experience, and differentiate instruction for their students in their preparation and planning, instruction, and authentic assessment As part of the program reforms, this requirement will be expanded from a semester to one year, and the Clinical Instructor will work with both the mentor teacher and student teacher on differentiating instruction through **data-driven decision making** throughout the semester. Video-based evidence through SWIVL technology allows the Clinical Instructor, the mentor teacher and the student teacher to make comments and demonstrate growth in their student-centered differentiation as well as the **unique needs of teaching in urban or rural communities.**

One of the key aspects of the early partnership meetings for the needs assessment was the confidence community colleges and districts have in the KSUCOE to coordinate strategies and activities assisted under the grant. There is a long history of communicating with partner districts and community colleges across the state. **Another asset is the ability to coordinate with four other programs in the KSCOE and across campus funded the National Science Foundation (NSF)**. The KSUCOE currently has an NSF Noyce Scholarship Program in Mathematics Education and Dr. Sherri Martini, a math education professor for KSTEP UP students, will be utilizing high-quality, research-based strategies for preparing pre-service math teachers for success. Her role as PI for the Noyce grant will inform the math education courses for Project KSTEP UP. The KSUCOE Science Center advises two NSF-funded programs administered

under the Kansas State University Office for the Advancement of Women in Science and Engineering (KAWSE). Project KSTEP UP will leverage KSUCOE collaboration with KAWSE in two programs, Girls Researching Our World (GROW) for sixth-through eighth-grade students, and Exploring science, Technology and engineering (EXCITE) for ninth-through-12th-grade students, to recruit students from feeder middle schools and partner high schools in the KCK and Liberal school district into the teaching career pathway, and in turn, Project STEP UP graduates can reciprocate by providing information about the two programs' activities to their future students. Further alignment to STEM was driven by the needs assessment and both districts hope to tap into university assets in Computer Science, particularly in the area of computational thinking. KSTEP UP students and mentor teachers as well as in-service teachers in each partner LEA will participate in computational thinking micro-credentials. Administratively housed in the College of Education, the Center for Science Education is a university-wide vehicle for integrating work in the sciences, engineering, mathematics, and technology (STEM fields) with K-12 classrooms. The center's mission is to improve the quality of STEM teaching and learning throughout Kansas. Current work explores linking STEM education across the three KSU campuses (Manhattan, Salina, and Olathe) with employment and industry needs. The center facilitates collaborations on research, curriculum development, program development, and professional development related to the Next Generation Science Standards, engaging school administrators, teachers, researchers, STEM faculty, and non-formal educators, and will be an integral part of the STEM aspects of content and curriculum of elementary STEM coursework and professional development through micro-credentials. Mr. Nathan Bean, an expert in computational thinking in KSUAS will provide both face-to-face and long term, job-embedded activities and support to improve student achievement in computer science. Dr. Martini's NSF

expertise in math education, collaboration with STEM activities in KAWSE, The Center for Science Education, and professional development in computer science will provide KSTEP UP students with promising practices to improve student achievement in STEM, math, and computer science. (*Addresses Competitive Preference Priority 1*)

(iii) The extent to which the training or professional development services to be provided by the proposed project are sufficient quality, intensity, and duration to lead to improvements in those practices among the recipients of those services. [Addresses (1) of General Program Requirements Checklist: *How the eligible partnership will meet the purposes of the TQP Program as specified in section 201 of the HEA;Section 201 of the Higher Education Act of 1965 (P.L. 105-244 includes TITLE II—Teacher Quality.]*

The four purposes of the TQP Program and the ways the eligible partnership will meet the purposes are outlined below:

1) improve student academic achievement; Research indicates teacher quality characteristics such as certification status and degree in the field to be taught very significantly and positively correlate to increased academic achievement (Darling-Hammond 2000). Project KSTEP UP focuses on strong preparation for elementary certification, and a high quality, nationally awarded professional development school model. The KSUCOE program of study is **aligned to KSDE State Content Standards and Assessments under section 1111(b)(1) of the ESEA**, and KSDCOE faculty members were part of the **development of STEM and ELA content standards for compliance with ESEA**, as well as state content standards in the specialized areas of FACS, World Languages, Health and PE, Social Studies, Civics, Counselor Education and ESOL.

(2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities; Quality

KSTEP UP seeks to improve the quality of the **current teaching force** by providing long term, individualized and job-embedded professional development through micro-credentials. Research suggests teachers want to participate in professional development opportunities that are related to the work they do in their own classrooms (DeMonte, 2013). Teachers also want professional development that extends over time, rather than one-shot or sit-and-get programs, which can positively influence teacher quality. (Archibald, Coggshall, Croft, & Goe, 2011). Recent evidence suggests a close relationship between where prospective teachers do their student teaching and where they are hired; in fact, close to 40% of prospective teachers are hired in the same district where they complete their student teaching (Krieg, Theobold, & Goldhaber (2015).

(3) hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach, such as mathematics, science, English, foreign languages, history, economics, art, civics, Government, and geography, including training in the effective uses of technology in the classroom; Although KSDE does not rank teacher preparation programs in Kansas (See appendix A) KSUCOE program completers are well-prepared with the necessary teaching skills in the academic content areas in which the teachers plan to teach. According to the KSUCOE Center for Student Success and Professional Services 2016-2017 report, graduates from the teacher education program are **strong in content knowledge** and **meet or exceed national averages (**80% or more of the graduates of the program have passed all of the applicable State qualification assessments for new teachers) on

ETS Praxis Content Area Exams in Agriculture, Biology, Chemistry, Earth & Space Science, English Language Arts, ESOL, Family and Consumer Sciences, Mathematics, Music, Social Studies, and Spanish. The most recent accreditation visit for KSUCOE was 2016, and the program review had no Areas for Improvement (AFIs) for any initial or advanced program, demonstrating a strong program committed to each student meeting high academic standards. Communication from KSDE (See appendix A) indicate evidence from KSDE that students who complete the education program at KSUCOE meet applicable state certification and licensure requirements for K-6 teachers. KSTEP UP students will not only graduate with strong content support, they will benefit from the additional layer of support from an intensive clinical experience, with site-based Clinical Instructors to guide them through licensure exam preparation and funding to pay for the exam fees.

(4) recruit highly qualified individuals, including individuals from other occupations, into the teaching force. For the past two years, KSUCOE has ramped up efforts to recruit highly qualified individuals, including those from other occupations, through two distinct efforts: First, a recruitment office was established with a full-time recruitment coordinator. Second, KSUCOE researched the labor market's demand for additional elementary teachers in the State of Kansas and the rest of the country. With several military bases close by, KSUCOE also recognizes the need to offer veterans and/or military-connected family members options for earning teaching credentials despite frequent geographic moves and deployments. A Master of Arts in Teaching was developed and currently has over 100 second-career teachers earning teaching credentials throughout the nation. These same recruiting channels will be utilized for KSTEP UP program recruitment.

Intensity

Project STEP UP will leverage the research-based benefits of a cohort model to maximize the intensity of the educational experience of each participant. Utilizing a cohort structure from each district to move through the high school, community college, and college pathway creates an opportunity to capitalize on the varied backgrounds that prospective future teachers will bring to their own education (Warring, 1990). Research supports utilizing a cohort model creates " base support groups" (long-term co-operative groups) in elementary teacher programs and promotes both collegiality and collaboration; skills that can follow them into the teaching profession (Mather & Hanley 1996; Mather 2017).

Duration

KSTEP UP students will experience a year-long clinical residency in local, high-need LEAs. Research supports revising KSUCOE's current semester-long student teaching experience to a year-long clinical experience can lead to increased academic achievement once the students become educators (Carpenter, Crawford & Walden, 2007). With semester long student teaching, student teachers are not able to receive the full experience of becoming a teacher. KSTEP UP student teachers will not only be in the classroom for the entire year, they will be able to build relationships with students, be involved in student academic growth, and be a part of the building community (Greenburg, Pomerance & Walsh, 2011).

PROJECT DESIGN

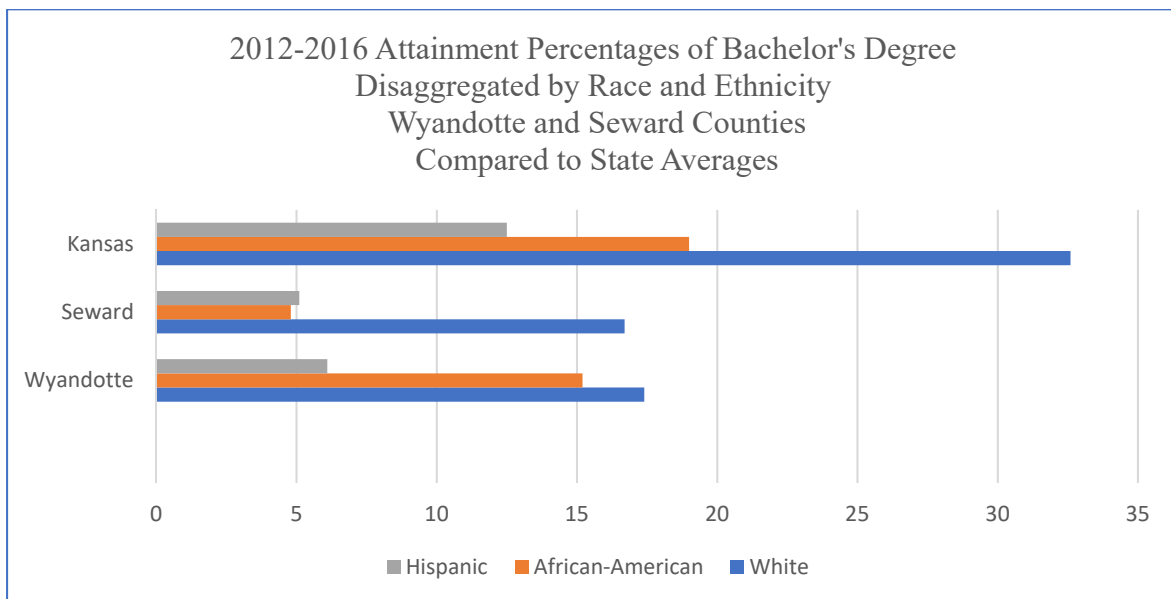**(i) The extent to which the proposed project demonstrates a rationale.**

Project KSTEP UP is informed by research that suggests the project is likely to improve relevant outcomes. Issues of *equity* and *opportunity* have been the catalyst for Project KSTEP UP since the project partners first met to discuss the Teacher Quality Partnership grant program. Key stakeholders in both partner districts expressed concerns that college and career choices

were less a function of knowledge about college and more a function of being place-bound. The perceived issues shaping place-bound students' decisions about their future include:

Distance elasticity: similar to the way some students respond to the cost of college, some students, particularly diverse students from working-class families may be more responsive to distance than to price (Alm, 1996; Cook and Boyle 2011; Ovink and Kalogrides 2015).

Community ties: Family obligations and cultural norms are major influences on college and career decisions. Latino, Black, and Native American students are more likely to feel place-bound to their community and family. (Perez and McDonough 2008) Additionally, just as housing, health care, and transportation inequalities can negatively impact students' life choices, the same pattern is true for inequitable college and career opportunities. (Basta and Moroni, 2013, Lamichane et. al. 2013). The mitigating factors of being place-bound may be a contributing factor to lower education attainment and numbers of teachers by race and ethnic groups in the counties and school districts the project is targeting:

Figure 2 Educational Attainment by Race and Ethnic Group, Wyandotte Co. and Seward Co.

2012-2016 Attainment Percentages of Bachelor's Degree
Disaggregated by Race and Ethnicity
Wyandotte and Seward Counties
Compared to State Averages

In order to improve post-secondary attainment for the targeted locations, Project KSTEP UP seeks to create a more streamlined pathway to college and the teaching career. By doing so, college becomes more accessible to place-bound students and can also play a role in building capacities to meet the needs of teacher shortages and a lack of diverse teachers who are effective in the high-need LEAs. (*Addresses Competitive Preference Priority 2*)

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable:

 Goals, Measurable Outcomes, Evidence to Evaluate Progress, and Activities to Meet Goals

Goal 1: KSTEP UP partnership will reform the traditional four-year teacher education program model into a site-based program model, offered in partner school districts.

Outcomes:

- KSTEP UP, will be **a reformed teacher education pathway** reflecting a program of study from high school to college graduation.

- **A well-developed recruitment plan** that targets under represented populations, individuals to teach in rural communities and teacher shortage areas, and mid-career professionals from other occupations, former military personnel, and recent college graduates.

- **A revised, year-long clinical experience** will provide a sustained and high-quality preservice clinical education program to further develop teaching skills of all prospective teachers.

Activities:

- To meet this goal, KSUCOE will transform traditional, four-year program of study into a site-based elementary education degree in collaboration with KSUAS, KCKCC, SCCC,

JC Harmon High School and Liberal High School, with field experiences in Sunflower and McKinley elementary schools. The program will be streamlined to provide students the opportunity to begin their career pathway as early as the sophomore year and earn concurrent credit from the local community colleges while they are in high school.

- As a result of this innovative program, 60 new educators from the targeted districts will obtain teaching degrees. Project KSTEP UP will leverage state required Individual Learning Plans to recruit students into the Teaching Career Pathway. In January of 2014 Kansas State Board of Education required that all districts implement individual plans of study for students in grades 8 through 12 for the following reasons:

  o Individual plans of study should be considered a "best practice" for districts, can help all Kansas students obtain a suitable vision of their path toward college and career readiness, and will address the gap between the percentage of students enrolling and the percentage of students earning credit during their first year of enrollment in 2- and 4-year postsecondary institutions.

  o Individual plans of study are addressed as part of the "Career Awareness and Guidance" criteria in the current draft version of Kansas' new accreditation model. As students navigate through high school and into career and college, it is students set educational goals and create a roadmap for success in high school and beyond. This roadmap, or individual plan of study, includes development of a flexible career focus and an education plan that is clearly-defined, rigorous, and relevant to assure a successful and efficient transition to postsecondary education and/or the workforce—a great match for the Project KSTEP UP pathway.

- KSTEP UP will leverage the career pathways classes of district high school Teacher Pathways classes as an effective mechanism to ensure that highly qualified individuals are recruited into the teaching profession. Each student's individual plan of study (IPS) will become a roadmap that includes graduation requirements, approved coursework for the earning concurrent credit with KCKCC and SCCC, as well as the program of study for earning an elementary education degree from Kansas State University and teacher licensure. KSDE requires that an IPS is developed cooperatively with the student and the student's counselor, teachers, and family members. The plan will be reviewed at least twice annually and will be revised as needed.

- Specific strategies will be employed to **recruit students into the teaching profession from under represented populations**. Recruitment efforts will include the goal of reaching all students in both highly diverse districts through at least one of many strategies:

  - Diverse students in KCK and Liberal high schools will be the focus of on-site, Future Teacher meetings with KSUCOE Educational Ambassadors (a student recruitment group) in attendance to share program elements. Ed Ambassadors represent all student national origin demographics and particular attention will be paid to ensuring KCK and Liberal high school students interact with diverse students.

  - Family Nights with culturally responsive, community-based opportunities for potential students and families to interact with same-culture representatives of our faculty and student populations, with the support of the KSUCOE-produced "A Walk in my Shoes, First Generation College Students," bilingual

videos and printed materials to take home.   Parental and community engagement is crucial not only to bring students—especially those marginalized—into KSTEP UP project, but also to build trust with families to ensure they stay.

- o Program literature and advertising will be disseminated through social media outlets and community-affiliated gathering points such as libraries, ethnic grocery stores, and restaurants.

- o Recruiting efforts will target individuals to teach in rural communities and teacher shortage areas, including mathematics, science, special education and the instruction of limited English proficient students. Strategies to recruit individuals to teach in rural communities and teacher shortage areas, including STEM, Special education and English learners will include:

  - ▪ Dissemination of financial incentives for teaching in rural Kansas districts, such as Rural Opportunity Zones—A Kansas law designating 77 counties in the state providing a 100 percent state income tax waiver for up to five years and repayment of up to $3,000 per year ($15,000 maximum) in outstanding student loans.

- **Recruiting activities** will also include targeting **mid-career professionals from other occupations, former military personnel, and recent college graduates with a record of distinction.** Mid-career professionals and former military personnel whom are place-bound in the KCK and Southwest Kansas area can come into KSTEP UP at **Step 2**. Current efforts for recruitment (print, radio, television, and social media

campaigns) will be reformed to include the KSTEP UP career pathway as an option, however, recent college graduates with a record of distinction would be guided towards the KSUCOE Master of Arts in Teaching (M.A.T.) or TELRN programs.

- o The M.A.T. is designed for a national market, career-changers, and working adults. Many of the online classes are taught asynchronously, which provides flexibility. Additionally, this program provides multiple avenues (GRE and CORE) by which prospective teachers may demonstrate sufficient content knowledge in lieu of having to expend additional resources (i.e., time and money) on undergraduate classes. This is a key and popular feature of the program which has grown to over 100 graduate students.

- o The TELRN program provides an on-campus, graduate pathway to recommendation for secondary teacher certification. Even in a relatively limited market (i.e., within geographic proximity to K-State) with a limited scope (i.e., recommendation for secondary certification only), the program attracts approximately 25 students per year.

Goal 2: Teachers prepared to teach students with disabilities including as member of IEP team under IDEA, and limited English proficient students.

Outcomes:

- Enrollment in EDSP 324 Exceptional Child in the Regular Classroom Course

- **Weekly seminars** led by Clinical Instructors aligned to specific needs of partner districts and high-need LEAs, Praxis test prep

- **5 new micro-credentials created**. Literacy, Biography-driven Instruction, AP Teaching Methodology and Computational Thinking. (Faculty compensated, 1.0 FTE in budget)

- **A passing score on the Praxis II ESOL exam** leading to ESOL certification upon teacher licensure.

Activities:

- All KSUCOE elementary education candidates are required to take a specialized course, EDSP 324 Exceptional Child in the Regular Classroom. This course is designed to prepare general education teachers to work with students with disabilities in their role as general education teacher, including **understanding the required components of IEPs, the related laws such as IDEA and Section 504, and their role during the IEP meeting and then carrying out the goals, any accommodations and modifications listed on a student's IEP, and assuring supplementary aids and services, such as assistive technology, Universal Design for Learning (UDL) and strategies for teaching gifted and talented.** KSUCOE also requires elementary education candidates to take a multicultural course, in which all students are taught to **differentiate instruction for students who are limited English proficient**. Students are also required to take two literacy courses to learn strategies for successfully employing effective strategies for reading instruction using the essential components of reading instruction as well as meeting the specific learning needs of students with low literacy levels. The KSDE required Individual Learning Plan for all students is heavily emphasized in the required assessment course, and from the first field experience all the way to student teaching, KSUCOE course syllabi have a heavy emphasis on differentiating instruction for all students.

- For the two years students are participating in KSUCOE courses, the Clinical Instructor will be leading weekly seminars in the building of the high-need LEA. These seminars

are designed include meaningful instruction and supervised practice and application of both key content and the specific needs of LEAs. Building staff and mentor teachers will always be highly encouraged to attend with the students.

- Five micro-credentials will be developed by key faculty (compensated by the project) for project KSTEP UP and will be required for students and their mentor teachers and highly encouraged for all current teachers in each LEA.

- As an incentive for adding ESOL certification to their KSDE elementary education licensure, KSTEP UP participants will be reimbursed for proof of passing the Praxis II ESOL Exam for ESL Certification in Kansas.

Goal 3: 60 new teachers who have attained initial State certification/licensure by passing all necessary licensure certification assessments within one year of program completion.

Outcomes:

- KSDE licensure in elementary education

- Certification in ESOL

- Completers hired by partner districts.

Activities:

- A full-time KSTEP UP Project Manager will be hired to coordinate cohorts for support through every stage of their participation. Duties will include:

  o serving as liaison to Career Pathways teachers, Concurrent Credit Teachers, Community Colleges, KSUCOE, KSUAE, and LEAs.

  o Recruitment, management, and support of two, 30-member cohorts, divided between the two school districts to enrolled in KSTEP UP, to attain initial state certification/licensure in elementary education.

- designing and delivering supportive assessment sessions (both face-to-face and through modules) to provide resources and support for passing the PRAXIS content and PLT assessments.

- The project will reimburse KSTEP UP participants for exam fees with proof of a passed exams required for a Kansas teaching license.

- The project will reimburse KSTEP UP participants for a background check state licensure fees upon proof of KSDE teaching certificate.

Goal 4: Provide opportunities for enhanced and **ongoing professional development** for students, mentor teachers, and current teachers through face-to-face training, followed up by semester-long, job-embedded micro-credentials in Literacy, ESOL, and Computational Thinking and some student-specific such as financial literacy.

Outcomes :

- Attendance and enrollment in micro-credentials

- Faculty and student surveys

- Classroom observations through SWIVL technology.

Activities:

- A coherent, systematic, and sustained program of professional development for teachers in the target district will be offered through KSU Global Campus non-credit opportunities. Faculty Experts from KSUCOE and KSUAS will provide year long, job-embedded professional development that includes face-to-face training as well as a virtual component. The three areas targeted in the project are: Literacy, Computational Thinking, and ESOL. KSTEP UP students and LEA teachers will complete year-long, competency based, and job-embedded micro-credentials, each year of the project

(assignments include a literature review, implementation documentation and artifacts, and reflections on professional growth). Once educators have achieved an electronic badge designating new competencies (and district-awarded professional development points), they can become powerful mentors to grade level and content colleagues in other buildings across the district. Research has shown that new ideas and methodologies tend to spread quickly through schools by interpersonal connections between teachers more than any other way (Dufour, Dufour, Eaker & Karhanek, 2004; Reeves, 2000). As micro-credentialed teachers in the high-need LEAs, teachers can be agents of change through their new knowledge in computational thinking and **train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction, computational thinking, and ESOL strategies and** contribute to educator development for the entire district beyond the life of the project. Both literacy and ESOL professional development include the essential components of reading instruction and use of **screening, diagnostic, formative and summative assessments to determine students' literacy levels (in the primary and target language) difficulties, and growth in order to improve classroom instruction and student reading and writing skills across the curriculum**. Dr. Vicki Sherbert and Dr. Lisa Tatonetti, faculty Literacy experts and Dr. Socorro Herrera, ESOL expert, will provide the PD and micro-credential to include strategies for **individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills**.

- KSUCOE, in partnership with KSDE has spent the last year piloting micro-credentials for personalized, professional development in two school districts in Kansas. Micro-credentials promote learning by doing: Educators apply their learnings in their practice,

collect evidence, and demonstrate their competence. In the KSTEP-UP competency-based approach to professional development, teachers choose an area of focus in STEM, ESOL, and/or Literacy, and are guided by KSUCOE faculty experts, submit documentation of their implementation process of new strategies and skills, and demonstrate mastery. Once faculty experts review evidence of competency and professional growth, educators then earn micro-credentials and utilize them to earn continuing education units that will apply towards re-certification. The highly successful KSUCOE micro-credential pilot indicates professional learning goals should be determined by teachers—who can identify their personal learning and growth goals.

Goal 5: To institutionalize a model of induction program to provide two years of mentoring for early career teachers to increase retention of highly qualified teachers in the profession.

Outcomes:

- KSTEP UP graduates participating in two years of induction.

- Observations and surveys from Clinical Instructors, mentor teachers, KSUCOE graduates, and administrators

- KSTEP UP graduates in the mentoring induction program will demonstrate an increased 2-year retention in teaching rate.

Activities: In addition to raising retention levels, participation in an induction program can also lead to an increase in a teacher's self-efficacy and confidence in skills (Turley, Powers, & Nakai, 2006). Quality induction programs include a veteran teacher serving as a mentor teacher from the same content and or grade level, regularly scheduled collaboration, supportive teachers and administration (Ingersoll, 2012; Killeavy, 2006; Cherubini, 2009).

- The KSTEP UP Induction Program will not only include the aforementioned quality aspects, but KSUCOE will reform its EdCats early career teacher outreach program to offer e-mentoring opportunities, summer EdFest, EdCats Alumni Connections (grade level and content affinity groups) micro-credentials, and a STEM connections website to address the differentiated and specific needs of early career teachers in KCK and Liberal districts. Evidence in the What Works Clearinghouse offers guidance for successful induction program elements. KSTEP UP seeks to incorporate the successful elements from WWC studies that meet evidence standards and ensure those are part of the KSTEP UP induction program (See Table 6).

Table 6

What Works Clearinghouse induction studies aligned to KSTEP UP and desired results.

WWC Evidence Snapshot	Element Aligned to KSTEP UP	Desired Result
TNTP Teaching Fellows (2017)	Continued professional development during the first year of teaching (Biweekly). Video-based modules	• Lessons delivered clearly • Maintaining high behavioral expectations • Maximizing instructional time
New Teacher Center Induction Model (2015)	One-on-one mentoring in a supportive school environment.	• Teacher retention in the school • Teacher retention in the school district • Teacher retention in the profession

- The KSTEP UP induction program will also benefit from state and LEA collaboration with the KSDE *Kansas Model Mentor and Induction Program Guidelines for New Teachers and School Specialists* (KSDE 2015). KSDE requires each local education agency (LEA) shall have an approved program providing systematic mentoring and induction support to all new teachers and school specialists. Program guidelines offer selection and training for mentors as well as three requirements for support:
  - Communication: on a weekly basis (e-mail, face to face, phone, etc.)
  - Observation: virtual or in person, minimum of three per year
  - System for mentor to provide reflective verbal dialogue and feedback.

The KSTEP UP induction program will exceed both the WWC standards and the KSDE guidelines by including all elements of both programs as well as enhancing the program with additional aspects.

- KSUCOE will utilize SWIVL, a robotic video and audio recording device, to better serve student teachers in online programs. In the induction program, mentees will continue using SWIVL robots to upload video for commentary from mentors, bi-weekly for the first two years of their teaching career. SWIVL cloud accounts allow for sharing uploaded video for commentary from both mentors and mentees.

- KSTEP UP mentees will be financially supported to attend the annual EdCats EdFest, a free professional development gathering of KSUCOE alumni. Purposefully designed for early career teachers (years 1-3), participants hear a Kansas Teacher of the Year keynote, attend summer STEM activities across campus, attend sessions on technology apps from Google and Apple trainers, and the day culminates with each participant receiving a "swag bag" of

classroom supplies. Additionally, EdCats Alumni Connections Groups offer Google

hangouts for early career teachers to share ideas, find support, and stay connected to faculty.

- Project KSTEP UP also provides funding for early career teachers to receive access to their

  choice of available micro-credentials. As an incentive for a collaborative learning

  opportunity, mentees have the option of enrolling in the same micro-credential as their

  mentor teacher. Finally, both mentors and mentees will have access to EdCats STEM

  Connections Resources, a video depository of Science, Technology, Engineering, and Math

  career video clips for classroom teachers to use as they introduce STEM content in their

  classrooms. These highly motivating videos will be one more tool for KSTEP UP early

  career teachers to have success in engaging students into content and curriculum. Table 7

  highlights the similarities and differences between the WWC induction model elements,

  KSDE induction model elements, and KSTEP UP elements.

Table 7

Induction Model Elements

Induction Element	WWC	KSDE	KSTEP UP
Veteran Mentor Teacher (3 yrs.)		X	X
Professional Development	X	X	X
Video based modules	X		X
Observations through SWIVL technology			X
Summer EdCats EdFest			X
EdCats Alumni Connections Groups			X
KSUCOE Micro-credentials			X
EdCats STEM Connections Resources			X

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

Project KSTEP UP will provide an innovative new pathway for teacher education in the state of Kansas that can become a model for other states facing teacher shortages. Part of the solution to teacher shortages is to identify, inspire and prepare future teachers before they move on to college. This is especially critical to meeting place-bound students in their communities to build a diverse teaching force that truly reflects student demographics. (See Table 8 for additional benefits to the partnership beyond Federal funding).

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition.

Project KTEP UP reforms the current teacher education program into a new teaching career pathway beginning in high school to prepare new or prospective teachers to meet applicable Kansas certification licensure requirements. If funded, this project will provide an approach to addressing a shortage of teachers—especially diverse teachers-- never before attempted in our state. While the existence of online programs of higher education have made four-year institutions *available* to Kansas residents, underserved populations do not have the *levels of access and support* they need beginning in high school. As the authors of *The Parallel Curriculum* so aptly state, "Only by ensuring that the maximum number of learners consistently experience the highest quality curriculum, as well as appropriate coaching, mentoring, and support, will these individual students, and society as a whole, benefit from their possibilities" (Tomlinson et al., 2002, p. 4). With this reform initiative, the potential of all students who may be interested in teaching can be realized. The Project STEP UP collaboration

can create learning environments that recognize potential and is responsive to the "need for planned, informed, proactive work on behalf of students from non-affluent and/or non-Caucasian backgrounds" (Tomlinson et al., 2004, p. 2). Project KSTEP UP can provide *equitable* access to the pathway to becoming a teacher. Kansas State University, the nation's first land-grant university, was created in 1863 to improve the quality of life of all Kansans through on-campus classes, research and outreach beyond the campus. Commitment to its original purpose – making research-based information accessible to all—not only holds the project accountable to Absolute Priority 1, it is the mission of the university.

MANAGEMENT PLAN

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The management plan of Project KSTEP UP includes major roles and major voice in decision-making for each partner in a collaborative design that builds on the functions of each and brings them together in a comprehensive effort focused on achieving the project's goals. Each of the partners is committed to the project and to the integration of a new pathway to teaching, professional development, and related activities to create changes that can be institutionalized and sustained to maximize project effectiveness. The project will establish governance and decision-making structures permitting all partners to plan, implement, and assess the adequacy of project activities using data to drive decision-making. The Management Plan describes the project tasks, responsibilities, timelines, and milestones of the project:

Project KSTEP UP Management Plan Timeline

Grant Year	Project Task	Responsibility	Timeline	Milestones
Year 1 Semester 1	-Partnership meeting will all key stakeholders -Begin recruiting/advertising -Planning and procedural topics developed. -Hire Program Manager -Hire Clinical Instructors	T. Goodson T. Martinez Partners (LEA and H.S. admin and counselors.	Semester 1	-Meeting notes -Documents describing MOUs, revisited -New teacher education pathway documents developed -Program Manager and Clinical Instructors in place.
	-Evaluation meeting	OEIE Goodson Martinez		-Evaluation Protocol revisited, roles and responsibilities communication pathway established.
	-First Cohort is recruited	Program Manager(PM) Clinical Instructors (Cis) Pathway teachers		-Roster of 30 students for first cohort. Programs of study filed.
	-STEP UP student and Parent Cohort meetings	PM/CIs KCKCC/SCCC Partners Goodson/Martinez Administrators Translators	Bi-annual	Dissemination of KSTEP UP Handbooks/Parent communication list.
	-Teacher Pathway teachers/Concurrent Credit teachers meeting	PM, KCKCC/SCCC Advisors	Bi-annual	Program of study articulations Concurrent credit documents
Year 1 Semester 2	-30 KSTEP UP students begin courses	30 students enrolled, PM/CIs KCKCC/SCCC CIs	January	Enrollment Rosters

	-Biweekly cohort meetings		Ongoing	Seminar topics, plans, and documents
	-Annual Partnership Meeting	All Partners	February	Design report and data dissemination system.
	-Recruit KSTEP UP Cohort 2	PM, CIs	Ongoing	Enrollment rosters
Year 1 Summer	-Cohort 1 takes PowerCat Financial Course	PM	June	Enrollment/Certificate of completion
	-Cohort 1 attends summer KATA	PM, Martinez Goodson	July	Attendance at KATA
	-Evaluation Planning Meeting	PM, Martinez, Goodson, OEIE	July	Year 1 reporting protocol begins.
	PD and Micro-credential Design	PM, Martinez, Goodson, Computational Thinking Expert, Literacy Expert, ESOL Expert	August	Face to Face PD, materials designed, Virtual materials designed, Micro-credentials uploaded to CANVAS.
Year 2 Semester 1	-KSTEP UP Cohort 1 Students continue program KCKCC, SCCC -KSTEP UP Cohort 2 Begins	60 students, PM, Pathway Teachers/KCKCC, SCCC	August and ongoing	Enrollment Rosters
	KSTEP Up parent meetings -Ongoing CI Seminars	Cis Administrators Bilingual Translator CIs	Bi-annual	Parent Communication list Attendance Rosters
Year 2 Semester 2	-KSTEP Up Students continue program Cohort 1 finishes KCKCC/SCCC	60 students, PM Pathway teachers, KCKCC, SCCC, Cis	January	Enrollment Rosters

	Cohort 2 Continues KCKCC/SCCC			
	-Annual Partnership Meeting/program refinement	All stakeholders	February	Meeting Minutes Annual Report
Year 2 Summer	-Cohorts 1& 2 takes Powercat financial course	PM, Martinez, Goodson	June	Enrollment, certificate of completion
	ESOL I Professional Development Simulcast	Dr. Herrera LEAs	June	ESOL I Micro-credential
	-Cohort 1& 2 attends KATA	PM, Martinez, Goodson	July	Attendance at KATA
Year 3 Semester 1	-Cohort 1 begins KSU Online	30 students KSU Faculty/advisors	August	Enrollment
	-Cohort 2 continues with KCKCC/SCCC	30 students KCKCC/SCCC Faculty and advisors		Enrollment
	-Cohort 1 and 2 Parent and Family Meeting	PM, CIs, Administrators, Translators	September	Attendance, meeting artifacts
	-Evaluation Meeting	OEIE, Goodson, Martinez	October	Preliminary data for annual report
Year 3 Semester 2	-Cohort 1 continues KSU Online -Cohort 2 completes KCKCC/SCCC	60 students, PM, Martinez, Goodson, KSU/KCKCC/SCCC Faculty	January	Enrollment
	-Annual Partnership Meeting	All Partners	February	Annual report
	Cohort 1 and 2 Parent and Family Meeting	PM, CIs, Administrators, Translators, KSU Financial Counselors	May	Meeting attendance and artifacts.

Year 3 Summer	ESOL II Micro-credential Simulcast KCKPS Literacy I Micro-credential Simulcast Liberal	60 students, LEA teachers PM, CIs, Dr. Herrera, Dr. Sherbert	2 days June or July	Completed micro-credentials, ESOL Praxis Exam
Year 4 Semester 1	-Cohort 1 continues KSU Online begins student teaching residency. -Cohort 2 begins KSU Online	60 students,PM, Martinez, Goodson, KSU/KCKCC/SCCC Faculty	August	Enrollment
	-Cohort 1 and 2 Parent and Family Meeting	PM, CIs, Administrators, Translators	September	Attendance, Meeting artifacts
	--Evaluation Planning Meeting	OEIE, Martinez, Goodson	October	Preliminary data for annual report
Year 4 Semester 2	-Cohort 1 completes KSU coursework and student teaching residency. -Cohort 2 continues KSU coursework	KSU Faculty and advisors	August	Enrollment
	-Cohort 1 and 2 Parent and Family Meeting	PM, CIs, Administrators, Translators	Sept.	Attendance, Minutes, Mtg. artifacts
	-Annual Partnership Meeting	All partners		Annual Report Year 3
	-Cohort 1 graduation			
Year 4 Summer	Literacy II Micro-credential	60 students and LEA teachers, Dr.Sherbert CIs	June	Completed Literacy II Micro-credential
Year 5 Semester 1	-Cohort 1 first year teaching, Induction begins	CIs/Mentor Teachers KSU Faculty	August	Induction meetings, SWIVL videos, Observations
	-Cohort 2continues KSU Online year-long residency for	CIs, Mentor Teachers KSU Faculty/advisors		

	student teaching begins			
	-Cohort 1 and 2 Parent and Family Meeting	PM, CIs, Administrators, Translators	September	Attendance, Minutes, Mtg. artifacts
	--Evaluation Planning Meeting	OEIE, Martinez, Goodson	October	Preliminary data for annual report
Year 5 Semester 2	-Cohort 1 first year teaching, Induction Continues -Cohort 2 completes year-long residency -Annual Partnership Meeting Cohort 2 Graduates	CIs, Mentor Teachers KSU Faculty/advisors All Partners	January February	Induction meetings, SWIVL videos, Observations Annual Report Year 4
Year 5 Summer	Computational Thinking Micro-credential	30 students and LEA teachers Dr. Bean	June	Completed Computational Thinking Micro-credential
Year 5 Summer	Final partnership meeting to ensure recruitment efforts continue, enrollment efforts continue, induction efforts continue, professional development continues.			
Year 6	Annual Partner Meeting for final report, checkpoint of STEP UP system.			

(ii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding:

The primary benefits of the ongoing program at the end of Federal funding comes from the "grow your own teacher" and site-based aspects of Project KSTEP UP. Table 8 lists the potential benefits to both partner districts at the end of Federal funding:

Table 8 Potential for incorporation of purposes, activities, or benefits at the end of Federal funding.	
Purposes	• Reformed teacher education program infrastructure allows for future students to participate in streamlined Teacher Career pathway created by Project KSTEP UP.

Activities	• Clinical Instructor position maintained in each district due to cost savings of recruiting new teachers.
	• Two-year induction model continues
Benefits	• Add to the research base on site-based delivery models for underserved and place-bound students obtaining teacher licensure
	• Partner districts will experience significant savings in national and international teacher recruitment efforts from a pipeline that provides teachers from the community.
	• A pool of new teachers through grow your own program.
	• Increased diversity of workforce benefits diverse student academic achievement.
	• Increase in bilingual educators
	• Increased number of teachers with ESOL endorsement
	• Increased retention with a well-designed induction program.
	• District use of PD Micro-credential content and format maintained beyond the life of the project.
	• Use of SWIVL technology for teacher observations available throughout the districts

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Each partner brings to the partnership unique resources, including in-kind support, supplies, technology support, and expertise. These resources will help to sustain the program

after funding ends. Additional resources include the KSUCOE Catalyst technology center. Equipped with the latest in technological resources, Catalyst provides technology support in a host of ways, including cataloging technology equipment for externally funded projects. Catalyst staff upload anti-virus software, educational apps and programs to aid instruction. Housed in the Catalyst technology center, the Midwest Equity Assistance (MEAC) Resource Library includes books, games, videos, and makerspace materials that are all listed in an online bibliography of resources that can be checked out and mailed to students. Subjects include: parent involvement, school violence, discipline, drug prevention, STEM, multicultural, strategies for limited English speakers, and resources on topics such as LGBTQ students, social justice, sexual harassment, gender equity, and race equity. University ZOOM technology will provide a platform for virtual meetings for all partnership meetings and student support. CANVAS is K-State's learning management system. It is easy to use, mobile, and provides easy access to KSUCOE's online coursework. iTAC is the university's help desk for technology issues 24 hrs. and is available on weekends when Catalyst is closed. KSUCOE also houses the Center for Student Success and Professional Services. Whether a student is on campus, online or achieves licensure through alternative routes to certification, students (and teachers) can contact KSUCOE academic advisors and/or licensure specialists who will guide them through their professional program, graduation, initial teacher licensure and beyond.

PROJECT EVALUATION

To assess KSUCOE's progress in achieving KSTEP UP's goals, a model of action and evaluation will be employed. The following **logic model** provides a graphical depiction of the relationships between the goals and objectives, outputs, short-term outcomes, intermediate outcomes, and long-term outcomes.

LOGIC MODEL:	Rationale: Some student populations perceive barriers to leaving their geographic location to attend university.				
Goals/Objectives →	**Outputs** →	**Short-Term Outcomes**	**Intermediate Outcomes**	**Long Term Outcomes**

Goals/Objectives	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Goal 1: Reform teacher education program into *a flexible site-based program* in partner school districts. **Objectives:** 1. Formalize partnerships, 2. "Grow Your Own Teacher" program, 3. Develop students' Individual Plan of Study for teaching career pathway, 4. Specific strategies to recruit diverse pool of participants, including strategies to recruit mid-career professionals from other occupations **Goal 2:** 60 new teachers attain initial State certification/ licensure within 1-year of program completion, earning passing scores on all required licensure exams. **Objectives: 1.** Hire Project Manager, 2. Hire Clinical Instructors, 3. Participants matriculate through program **Goal 3:** New Teachers prepared and hired to teach students in AP courses, students with disabilities, limited English proficient students, & special education. **Objectives:** 1. Participants complete EDSP 324 Exceptional Child in the Regular Classroom, 2. Participants complete Multi-cultural course, 3. Weekly seminars on-site, 4. Create two Micro-credentials	• **K**ansas **S**tatewide **T**eacher **E**ducation **P**athway for **U**nderserved and **P**lace-bound students (KSTEP-UP) teacher preparation program • **60 new Teachers** obtain teaching degrees and K-6 initial licenses • **60 participants obtain passing score** on Praxis II ESOL exam/awarded ESOL Licensure • **2 new Micro-credentials** (Biography-Driven Instruction for Culturally Responsive Teaching & Limited English Proficient Students & Computational Thinking)	• Improved teacher preparation Program • Increased recruitment of highly qualified & mid-career professionals into the teaching workforce • Increased access to place-bound students • Participants: 1) Earn college credits while in high school, 2) Complete Associate's Degree, 3) Finish Bachelor's degree in Elementary education	• Participants build strong teaching skills; demonstrate performance-based competencies • Participants understand & use research & data to modify & improve classroom instruction • Participants prepared for high-needs LEAs • New teachers prepared for State certification & licensing programs • New Teachers hired by high-need LEAs • Participants increase confidence, self-efficacy, preparation & readiness to remain in teaching	• Increased student achievement (i.e., improved pass rates and scaled scores for initial State certification or licensure) • Increased number of highly qualified underrepresented Teachers hired by high-need LEAs • Increased number of highly qualified Teachers in high-needs LEAs teaching high-need (i.e., special education, language instruction for limited English proficient) and high-need academic areas • Increased 3-year retention in teaching rate
Goal 4: Provide opportunities for enhanced & ongoing professional development for all partner participants & in-service teachers. **Objectives:** 1. Current AP Teachers in participating schools will receive job-embedded training through micro-credentials to engage CTE & AP enrollment in the teaching career pathway, 2. Free two-day training to learn more about teaching online to address needs identified by partners **Goal 5:** Institutionalize a model of induction that provides two years of mentoring for early career teachers to increase retention of highly qualified teachers in the profession. **Objectives:** 1. KSTEP UP Induction Program (Mentoring) 2. Reform EdCats early career teacher outreach to offer more e-mentoring opportunities, 3. Continue Swivl observations and feedback, 4. Induction Program assessment and refinement	**Program of Professional Development** for teachers in targeted district • Observations through Swivl • EdCats chats • EdFest • Video based modules	• Increased number of micro-credentials offered • Teachers earn micro-credentials • Increased number of e-mentoring opportunities • Increased number of resources for participants		

(d) Quality of the Project Evaluation

Evaluation for the KSTEP-UP project will include **formative evaluation** to assess performance and provide feedback to improve the project over the course of implementation, and **summative evaluation** to determine the project's success in meeting its goals and to document project outputs and outcomes. The project evaluation is framed on the project **logic model** (See Appendix G) detailing proposed activities and anticipated outputs and outcomes for measurement. Project evaluation will be a collaborative endeavor between the Management Team and KSU's Office of Educational Innovation and Evaluation (OEIE), a strategy that will enhance COE faculty evaluation capacity.

OEIE, founded in 2000, has conducted evaluation for a wide variety of education projects, completing evaluations for 32 U.S. Department of Education funded projects. The OEIE has worked with COE faculty on similar teacher recruitment and improvement projects, and serves as evaluator for the aforementioned NSF Noyce Scholarship project, and has experience collecting achievement data at both the individual and State level. The ongoing relationship between COE faculty and OEIE allows for regular face-to-face communication about the project. OEIE evaluators have expertise on both qualitative and quantitative research methods and are familiar with U.S. Department of Education. OEIE adheres to the standards of the American Evaluation Association and the program evaluation standards established by the Joint Committee on Standards for Educational Evaluation (2011).

Overarching project **evaluation questions** and methods include:

2) What is the impact of the KSTEP UP program on participating high-needs LEAs?		
Evaluation Method	**Timeline**	**Responsibility**
1) Interviews with School Administrators	1) Annual	1) OEIE

3) Is the project progressing according to the proposed timeline? If not, what adjustments may be needed to proposed activities or project management?		
1) Progress checklist 2) Interviews and/or Focus Group with Project Management 3) Survey of KSTEP UP participants 4) Document Review	1) Annual 2) Quarterly 3) Annual 4) Annual	1) OEIE 2) OEIE 3) OEIE 4) OEIE

4) What are the most effective strategies for recruiting participants?		
1) Document Review	1) Annual	1) OEIE
2) Survey of KSTEP UP participants	2) Annual	2) OEIE
5) Has the implementation of micro-credential courses improved ability of partner participants & in-service teachers to engage CTE & AP students in the teaching career pathway?		
1) Survey of participants	1) Annual	1) OEIE
6) What impact does the Induction Program (mentoring) have on teacher retention?		
1) Document Review/Comparison to traditional students	1) Annual	1) OEIE
7) Who are the participants in terms of diversity and underrepresented groups? Were participants hired by high-needs LEAs? If so, how many and in what high-need and high-need academic areas?		
1) Document Review	1) Annual	1) Project Management
2) Participant Tracking System	2) Annual	2) Project Management

Data Collection

The project will utilize both qualitative and quantitative research methods gathering data from multiple sources to triangulate findings whenever possible. Much of the data needed for evaluating the progress and impact of KSTEP UP is maintained through institutional or project-created records. To supplement institutional and project-collected data, a survey for participants as well as interview and focus group data collection protocols will be developed. A student

tracking spreadsheet and system will be created and updated each semester that will include

participant demographics, achievement, and completion of key milestones.

Project Management will be responsible for documenting project outputs and the

collection of baseline measures for recruitment, retention, completion, and hiring. Project

Management will also obtain scores on State licensing and certification exams. Clinical

Instructors will provide ongoing assessments for aspiring and new teachers through continuous

cycle of observation and feedback, and will collect data regarding short-term participant

outcomes (e.g., teaching skills). This data will be provided to OEIE for review and analysis.

OEIE will be responsible for documenting progress toward proposed objectives and

assessing outcomes and impact. OEIE will develop protocols and conduct focus groups and/or

interviews with project staff on an annual basis to document progress towards goals and gather

perceptions on project successes and challenges. An annual focus group will be conducted with

small groups of new and aspiring teachers to understand their experiences with the program and

gather perceptions of impact of each of the project elements (i.e., field experiences, mentoring,

coursework) and suggestions for project improvement. Interviews with participating LEAs,

community college partners, and other KSU partners will gather perceptions of impact of the

project on partner institutions and feedback for improvement. An online survey utilizing

Dillman's Tailored Design method (2014) will be developed by the OEIE to gather feedback

from all new and aspiring teachers as well as participants earning micro-credentials and those in

the Induction program to understand their experiences and satisfaction with the project.

To analyze the impact of the project on new teacher achievement, scores on State

Licensure and Certification will be analyzed and compared to the average achievement of

traditional KSU COE elementary education students. Kansas utilizes the ETS Praxis Content Area Exams, which are known valid and reliable assessments of aspiring teacher achievement.

Data will be collected for measures under section 204(a) of the HEA (*see Evaluation Question #7*) to include: 1) new and prospective teacher achievement on State Licensure and Certification exams; 2) teacher retention in the first three years of the teacher's career; 3) improvement in the pass rates and scaled scores for initial State certification or licensure of teachers; and 4)A-E0 the percentage of highly qualified teachers hired by the high-need LEA; disaggregated by members of underrepresented groups, teachers of high-need academic subject areas, teachers in high-need areas, and teachers in elementary and secondary levels.

Data Analysis

Interviews and focus groups will be analyzed using qualitative methods including coding for content and themes. Descriptive statistics will describe participants and outcomes with measures of distribution, central tendency, and dispersion calculated for quantitative data. Achievement of KSSTEP-UP participants will be compared to other students in KSU's elementary education degree program who are traditional participants entering the program as college freshmen, attending courses on campus. Because KSU's COE has historically graduated teachers who receive high scores on certification exams, KSTEP UP students' achievement will be benchmarked and compared to traditional student cohorts. The number of program completers, program retention, average scores on state licensing and certification, and hiring by high-need LEA's will be compared to traditional students as well as to baseline data. Both analysis within and between student cohorts will be provided on an annual basis. The OEIE will facilitate an annual meeting with project team members to review and interpret data.

Reporting

OEIE will communicate with the project team on a regular basis to coordinate evaluation activities and provide timely feedback. This will be done through regularly scheduled face-to-face meetings as well as email communication as needed. The OEIE will provide the Management Team with summaries of evaluation activities, an annual project evaluation report, and a final summative project evaluation report. The Management Team will be responsible for reporting results to the U.S. Department of Education.