Table of Contents

Project Narrative

A. Quality of the Project Design

A1. The extent to which the proposed project demonstrates a rationale.

"Sadly, 'Indiana' and 'Teacher Shortage' have become synonymous terms. For nearly a decade we have struggled to find educators to fill even the frequently offered classroom subjects. Unfortunately, this shortage continues to spill into areas not only critical to Indiana's educational plan, but areas that prepare our students for a bright future." Dr. Jennifer McCormick, Indiana Superintendent of Public Instruction

The Klipsch Educators College (KEC) at Marian University, in collaboration with the College of Arts and Sciences, three high-need school districts in the Indianapolis metro area (Perry Township Schools, MSD of Decatur Township, and Beech Grove City Schools), and the nonprofit National Institute for Excellence in Teaching (NIET) proposes to develop a world-class, innovative residency and induction system for the recruitment, preparation, and continued development of highly effective new teachers. The "Marian Promise" program will ensure that a diverse cadre of new teacher candidates are effectively trained and supported in early years, so that high-need schools will have more effective early career teachers. The project will put in place key structures necessary to support the retention of effective teachers in high-need schools, thereby positively impacting the achievement of the students they serve.

Through this grant project, the Marian Promise will recruit highly qualified undergraduates of diverse backgrounds to a graduate residency program that will prepare more effective new teachers in key shortage areas identified by high-need, urban partner districts in Indianapolis. The program will result in the award of a Master of Education (M.Ed.), teacher certification, and address key shortage areas at the elementary and secondary level including

Special Education, English Language Learning and STEM subjects. Students in the program are required to obtain an enhanced concentration in STEM, Special Education, English as a New Language or Reading. This greater depth of content knowledge will enable new elementary teachers earning a STEM concentration to achieve the new state credential in this area. Secondary education students in STEM fields will be required to earn dual majors in secondary education and their STEM subject. The program will support a year-long intensive residency, and culminate in a robust and sustainable new teacher induction program led by district and school leaders, and supported by Marian faculty.

The Marian Promise project will result in 170 more effectively trained, highly supported, classroom-ready, and diverse new teachers over five years and will increase the instructional leadership skills and knowledge of 170 in-service teachers who will serve as mentors during residency and induction. Given the existing teacher leadership structures in partner districts, these mentor teachers will be positioned to take on teacher leadership positions as they become available in their schools, further expanding their impact to more teachers and students long-term and also creating a pipeline of leadership talent.

Furthermore, the grant project will build the instructional leadership capacity within high-need partner districts that have committed to participate, and will be shared over time with other Indiana districts served by our teacher preparation programs. NIET will also be a key resource in spreading and helping to scale up these practices to their network of partners across more than ten states, thereby impacting many more university faculty, K-12 administrators, and K-12 teachers serving in high-need schools beyond the district partners in this grant. This project will address Absolute Priority 1 (AP1) as well as Competitive Preference Priority for STEM (CPP1).

2

The proposed program will address several critical challenges facing high-need partner districts that limit the success of their teachers and students (Table 1).

Table 1: District Challenges and Proposed Solutions

Current District Challenges	Proposed Solutions
High-need districts struggle to fill hard-to-staff positions (math, science, Special Education and ESL)	Create a pipeline for recruiting, developing and retaining residents/new teachers to fill critical openings and obtain concentrations in STEM, Special Education, English as a New Language
High-need districts struggle to recruit teachers of color that reflect the demographics and communities of students	University and LEAs focus on, and set targets for, recruitment of teachers of color who reflect the demographics and communities of students
Disconnect between teacher preparation and LEA expectations for instructional effectiveness, particularly in high-need schools	Full year residency model ensures candidates have the content knowledge and instructional skills, along with experience and relationships, to be successful new teachers in a high-need school
High-need districts often do not have the capacity to effectively continue the development of new teachers in their first years.	Build LEA induction program and the capacity of mentor teachers by providing ongoing training and coaching support resulting in continuous improvement and retention of new teachers

Challenge: High-need districts struggle to fill hard-to-staff positions with effective teachers, especially math, science, Special Education and English Learners. KEC's partner districts have expressed concern that new teachers lack the content and instructional skills to be successful in their classrooms, particularly in teaching students with greater need such as Special Education and English Learners. Our partnership includes districts serving high-need students with unique and challenging needs. Perry Township, for example, has the highest percentage of English Learners (EL) of any district in the state. Perry's EL population is highly diverse, representing more than 73 languages. Perry's teaching staff is 98% white, while their student

3

population is only 44% white with high percentages of low income students. Perry is currently searching for middle and high school math, science and computer science teachers, and projecting open positions as their student population expands.

Beech Grove similarly serves a high-need student population, many of whom have been affected by the drug addiction crisis. These circumstances are coupled with shortages of teachers prepared to support special education and English learner students as well as science, technology, engineering, and math (STEM) subjects. For example, Beech Grove consistently has open positions well into the school year, particularly in Special Education. Beech Grove also was forced to discontinue an Advanced Placement science course offering during the 2018-19 school year as they were unable to find a qualified teacher for the course. Decatur faces similar challenges. Over the last five years there has been a near 100% turnover in the teaching staff in the district.

District partners are highly interested in building the STEM capabilities of elementary teachers and recruiting candidates with a degree in a STEM subject at the secondary level to best prepare their students for the 21st Century workforce. In addition, partner districts have all indicated a shortage of Special Education teachers.

The Marian Promise addresses these needs by creating high expectations and targeting recruitment of candidates for hard-to-staff positions. Elementary education candidates are able to select STEM, Special Education and English as a New Language as an additional concentration area. Secondary STEM teacher candidates will double major at the undergraduate level (secondary education and science or mathematics) and receive a master's degree with at least 18 content hours in STEM prior to becoming a licensed teacher.

Challenge: Districts struggle to recruit teachers that reflect their student populations, even as research demonstrates students are more successful when the teaching faculty includes teachers from diverse backgrounds (Dee, 2004; Gershenson, et al, 2017). Marian University places a high priority on attracting students of color to its teacher preparation program. This is a national challenge, as only 20% of teachers are teachers of color (Taie & Goldring, 2017). In just the last three years, Marian's strong commitment to addressing this challenge has resulted in an increase in the percentage of minority students in the College of Education from 7% to 25%. This grant project will allow that percentage to continue to grow and will help ensure teacher candidates of color are placed as full-time teachers in partner schools. KEC is actively recruiting high quality candidates of color from undergraduate programs, particularly in STEM fields, as well as in high school recruitment efforts. This grant will allow for the resources to further increase the number of teachers of color in the residency program and ensure the placement of diverse teacher candidates in high-need schools, and further support those individuals as new teachers in their pivotal first years of teaching.

Challenge: There is often a disconnect between educator preparation program and district expectations for new teachers, particularly those teaching high-need students. In traditional four year educator preparation programs, candidates receive three and a half years of coursework prior to a 10-16 week student teaching experience. Many of these programs do not provide candidates with any real face time with P-12 students until their third or fourth year. New teachers are often not ready to be effective on day one, particularly in a high-need school (Darling-Hammond, 2010; Ingersoll & Strong, 2011). In addition, as states and districts set higher expectations for student learning that prepares all students for college and career, the quality of teaching must increase to match those expectations. The disconnect between what has

5

been expected in teacher preparation and the realities of the schools they enter creates barriers to success and contributes to new teacher turnover. It also reduces the ability of high-need schools to retain new teachers, and creates churn for their students.

In order to continually grow the practices of teachers, it is critical to develop a common language and shared understanding around instructional best practices. This leads to stronger communication and collaboration around what teaching and learning look and sound like in actual practice. Marian's residency program will embed the same teaching standards in use in participating districts – the research-based NIET Teaching Standards rubric – into clinical practice and coursework. The NIET rubric is approved for teacher observation, evaluation and support in the state of Indiana and describes effective teaching across multiple indicators of practice (Appendix J: NIET Teaching Standards). The project will provide training for university faculty to use the rubric in their observations and support for residents. KEC faculty will embed each indicator into their coursework to provide students with clear connections between the content they are learning and the pedagogy for delivering that content to students, thereby connecting *what* to teach with *how* to teach it at a high level. Resident teachers will to be trained and supported utilizing the NIET Teaching Standards in a gradual release, co-teaching model.

Challenge: First and second year teachers need significant support in their early years to be effective and support high-need students to succeed, yet districts to not have the capacity to effectively continue their development.. Even with a year-long residency program, new teachers need relevant and meaningful support in their early years to enable them to be effective, particularly in working with high-need students with greater academic challenges and further to go to reach proficiency. The districts in this partnership have built school-based professional learning systems to support all teachers with weekly collaborative learning and individual

6

observation and feedback on their practice. Yet they report that their new teachers need much more. First and second year teachers often struggle with the expectations and the challenges of the teaching profession, especially in high-need schools (Podolsky, Kini, Bishop, Darling-Hammond, 2016). The pressure to effectively implement effective teaching practices and demonstrate above average academic gains with students that are behind grade level is daunting for new teachers. This is part of what drives a high turnover rate among new teachers, and results in them leaving high-need districts to serve student populations with fewer barriers to learning (Ingersoll, Merrill, & May, 2014).

Traditionally, the partner districts, like most others, have had a minimal teacher induction program in place. New teachers have been assigned to a mentor, yet those mentors have received minimal training on how to provide high quality, focused, and relevant support and feedback to their new teacher mentees. The induction program connections to teaching standards, high-leverage teaching strategies, and teacher evaluation rubrics and systems have been minimal at best. This has left mentor teachers with ambiguity and a lack of confidence in how to best support, grow, and further assimilate new teachers into the teaching profession in their pivotal first and second years.

Working with the non-profit NIET, KEC will collaborate with district partners to develop a unique induction program design that draws on the talents and expertise of each entity. First and second year teachers and their mentors will be supported by NIET coaches in deepening their practice in the first two years of teaching through a combination of training and individual coaching both onsite and at distance. Both the new teachers and their mentors will benefit from the support of NIET expert trainers who have demonstrated results in helping to improve the skills of new teachers as measured by classroom practice and student achievement growth.

NIET's training and coaching will support the retention of new teachers who will be more likely to stay when they are successful in meeting the needs of their students and the expectations of their school. Through these activities, the partnership will build the capacity of new teachers and mentor teachers during the two-year induction period to support instructional excellence, retention and student achievement in high-need schools as illustrated in Figure 1.

Figure 1: The "Marian Promise" Theory of Action
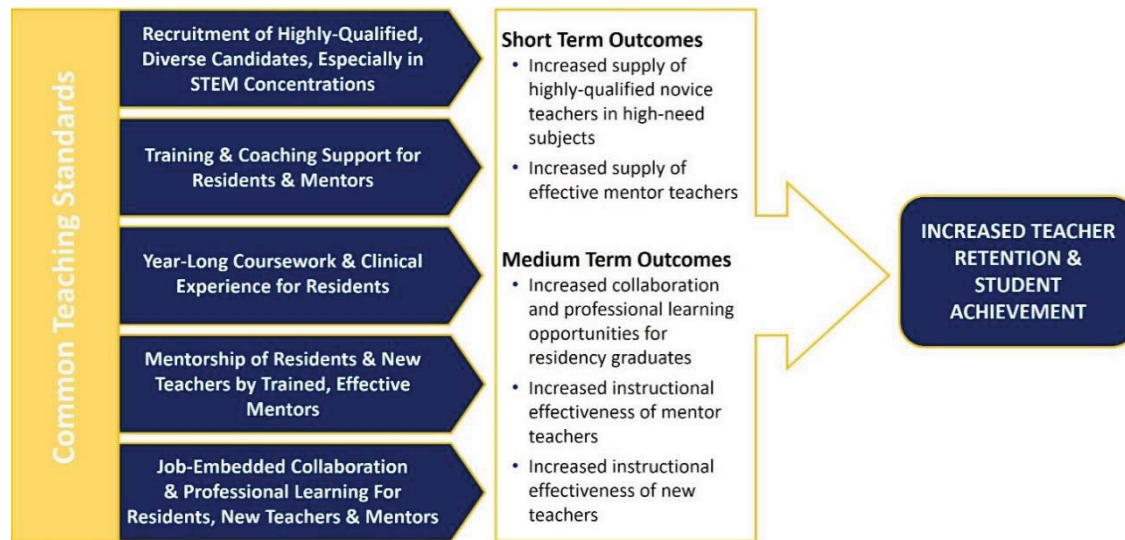
A2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The project has four goals which are summarized in Table 2 and fully described in this section.

Table 2. Project Goals, Objectives, Measures and Outcomes

Goal 1: Build coherence between systems and structures for support for new teachers at the university, school, and district levels.	
Objectives	**Measures**
1.1 Align coursework with NIET Teaching Standards Rubric in use in districts.	• Course syllabi from redesigned courses and prior versions
1.2 Train clinical faculty on the Teaching Standards Rubric indicators and the use of the rubric for high quality evaluation and feedback.	• List of training sessions • Attendance records of training sessions • Surveys and interviews with faculty regarding perceptions of program activities
1.3 Establish a Board of Visitors to facilitate regular collaboration between the	• Recruitment/selection of members (e.g., information on stakeholder qualifications and roles)

University and district partners to continually improve and align teacher preparation and support.	• Quarterly meeting notes (including attendance notes, topics of discussion, key outcomes/feedback discussed, etc.)

Outcomes: Increase in the 1) number of courses that are aligned to the NIET Teaching Standards Rubric, 2) the number of clinical faculty trained on indicators of Teaching Standards Rubric indicators and the use of the rubric for as an evaluation and feedback tool 3) the number of opportunities for regular collaboration between university and district partners.

Goal 2: Recruit and select high-quality residency candidates and mentor teachers of diverse backgrounds to strengthen the pipeline of effective teachers, including those with a concentration in STEM, in partnering high-need LEAs.

Objectives	Measures
2.1 Recruit and enroll high-quality candidates of diverse backgrounds for the residency program who commit to teaching in a high-need partner school following the residency.	• Recruitment information (e.g., outreach efforts, etc.) • Applicants' demographic data (e.g., gender, ethnicity, education background) • Number and performance (e.g., GPA, SAT score) of successful and unsuccessful applicants
2.2 Recruit and select high-quality mentor teachers of diverse backgrounds to support candidates enrolled in the residency program.	• Recruitment information (e.g., # of mentor teachers recommended by principals, # of applications submitted) • Applicants' demographic data (e.g., gender, ethnicity, education background, years of teaching experience) • Number and performance (e.g., effectiveness ratings, interview data) of successful and unsuccessful applicants

Outcomes: Increase in the 1) number of highly qualified individuals, including minorities and those prepared to deliver instruction in STEM fields, into the teaching force, and 2) number of highly qualified mentor teachers available to support resident teachers.

Goal 3: Build the capacity of resident teachers and mentor teachers during the residency period to support the development of effective educators in high-need schools.

Objectives	Measures
3.1 Use a hybrid program delivery format (face to face, online, small group) to deliver master's coursework to resident teachers.	• Course sequence information (detailing course order, delivery format of each course, etc.) • Course syllabi documenting course content and goals • Course grades
3.2 Provide high-quality training and coaching to resident teachers aligned to their needs and the needs of students in the partnering districts.	• Attendance records of training/coaching sessions • Total number of hours of training provided • Survey and interviews with resident teachers regarding perceptions of program activities • Teacher self-efficacy measure • Resident teacher instructional effectiveness (course grades, Teaching Standards Rubric scores, portfolios, etc.)
3.3 Provide high-quality training and coaching to mentor teachers to strengthen their capacity to support resident teachers.	• Attendance records of training/coaching sessions • Total number of hours of training provided • Survey and interviews with mentor teachers regarding perceptions of program activities • Mentor teacher instructional effectiveness scores as measured by the Teaching Standards Rubric • Survey of resident teachers regarding perceptions of and satisfaction with support received by mentor teachers
3.4 Assist each resident teacher with the licensure process and securing a school placement in a high-need partnering district.	• Number and percentage of resident teachers licensed (by cohort; STEM, etc.) • Resident licensure information (# of attempts, score) • Placement information (#/% residents placed, demographics of placement school, etc.)

Outcomes: Increase in the 1) instructional effectiveness of resident teachers, 2) number of licensed and employed teachers, and 3) the instructional effectiveness of mentor teachers.

Goal 4: Build the capacity of new teachers and mentor teachers during a two-year long induction period to support instructional excellence, retention and student achievement in high-need schools.	
Objectives	**Measures**
4.1 Provide high-quality training and coaching to induction teachers aligned to their needs and the needs of students in the partnering districts.	• Attendance records of training/coaching sessions • Survey and interviews with induction teachers regarding perceptions of program activities • Teacher self-efficacy measure • Induction teacher instructional effectiveness scores as measured by the Teaching Standards Rubric • Student achievement data
4.2 Provide high-quality training and coaching to mentor teachers to strengthen their capacity to support induction teachers.	• Attendance records of training/coaching sessions • Survey and interviews with mentor teachers regarding perceptions of program activities • Mentor teacher instructional effectiveness scores as measured by the Teaching Standards Rubric • Teacher self-efficacy measure • Survey of induction teachers regarding perceptions of and satisfaction with support received by mentor teachers
4.3 Facilitate collaboration between mentors and the induction teachers they support, and provide access to resources on the EEPASS platform already in use by the University and districts.	• Support log of support mentor teachers provide to induction teachers (types of support provided, etc.) • Survey of induction and mentor teachers regarding perceptions of support and collaboration • EE PASS reports and logs of resource use
4.4 Create networking opportunities for induction teachers and mentors to learn from their peers.	• Number of networking opportunities • Survey of induction and mentor teachers regarding satisfaction with networking opportunities
Outcomes: Increase in the 1) instructional effectiveness and retention of induction teachers, 2) the instructional effectiveness of mentor teachers, and 3) student achievement.	

The first year of the project will be a planning and preparation year, followed by a pilot Cohort 1 with 5 residents in year two of the grant. The program will ramp up in year three with 30 residents in Cohort 2, in year four with 60 residents in Cohort 3, and in year five with 75 residents in Cohort 4.

> **Goal 1: Build coherence between systems and structures for support for new teachers at the university, school, and district levels.**

A first step in creating coherence is to ***align coursework with the NIET Teaching Standards rubric in use in partner districts (Obj. 1.1).*** One important element that makes this project unique is that KEC's educator preparation program will embed the same Teaching Standards in use in high-need partner districts in coursework, ensuring a tight alignment between

the coursework and the experiences of teacher candidates and new teachers in schools. In order to build coherence between coursework and residency, KEC and NIET will conduct an initial alignment and gaps assessment of coursework to the teaching standards by analyzing syllabi, course experiences, and assessment. Throughout the grant period, KEC faculty will be supported by NIET in identifying how course syllabi will align and support the development of specific instructional skills that are being developed by students during their residency year. Partnering districts use the NIET Teaching Standards as an anchor in both their teacher evaluation systems and ongoing school-based teacher professional learning. This creates a common language between university teacher candidates (eventually serving as new, full-time teachers), faculty, school-level mentors, school-level administrators, and district-level administrators.

As part of expanding the coherence, NIET will ***train clinical faculty on the Teaching Standards Rubric indicators and the use of the rubric for high quality evaluation and feedback (Obj. 1.2).*** Clinical faculty will participate in the training provided by NIET in each year of the program. In the summer prior to the first cohort of residents beginning (2020), faculty will receive 3 days of training in the NIET Teaching Standards for use in evaluation and feedback. Training will be customized for new and veteran faculty members to support their ability to successfully pass an online evaluator certification indicating they are fully prepared to use this tool for evaluation and feedback. The teaching standards and the common language they provide will ground the evaluation and feedback to teacher candidates during their pre-service coursework, during their residency year, and into their first years of teaching. This coherent system will allow the feedback provided to residents and new teachers to be aligned, prioritized, clearly communicated, and therefore more actionable in terms of truly improving effective teaching practices necessary to impacting student achievement. This is an element that most

11

other pre-service teacher preparation, residency models, and new teacher induction programs do not have in place.

To strengthen and sustain partnerships between the university and district partners, the project will *establish a Board of Visitors to facilitate regular collaboration between the University and district partners to continually improve and align teacher preparation, support, and induction (Obj. 1.3).* This board will be established and will meet quarterly to collectively contribute to the continuous monitoring of the quality and impact of both the Marian residency program and the district-led new teacher induction programs. The board will include Marian leaders, Marian clinical faculty, district administrators from partner districts, school leaders from partner districts, and an NIET representative. Following recommendations from the Indiana Department of Education on "Implementing a Full Year Residency", the project will use the planning year to create the Board including identifying key stakeholders, clarifying roles and responsibilities, development of program review and evaluation procedures, and creation of meeting cycles and protocols. Membership may include: Education Preparation Program representatives, residents, resident alumni, LEA representatives, families of P-12 students, community partners, parent or student advocates, and clinical faculty. Board meetings will provide for a continuous feedback loop between the university and district partners to share trends in strengths and areas for improvement and growth regarding effectiveness of residents and new teachers.

> **Goal 2: Recruit and select high-quality residency candidates and mentor teachers of diverse backgrounds to strengthen the pipeline of effective teachers, including those with a concentration in STEM, in partnering high-need LEAs.**

The project will allow KEC to solidify and strengthen its efforts to ***recruit and enroll high-quality teacher candidates of diverse backgrounds for the residency program who commit to teaching in a high-need partner school following the residency (Obj. 2.1).*** Districts selected for this partnership report have growing percentages of students of color, and have placed a high priority on recruiting new teachers of color to address this disparity.

In order to ensure that the KEC admissions and placement priorities are met, Director of Clinical Experiences Allison Segarra will coordinate with the Marian University's Director of Special Projects to work directly with partner districts and other area districts to recruit high school students into the program. Recruitment will also focus on students of color in Marian's undergraduate STEM content majors. The recruitment approach will including highlighting KEC's unique "teacher signing days" (modeled after collegiate athlete signing days) to bring well-deserved attention and clout to the selection of education as a profession. KEC will host special campus visits for high school students from partner districts and will connect them with current KEC students of similar background and interest areas. Finally, they will work with the state as well as private funders to provide significant scholarships for students of color, particular those who are high achieving (top 20% of the class) and for those intending to pursue teaching within a STEM content area. This robust recruitment support will ensure that project recruitment targets are met.

The grant project will also ***recruit and select high-quality <u>mentor teachers</u> of diverse backgrounds to support candidates enrolled in the residency program (Obj. 2.2).*** One of the cornerstones of a successful residency experience for teacher candidates is the quality of the support provided by their mentor teachers. The mentor teacher serves as a role model, instructional coach, mentor and critical friend for the resident. Mentor teachers must bring an

unbridled passion for the profession, an asset-based mindset, a track record of effective instruction and the ability to inspire and develop a novice teacher.

The project will establish clear criteria for the recruitment and selection of a diverse group of mentor teachers with instructional effectiveness and subject matter knowledge. The vetting process will include classroom observations of potential mentor teachers grounded in the expectations of the NIET Teaching Standards. Mentor teachers will be jointly approved by partner school/district and KEC, thereby creating clearer systems between university and district for selecting mentor teachers with the most appropriate backgrounds and dispositions for the role. Priority will be placed on recruiting mentor teachers of color to continue to strengthen the instructional leadership skill set of those individuals as they serve both the new teacher candidates and their own students. The mentor teacher selection process will be regularly reviewed and improved using feedback from clinical faculty, partner district/school leaders, the Board of Visitors and program evaluation results. The following criteria will inform mentor teacher selection:

- At least three year's full-time teaching experience and full certification in content area and/or grade level
- Consideration of teachers from diverse backgrounds
- Valid Indiana state teaching license
- Rated "effective" or "highly effective" on past two years' teaching performance evaluations according to the NIET Teaching Standards Expectations
- Experience collaborating with colleagues to improve instruction through active participation in weekly professional learning communities;
- Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include objective measures of the influence of teachers on the rate of student academic progress
- In the case of mentors who will be mentoring new or prospective literacy and mathematics instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies
- Receive recommendation for building principal, previous mentees where available and at least one other leader in the building (department chair, teacher leaders)

14

Goal 3: Build the capacity of resident teachers and mentor teachers during the residency period to support the development of effective educators in high-need schools.

During the residency year, KEC will *use a hybrid program delivery format (face to face, online, small group) to deliver master's coursework to resident teachers (Obj. 3.1)*. KEC curriculum is being revised to ensure that all residents are "classroom ready" on day one. For example, undergraduate curriculum now includes foundational focus areas and structures regarding STEM content and relevant clinical field experiences, both of which align to and will be further deepened through master's coursework during the residency year. The master's course of study further builds on these foundations through a course sequence that includes: high-level math and science, rigorous problem solving, assessment, supports for English learners, diversity in inclusive classrooms, literacy instruction. (Appendix J: Master's Course Descriptions).

Residents will take their master's courses in a hybrid fashion – online, at night and on the weekends. Coursework during residency will be delivered outside of school hours and is aligned to the job-embedded tasks of the residency experience. This grant project will provide the necessary resources and heightened coordination between the KEC and district partners in the early years of the residency model to ensure that residency master's coursework is truly aligned to teaching and learning needs required for residents and new teachers to be successful teaching in partner district schools.

During the residency year and their master's coursework, residents will follow the academic calendar of their residency placement site. This approach, supported by resident mentor teachers as well as school and district leaders, will better ensure the residents are fully prepared to serve as a full-time teacher in the high-need partner districts. They are required to: meet all of the professional expectations of the residency placement site; act and be treated as

15

school employees- working the same hours and completing the same duties as the mentor to which they are assigned; and be fully engaged members of the school community.

In addition to master's coursework, the project will ***provide high-quality training and coaching to resident teachers aligned to their needs and the needs of students in the partnering districts (Obj. 3.2).*** KEC clinical faculty will provide support for residents in multiple ways during the residency year by providing coaching and feedback grounded in the NIET Teaching Standards. Residents will receive observations and feedback four times during the year using the Teaching Standards rubric. In addition to the planned KEC faculty support, NIET will provide five days of days of training during the residency year designed to enhance KEC's residency coursework (3 days in the summer/fall semester and 2 days in the spring semester) to strengthen each candidate's understanding of classroom- and student-specific instruction, lesson planning and assessment. Training topics include: Effective Analysis of Student Work and Data, Meeting the Needs of All Students, as well as Lesson Planning and Assessment aligned to grade/content-specific state standards. University leaders and clinical faculty and mentor teachers will attend training and coaching session as well, thereby strengthening coherence across systems.

The grant project will also provide high-quality training and coaching to mentor teachers to strengthen their capacity to support resident teachers (Obj. 3.3). Mentor teachers play a key role in the support and development of residents and will receive onsite coaching support from NIET during the residency year to build their capacity to support residents. Mentor teachers will be provided a $2,000 stipend per year for supporting a resident teacher and will have five days of release time, in addition to time within the school schedule for co-planning and collaboration.

Mentor teachers will receive five days of development activities (3 days in summer/fall semester and 2 days in spring semester) from NIET designed to increase their instructional understanding of strong coaching support and how to enhance the quality of reflection opportunities given to the residents that they support. They will also receive training in coaching for student engagement and reflecting on lessons learned. During this evidence-based learning, mentors will utilize NIET's Teaching Standards to build their understanding of how to collect detailed evidence from both the teacher actions and student actions that lead to student learning or lack of student learning. Through one-on-one planning sessions and small group discussion, mentor teachers will strengthen their ability to provide effective competency-based feedback to their assigned residents. School leaders, district level staff and clinical faculty will have the opportunity to attend all trainings and support activities provided to residents by NIET. Training topics include: Deepening Understanding of the NIET Rubric; Coaching the Lesson; Analysis of Student Engagement; and Analysis of Feedback and Lessons Learned as described in (Appendix J: Training Description)

Mentor teachers will receive a full day of additional support to focus on providing "coach the coach" feedback around observation and feedback, creating a support plan, and co-teaching. This day will be divided into two half days in length – providing two opportunities throughout the Residency year with additional opportunities based on needs of mentors. Coaching support will focus on strengthening the quality of feedback and support that is provided to the residents and designing support activities (planning, delivery, assessing).

Assistance will be provided to each resident teacher with the licensure process and securing a school placement in a high-need partnering district (Obj. 3.4). Candidates who declare education as a major receive targeted student support and advising throughout the

preparation undergraduate program to ensure that they are on track to meet state licensing requirements. The program will work to ensure a seamless transition from residency to full-time teaching status in one of the high-need partner districts. KEC will provide support for candidates to successfully complete the licensure process, and work with districts to identify and place residents in open teaching positions. Having been embedded in the school for a full year, residents will be well positioned for hiring. School and district leaders will have been able to observe the resident in a classroom setting, as well as in training and coaching settings. This provides far more information for both candidates and school leaders to make decisions about hiring.

Goal 4: Build the capacity of new teachers and mentor teachers during a two-year long induction period to support instructional excellence, retention and student achievement in high-need schools.

The project will **provide high-quality training and coaching to <u>new (induction) teachers</u> aligned to their needs and the needs of students (Obj 4.1).** Following the residency, program graduates will become classroom teachers and participate in a two-year structured induction program alongside an experienced mentor teacher to support their professional development and facilitate collaboration with broader school faculty. New teachers and their mentors will receive release time for training and support. New teachers who remain in their residency school will maintain the same mentor with whom they co-taught. However, if a new teacher changes schools (or perhaps for some other circumstance), a new mentor teacher will be assigned and matched based on effectiveness, content and/or grade-level. This mentor will receive the same trainings and support that were provided to the residency mentors.

Year one of induction will include four days of **training** including two days on data driven decision making, and a two days using a case study method to examine student engagement and feedback. In addition the project will provide **coaching** for induction teachers through ongoing competency-based feedback and support to induction teachers around planning, delivering, and assessing lessons. A day of coaching support (delivered during two half days) will be provided to each induction teacher led by NIET in collaboration with university faculty and district leaders.

In year two of induction, training and onsite support will continue with trainings that focus on instructional techniques, constructing success criteria, and analyzing feedback. Onsite support in year two will focus on planning, lesson delivery, and assessing student learning.

Mentor teachers will also participate in high quality training to strengthen their capacity to support induction teachers (Obj 4.2). Training during the induction years will be provided to mentors and induction teachers together, so that collaboration opportunities are ongoing as they plan to implement the new learning. Mentor teachers who support an induction teacher will receive a $1,000 stipend per year. Mentors will be encouraged to continue supporting the resident they mentored as that resident enters their first and second years of teaching. Mentor teachers will earn continuing education credits through university sponsored professional development free of charge.

In year one, mentor teachers attend the 4 days of training alongside induction teachers and join in the onsite support to receive ongoing coaching/shadowing support. By attending the coaching each new teacher receives, the capacity of the mentors is increased for sustainability and building skills. In year two, mentor teachers attend the 3 days of training alongside induction

19

teachers and join in the additional onsite and distance support to receive ongoing

coaching/shadowing support.

In order to further **facilitate collaboration between mentors and the induction**

teachers they support (Obj. 4.3). Mentor teachers will observe and participate in the onsite

coaching provided to induction teachers to increase their skills as a coach. During onsite support

for new teachers, their mentors will be supported by NIET to discuss, plan for, and implement

high-impact coaching and support strategies. Mentors will attend all trainings and support visits

and participate in weekly professional learning community meeting with their mentee. In

addition, they participate in observations of their mentee (4 per year) and provide follow-up

coaching. Mentors will provide mentee with opportunities to observe their classroom.

During the onsite support visits, KEC faculty and NIET will work with school and

district leaders to establish new teacher induction resources (online and print) and leverage

mentor teacher logs and reflections in order to codify effective new teacher induction practices.

This will result in the development of documents detailing strengthened district-specific

induction plans that will be sustainable long term.

In addition, NIET's EE PASS online portal, already in use by KEC and partner districts,

will be available to mentors and new teachers to use to facilitate collaboration. EE PASS

provides access to a video library of classroom lessons with evidence and scoring, along with

pre- and post-conferences illustrating coaching for the classroom teacher. EE PASS can also be

used to upload documents including lesson plans, student work or other artifacts for review.

The project will **create networking opportunities for cohorts of induction teachers**

and mentors to learn from their peers (Obj 4.4). First and second year teachers often feel

isolated in their classrooms. The induction program will address this problem by facilitating

20

networking opportunities between cohorts of new teachers during and in-between trainings. District and school leaders will consult with NIET coaches and KEC faculty to co-plan high-impact collaborative networking opportunities for new teachers and mentors facilitated by district and school leaders. These networking and collaboration opportunities will serve as an additional component of the district's sustainable induction program. District and school leaders will reflect with NIET and KEC on the quality and impact of the networking opportunities and make ongoing adjustments. In addition, the structure of the training, creating learning and collaboration between cohorts of new teachers, mentors and school and district leaders across partner districts, will also facilitate networking and learning from peers. Finally, KEC will support the alumni network of residents, offering opportunities for current and former residents to continue to interact as they advance in their teaching career.

Collaboration is woven through all of the work of the project, beginning with establishing cohorts of residents within districts to providing ongoing training and support activities for clinical faculty, district leaders, school level leaders and teachers. District and school leaders are committed to this exceptional approach to solving their teacher shortages and are invested in the proposal to build a strong pipeline of teachers.

A3. 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.

KEC has already committed to a transition from a traditional four year Educator Preparation Program to a 4+1 program with a year-long residency resulting in a master's. The residency is innovative its approach and varies greatly from traditional student teaching. The Marian Promise project funded though this grant will enable KEC and its partners to further

21

develop the residency model in combination with district based two year induction programs in high-need partner districts that are aligned to the university program.

Table 3: Comparison of Traditional to KEC "Marian Promise" Model

	Traditional	Marian Promise
Recruitment	Anyone	Highly selective
Program	Theory	Practice-based
Content Knowledge	Limited	Deep
Trained Mentors	None	Yes
Residency Partnership	12 Weeks	1 Year
Resident Support	None	$12,000
Induction	None	2 Years
Degree	Bachelor's	BA & MA

The university has recruited 10 high-need district and charter school partners in the Indianapolis area for the 4+1 residency program. Three of these high-need districts have committed to the expanded residency plus induction Marian Promise program proposed under this grant, and the university will continue to recruit additional high-need district and charter schools among existing and new partners to expand and sustain this new program as it grows over time.

The capacity built via this grant program is directly aligned to the student and teacher needs in the partner districts, and will continue to yield results after the grant period. Partner districts have signed a residency memorandum of understanding with KEC, which includes a data sharing component, allowing the residency program board of visitors to further refine instruction for teacher candidate throughout undergraduate formation, graduate coursework, residency and induction. Through this work, KEC is creating coherence and consistency from preparation, through residency and into the early years of teaching. The induction support is

22

aligned to and integrated with professional learning systems and supports in the schools, further ensuring sustainability of this work after the period of the grant.

Principals and district officials will be included in the training and support, helping to build an induction program in each high-need school that will be sustained after the grant period ends. Furthermore, district and school leaders, KEC faculty, and NIET will form a collaborative triad that will codify induction activities into clearly documented systems of support necessary to continue beyond the life of the grant. Induction training and support documents will help to solidify plans for long-term sustainability of the induction program.

In addition, the residency and induction support is aligned to and integrated with professional learning systems and supports in the schools, further ensuring sustainability of this work after the period of the grant. Partner districts were carefully selected as they have already invested in professional learning led by teacher leaders, which is aligned to these same expectations for teaching KEC will use to guide and assess university coursework. This job-embedded professional learning system creates an ongoing structure of support for residents, new teachers and their mentors, further supporting the grant funded work long-term.

This project will build capacity and yield results over time by integrating KEC into district level induction programs in three specific ways. First, clinical faculty assigned to provide coaching and support to residents and their mentors within these specified partner districts will continue to be available to graduates as clinical faculty member is to serve the school district as well as KEC in developing highly effective new teachers. Second, clinical faculty will be invited and encouraged to participate in all induction training and support activities attended by new teachers and mentors. Finally, KEC faculty and staff will remain engaged during the induction program is through the Board of Visitors. This board, comprised of key stakeholders from

23

Marian University, including clinical faculty, and district partners, residency and induction alumni, will meet quarterly to:

- Analyze the quality and impact of the residency program

- Analyze the quality and impact of the induction program

- Assess progress toward goals

- Collaborate on data collection and analysis

- Make programmatic adjustments based on all of the above

The structure of the Board of Visitors will establish a sustainable feedback loop between the university and districts. District and school leaders will be able to synthesize and share with the university the key instructional strengths and areas for growth they are observing in their new teachers during the induction years. This feedback will allow the university to continue to refine their coursework and support structures for teacher candidates and residents. Likewise, the university will be able to share updates and adaptations to their coursework and residency support thereby influencing how districts approach their new teacher induction supports.

Residency Stipend, Commitment and Repayment

Long term sustainability for this program will also result from the commitment that KEC district partners have made to support resident ($12,000) and resident mentor ($2,000) stipends beyond the period of the grant. These agreements will ensure that the resources are in place to support the program in the future. Residents participating in the program will receive a living wage stipend of $12,000 during the residency year. This will create more opportunity for students experiencing financial hardship or without access to financial resources to participate in the residency, given that the time commitments of the residency preclude a second job. Residents accepting the stipend will make a commitment to teach for three years in a high-need school

24

following the residency year, per the requirements of the Marian Promise. As part of this commitment, residents will receive two years of induction support during their first two years of teaching.

District partners are eager to receive residents and committed to hiring them following successful completion of the residency year. Partners have provided Marian with five year projections of their anticipated teacher openings, which drives the recruitment process for residents who will be able to fit those roles. In this way, residents are provided with a hiring process that enables them to match their skills and knowledge to the needs of the school they enter for residency, increasing their opportunity to fill an opening in that school. The partnership and networking across multiple districts and cohorts also increases the opportunity for residents to find an appropriate position for placement.

The one year residency stipend will be paid monthly beginning during the summer before the residency year, as residents are participating in summer training. Residents will sign a Memorandum of Understanding confirming their commitment to complete the master's program of study, requirements for certification and licensure, and three years of service in a high-need school. Failure to meet these requirements will result in the stipend converting to a loan due to Marian University. The terms of this commitment will include: 1. a commitment to repay the loan within eight years from the date of failure to meet program requirements, 2. payment of interest assessed at 5% per year, 3. forgiveness of the loan for residents facing economic hardship, illness or military service. Each participant will obtain a certificate from the district in which they are employed certifying their employment status at the beginning and end of each year of service.

A4. The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

The Marian Promise program has incorporated innovative components that will enhance the residency and induction model. First, the program will draw residents from Marian University's innovative practice-based teacher education program, which gives students clinical experiences in high-need partner schools starting in their first year as freshmen. Additionally, students participate in simulation teaching lab that helps to give students confidence and competence to teach. These clinical and simulation experiences will continue over the four-year period, which will help future teachers understand the culture within high-need schools. This will better prepare them to handle the full-time clinical experiences of the residency and better prepare candidates to impact student achievement as a teacher-of-record.

Second, all partners in this grant have committed to using the same research-based teaching standards to support professional learning, coaching, mentoring and evaluation. By establishing a common understanding and a common language around strong teaching practices, we will set a foundation for more productive and impactful communications between residents, mentors, university faculty, and district and school leaders across all years of their experience in the program.

Third, each district in the project already has in place professional learning structures that enable trained and certified teacher leaders to deliver job-embedded professional learning to their peers. The support for residents and new teachers will be integrated and aligned to this system of professional learning. For example, residents and new teachers will attend weekly professional learning groups with their mentors, and other teachers at the school. This collaborative group

learning will reinforce the individual coaching being provided to residents and new teachers. As a result, new teachers will enter a learning environment focused on continuous improvement, collaboration and professional growth for all teachers. Under this approach, investments in building an induction model for new teachers will be sustained and integrated into the schools' professional learning system.

Finally, NIET staff on this project have first-hand experience with many of the district partners in this grant. NIET staff's knowledge of each district's needs, history and personnel will help ensure the successful integration of the activities in the Marian Promise into each school's general professional learning structures. This will enable NIET staff to serve as an effective partner and liaison between university faculty and district and school personnel during program implementation.

B. Adequacy of Resources

B1. The adequacy of support, including facilities, equipment, supplies and other resources.

KEC will continue to provide all resources for the four years of undergraduate formation in educator preparation prior to the residency year. These resources include: faculty, staff, facilities and curriculum. KEC will contribute similarly to the residency and induction program as collaboratively determined by KEC and the partner districts. KEC will provide clinical faculty to work full-time in partner districts as instructional coaches and master's course instructors for residents. Clinical faculty will also act as a support to the mentor teachers in the coaching and development of the residents. Clinical faculty will also serve on the Board of Visitors that will meet quarterly to review the progress and effectiveness of the program. Finally, clinical faculty will work to support mentors and inductees as they participate in additional training and support provided by NIET, as described in this proposal.

27

KEC will provide facilities, equipment and supplies to support the program where appropriate. The program is designed for implementation within district partner school sites, however KEC facilities will remain available for usage if off-school site space is needed. Networking and alumni opportunities can be hosted at the University. KEC can also provide remote access virtual simulation training to residents, mentors and inductees as needed or requested. KEC will collaborate with district partners to identify facilities for various trainings in order to best accommodate participants needs. Resident coursework will largely take place at district partner sites, however, KEC will provide the curriculum for the onsite course delivery. Districts will provide facilities for program activities during the school day, including coaching, training and smaller professional learning communities.

B2. The relevance and demonstrated commitment of each partner in the proposed project.

In recent years, KEC has made a renewed commitment to better serving its students and the surrounding school districts where its graduates teach. Since launching the 4+1 residency model in 2017 with the first freshman class, KEC has tripled new student enrollment, increased the average student GPA from 3.0 to 3.7 and increased the percentage of minority students from 7.5% to 30% (projected for Fall 2019). By 2025, the final year of the grant, the goal is to have the average freshman class be 40% students of color and possess a high school GPA of 3.5 or higher. While the initial cohort of this program is currently in their sophomore year, KEC has already taken key, foundational steps toward developing the residency program for these teacher candidates. KEC has recruited high-need district and charter school partners in the Indianapolis area where residents will be placed with a mentor teacher. Partner districts in this grant proposal have committed to providing projections of their anticipated teacher openings, in order to guide the recruitment process for residents who will be able to fit those roles.

Marian's residency program has committed to embed the same teaching standards in use

in the districts – the research-based NIET Teaching Standards – into both clinical practice and

coursework. The commitment to this common set of standards used to collectively define high-

quality teaching has already been made, and the proposal in the grant is to train university faculty

to use the rubric in their observations and support for residents, and to embed the indicators of

strong teaching practice from the rubric into coursework.

NIET is a national non-profit with 20 years of experience in improving educator

effectiveness across every stage of a teacher's career development. NIET has managed more than

ten federal grants including three Supporting Educator Effectiveness Development grants with

university partners to improve their educator preparation programs, and to support residencies

and grow-your-own models. Nearly all of NIET's grant work has involved teacher leaders who

serve as mentor teachers and coaches whose roles and responsibilities are considered integral to

collaboration and professional learning in schools. As a result, NIET's staff has deep experience

in developing and implementing successful models that support novice teachers through

collaboration, coaching and mentorship. NIET also has extensive experience and a demonstrated

commitment to working in high-need schools in Indiana. Over the past decade, NIET has

partnered with numerous high-need schools in Indiana to improve teaching quality, including the

district partners in this project.

Each of the partner districts in this project has worked with NIET to create components

of a coherent professional learning system that will support the professional development and

collaborative learning described in this grant. Districts have existing partnership with KEC and

have been involved in the development of the residency and induction model. They are

committed to providing residents with a highly effective mentor, and to supporting new teachers

and mentors with the time and resources to continue to improve their practice. They have already

made investments in school-based professional learning systems that will provide new teachers

with the opportunity to continue to grow and learn after their second year in the classroom.

C. Quality of the Management Plan

Our management plan is designed to achieve the objectives of the proposed project on time and

within budget, including clearly defined responsibilities, timelines and milestones for

accomplishing project tasks.

Table 4: Adequacy of the Management Plan

Goal 1: Build coherence between systems and structures for support for new teachers at the university, school, and district levels.							
Objective	Responsible Parties	Milestones	2019-20 (Planning Year)	2020-21	2021-22	2022-23	2023-24
1.1 Align coursework with NIET Teaching Standards Rubric in use in partner districts.	KEC Director of Clinical Faculty; KEC Clinical Faculty; NIET coaches	KEC and NIET conduct initial alignment and gaps assessment of coursework to NIET Teaching Standards by analyzing syllabi, key course experiences, and course assessments	October-December, 2019				
		NIET to provide initial customized training to clinical faculty to address gaps	January, 2020				
		NIET to provide initial on-site and virtual co-planning and observation support to clinical faculty to ensure alignment gaps are eliminated.	February, 2020				
		KEC and NIET will provide on-going monitoring of course alignment through syllabi review, course assessment review, and observation of feedback from clinical faculty to teacher candidates	March-April, 2020	Fall, 2020	Fall, 2021	Fall, 2022	Fall, 2023
1.2 Train clinical faculty on the Teaching Standards Rubric	KEC Director of Clinical Faculty; KEC Clinical Faculty; NIET Coaches	NIET to provide initial training on NIET Teaching Standards and lesson evaluation and feedback processes to Clinical Faculty	October, 2019	Summer, 2020	Summer, 2021	Summer, 2022	Summer, 2023

Objective	Responsible Parties	Milestones	Planning Year 2019-20	2020-21	2021-22	2022-23	2023-24
indicators for high quality evaluation and feedback.		Based on needs determined through on-going programmatic monitoring, NIET will provide customized training to clinical faculty on specific areas of the NIET Teaching Standards, and strengthening specific aspects of lesson evaluation and aligned feedback	Summer, 2020	Summer, 2021	Summer, 2022	Summer, 2023	Summer, 2024
1.3 Establish a Board of Visitors to facilitate regular collaboration between the University and district partners to continually improve and align teacher preparation and support.	KEC Director of Clinical Experiences; Clinical Faculty, Partner District and School Leaders; NIET coaches	Establish: profile of Board of Visitors (roles, numbers, diversity, characteristics etc.); meeting format; meeting schedule.	December, 2019				
		Communicate invitation and expectations to prospective Board of Visitors members.	January, 2020				
		Board of Visitors begins and continues to meet at least quarterly to analyze data, determine areas of programmatic strength and need, and address areas of need.	Spring, 2020	Fall-spring, 2020-21	Fall-spring, 2021-22	Fall-spring, 2022-23	Fall-spring, 2023-24
Goal 2: Recruit and select high-quality residency candidates and mentor teachers of diverse backgrounds to strengthen the pipeline of effective teachers, with a concentration in STEM, in partnering high-need LEAs.							
Objective	**Responsible Parties**	**Milestones**	**Planning Year 2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
2.1 Recruit and enroll high-	KEC Director of Clinical Experiences;	KEC leadership will review and refine existing teacher candidate recruitment plan and financial assistance support plan,	October, 2019				

				Fall, 2020	Fall, 2021	Fall, 2022	Fall, 2023
quality candidates of diverse backgrounds for the residency program who commit to teaching in a high-need partner school following the residency.	KEC Director of Special Projects; Partner District and School Leaders	focusing on students of color demonstrating academic success, STEM content areas, and other high-need areas (e.g. SPED, EL); determine recruitment goals					
		KEC will pilot refined recruitment plan with high school students: conduct classroom and small group visits with prospective KEC teacher candidates during their junior and senior years of high school; host on-campus visits of prospective KEC teacher candidates; connect prospective teacher candidates to current KEC students of similar backgrounds and interest areas	November, 2019-March 2020				
		KEC will pilot refined financial assistance support plan with students by guiding them through applying for and securing scholarships, grants, and other financial opportunities to ensure college costs are not a barrier	November, 2019-March 2020				
		KEC will survey enrolled KEC students, partner district leaders, and partner school leaders on effectiveness of recruitment and financial assistance support plan; Collect recruitment and financial assistance data; Make adjustments to recruitment and financial assistance plans based on collected feedback	Summer, 2020				
		KEC will launch strengthened KEC recruitment and financial assistance plan, continuing to seek input from the Board of Visitors and making continuous adjustments for improved quality.		▨			
2.2 Recruit and select high-quality mentor	KEC Director of Clinical Experiences; Partner District and	KEC, NIET, and partner district/school leaders will review and refine selection criteria and application process for current PK-12 teachers to serve as mentor teachers to KEC residents	November, 2019-February, 2020				

teachers of diverse backgrounds to support candidates enrolled in the residency program.	School Leaders; NIET coaches	KEC, NIET, and partner district/school leaders will conduct annual selection process for resident mentors; Criteria and process will be continuously revised per feedback from Board of Visitors and in accordance to grant goals and requirements	March-May 2020	Spring, 2021	Spring, 2022	Spring, 2023	Spring, 2024

Goal 3: Build the capacity of resident teachers and mentor teachers during the residency period to support the development of effective educators in high-need schools.

Objective	Responsible Parties	Milestones	Planning Year 2019-20	2020-21	2021-22	2022-23	2023-24
3.1 Use a hybrid program delivery format (face to face, online, small group) to deliver master's coursework to resident teachers.	KEC Director of Clinical Experiences; KEC Clinical Faculty;	KEC will support and confirm enrollment of all residents in fifth-year masters' course sequence	Spring, 2020	Spring, 2021	Spring, 2022	Spring, 2023	Spring, 2024
		KEC residents will successfully complete fifth-year masters' course sequence taught by KEC Clinical Faculty		Fall-spring, 2020-21	Fall-spring, 2021-22	Fall-spring, 2022-23	Fall-spring, 2023-24
		KEC Director of Clinical Experiences and Clinical Faculty will review and revise masters' coursework for alignment to teaching and learning circumstances of partner districts and schools		Spring, 2021	Spring, 2022	Spring, 2023	Spring, 2024
3.2 Provide high-quality training and coaching to resident teachers aligned to	KEC Director of Clinical Experiences; NIET Coaches; KEC residents; KEC Clinical Faculty; District/school	NIET will provide intensive, research-based training directly to residents based on high-leverage instructional strategies for meeting the needs of all students. Resident trainings will occur in the following months: **June-July:** (3 days) **January-February:** (1 day) **March-April:** (1 day)		Summer, 2020-Spring, 2021 (pilot cohort)	Summer, 2021-Spring, 2022 (cohort 1)	Summer, 2022-Spring, 2023 (cohort 2)	Summer, 2023-Spring, 2024 (cohort 3)

Activity	Responsible Parties	Description				
their needs and the needs of students in the partnering districts.	Mentors and leaders (optional)	Residents will be supported by mentor teachers to embed new learning from trainings into their current teaching practices.	Summer, 2020-Spring, 2021	Summer, 2021-Spring, 2022	Summer, 2022-Spring, 2023)	Summer, 2023-Spring, 2024
		NIET will provide one day of on-site, direct follow-up coaching and support to KEC residents, based on their own unique teaching and learning circumstances. NIET coaches will model effective coaching and support practices for mentor teachers during this time.	Summer, 2020-Spring, 2021	Summer, 2021-Spring, 2022	Summer, 2022-Spring, 2023	Summer, 2023-Spring, 2024
3.3 Provide high-quality training and coaching to mentor teachers to strengthen their capacity to support resident teachers.	KEC Director of Clinical Experiences; NIET Coaches; Mentor Teachers of KEC residents; KEC Clinical Faculty; District/school Mentors and leaders (optional)	NIET will provide intensive, research-based training directly to mentor teachers of residents to strengthen their capacity to grow the instructional practices of the residents. The trainings will be aligned to the same topics as the resident trainings, but will focus on the support for new teachers in those high-leverage instructional strategies. Mentor teacher trainings will occur during the following months: **June-July:** (3 days) **January-February:** (1 day) **March-April:** (1 day)	Summer, 2020-Spring, 2021 (pilot cohort)	Summer, 2021-Spring, 2022 (cohort 1)	Summer, 2022-Spring, 2023 (cohort 2	Summer, 2023-Spring, 2024 (cohort 3)
		Mentor teachers will apply new learning from training in their support for residents.	Summer, 2020-Spring, 2021	Summer, 2021-Spring, 2022	Summer, 2022-Spring, 2023	Summer, 2023-Spring, 2024
3.4 Assist each resident teacher with the licensure process and securing a school placement in a high-	KEC Director of Clinical Experiences; KEC Clinical Faculty; Mentor Teachers; District and school administrators	KEC Director of Clinical Experiences will collect anticipated job opening information from each partner district and school on an ongoing basis.	Spring-Summer, 2021	Spring-Summer, 2022	Spring-Summer, 2023	Spring-Summer, 2024
		KEC Director of Clinical Experiences, Clinical Faculty, and mentor teachers will support students in applying and interviewing for the open positions in their field of study.	Spring-Summer, 2021	Spring-Summer, 2022	Spring-Summer, 2023	Spring-Summer, 2024

				Planning Year 2019-20	2020-21	2021-22	2022-23	2023-24
need partnering district.								
Goal 4: Build the capacity of new teachers and mentor teachers during a two-year long induction period to support instructional excellence, retention and student achievement in high-need schools.								
Objective	Responsible Parties	Milestones						
4.1 Provide high-quality training and coaching to induction teachers aligned to their needs and the needs of students in the partnering districts.	NIET coaches; New Teachers; New Teacher Mentors; District and school leaders; KEC Clinical Faculty (optional)	NIET will provide intensive, research-based training directly to new teachers in their induction years (years 1-2) to strengthen their instructional capacity in order to grow student achievement. New teacher trainings will occur during the following months: **June-July:** (3 days) **January-February:** (1 day) **March-April:** (1 day)				Summer, 2021- Spring, 2022	Summer, 2022- Spring, 2023	Summer, 2023- Spring, 2024
		New teachers will be supported by mentor teachers to embed new learning from trainings into their current teaching practices				Summer, 2021- Spring, 2022	Summer, 2022- Spring, 2023	Summer, 2023- Spring, 2024
		NIET will also provide one day of on-site, direct coaching and support to new teachers in their first 1-2 years, based on their own unique teaching and learning circumstances. NIET coaches will model effective coaching and support practices for mentor teachers during this time.				Summer, 2021- Spring, 2022	Summer, 2022- Spring, 2023	Summer, 2023- Spring, 2024
4.2 Provide high-quality training and coaching to mentor teachers to strengthen their capacity to support	NIET coaches; New Teacher Mentors; District and school leaders; KEC Clinical Faculty (optional)	NIET will provide intensive, research-based training directly to mentor teachers of new teachers to strengthen their capacity to grow the instructional practices of the residents. The trainings will be aligned to the same topics as the new teacher trainings, but will focus on the support and coaching strategies in those areas. Mentor teacher trainings will occur during the following months and on the following topics: **June-July:** (3 days)				Summer, 2021- Spring, 2022	Summer, 2022- Spring, 2023	Summer, 2023- Spring, 2024

		January-February: (1 day) March-April: 1 day				
induction teachers.		Mentor teachers will apply new learning from training in their support for new teachers. Mentor teachers will log and reflect on their support experiences with new teachers.		Summer, 2021-Spring, 2022	Summer, 2022-Spring, 2023	Summer, 2023-Spring, 2024
4.3 Facilitate collaboration on between mentors and the induction teachers they support	NIET coaches; New Teacher Mentors; District and school leaders; KEC Clinical Faculty (optional)	During the on-site support provided to new teachers, their mentor teachers will be supported by NIET to discuss, plan for, and implement high-impact coaching and support strategies.		Summer, 2021-Spring, 2022	Summer, 2022-Spring, 2023	Summer, 2023-Spring, 2024
		During the same on-site support visits, NIET will work with KEC faculty, school and district leaders to establish key new teacher Induction resources (online and print) and leverage mentor teacher logs and reflections in order to codify effective new teacher induction practices. This will result in the development of documents detailing a strengthened district-specific induction plans that will be sustainable long-term.		Summer, 2021-Spring, 2022	Summer, 2022-Spring, 2023	
4.4. Create networking opportunities for induction teachers and mentors to learn from their peers.	NIET coaches; New Teacher Mentors; District and school leaders; KEC Clinical Faculty (optional)	District and school leaders will consult with KEC faculty and NIET coaches to co-plan high-impact collaborative networking opportunities for new teachers facilitated by district and school leaders. These networking and collaboration opportunities will serve as an additional component of the district's sustainable induction program. District and school leaders will reflect with KEC and NIET on the quality and impact of the networking opportunities and make ongoing adjustments.		Summer, 2021-Spring, 2022	Summer, 2022-Spring, 2023	

Table 5: Qualifications of Project Personnel

Key Personnel	Qualifications, Duties
Marian University Klipsch Educators College	
Allison Segarra, Director of Clinical Experiences, Klipsch Educators College (75% FTE with 25% on grant; 25% as match; 25% non-grant funding)	Ms. Segarra will serve as the Project Director for this TQP grant at Marian University. In her role, approximately 50% of her time (25% grant funded; 25% match funded) will be to coordinate all clinical and residency placements in collaboration with school and district partners, as well as assist in the placement and tracking of the graduates into their positions with each district partner for the induction program. An additional 25% of Allison's time will be to monitor partnership implementation including evaluating effectiveness of program delivery (non-grant, non-match time). Allison has extensive experience in leadership positions within K-12 charter schools, a background in cultural competency, and is well equipped to lead the placement and support for residents and the corresponding induction support for this grant.
To be hired clinical faculty (partial grant budget; partial match)	Clinical faculty will be practitioners from the field who have been exceptional teachers but desire to take the next step into teacher development and support. Clinical faculty will maintain a teaching load as well as direct support of residents. For this grant, Marian is splitting the costs between the grant budget and matching funds to create the training and opportunity and will be prepared to sustain these individuals post-grant (Year 1 – 0 FTE; Year 2 - .5 FTE grant, .5 FTE match; Year 3 – 1 FTE grant, 1 FTE match; Year 4 and 5 – 1.5 grant; 1.5 match).
Dr. Ken Britt, Dean, Klipsch Educators College Dean (not included on budget)	Dr. Britt currently serves as Senior Vice President and Dean of the Klipsch Educators College at Marian University. He has helped lead the efforts to redesign the teacher preparation program at Marian University which has seen significant growth in recent years. Dr. Britt will serve as a high level leader to ensure the program is implemented with a high degree of fidelity.
Dr. Leon Jackson, Director of Special Projects (not included on budget)	Dr. Leon Jackson possesses a PHD from UNLV and an executive MBA from the University of Notre Dame. Dr. Jackson's primary responsibility is to recruit each of the new classes into the Klipsch Educators College. Through his work, Marian University has more than doubled freshmen class enrollment, increased diversity from 7.5% to over 30%, and increased the quality of student from 3.1 GPA to 3.7.
NIET	
Dr. Joshua Barnett, President and Chief Operating Officer, NIET (not included on budget)	Dr. Barnett, President and Chief Operating Officer for NIET, has extensive experience working with Federally funded projects specifically, having led projects with the U.S. Department of Education; U.S. Department of Defense; and the U.S. Department of Labor. He will primarily serve as an escalation point for issues arising in supporting NIET's implementation of requested services, reporting, and evaluation.
Dr. Ann Shaw, Director of Training (in kind match)	Dr. Shaw has experience supporting clinical faculty members, supporting numerous districts, and a strong expertise in implementing training and coaching support for advancing new teachers and mentor teachers. For the proposed project, Dr. Shaw will (1) provide training development and content support all trainings aspects of the initiative; (2) support communication between all stakeholders; (3) and support that all project milestones are met.
Jennifer Oliver & Patti Cruz, Senior Program Specialists (contracted support)	The Senior Program Specialist will (1) support partner schools through training and coaching (2) work closely with the Project Director to ensure a strong program implementation. Contracted support days use NIET's daily rate plus anticipated travel costs to be 25 days in Year 1, 25 days in Year 2, 50 days in Year 3, 112 days in Year

	4, 112 days in Year 5. Additional NIET Senior Program Specialists will be utilized as needed to ensure all support is provided across districts.
Evaluation Partner	
Dr. Tanee Hudgens, Director of Research, NIET (contracted support)	Dr. Hudgens is experienced in collecting, analyzing and disseminating data and reporting on federal grant projects including providing information for programmatic support and implementation as well as summative data for APRs. For this proposed project, Dr. Hudgens will (1) work with the Project Director and partners to ensure proper data collection and internal feedback; (2) assist with the submission of performance reports; and (3) prepare data for dissemination.

D. Quality of the Project Evaluation

The evaluation will be led by NIET's Research and Evaluation Department, a department with extensive experience supporting large-scale evaluations of education programs (see Table 5 for a review of evaluation team qualifications). NIET will work collaboratively with Marian University's Klipsch Educators College and partner LEAs to lead a formative and summative evaluation with two purposes: (1) to supply Marian University with timely information to improve the Marian Promise for the populations served and (2) to assess program impacts. The evaluation plan aligns with the program's theory of action that if qualified candidates (recruitment) are effectively trained (residency) and supported in early years (induction and mentorship), there will be an increased supply of effective teachers, classroom instruction and teacher retention will improve and student learning will increase. NIET will work collaboratively with KEC to collect programmatic data from Marian University, partner LEA, and NIET data systems and draw from publically available and requested data from the Indiana Department of Education to answer the seven research questions outlined in Table 6. These research questions and evaluation methods will provide data used to evaluate the program's effectiveness in accordance with the Government Performance and Results Act of 1993 (GPRA) and §1022c.

Table 6. Research Questions, Data Sources and Alignment to Program Goals, GPRA and §1022c

Research Question	Applicable Subquestions	Data Sources	Analysis	Alignment
RQ1. How is Marian Promise being implemented and to what extent is implementation sustainable for Marian University and participating partners?	**1.1.** To what extent have the residency components been implemented with fidelity? **1.2.** What contextual factors support or inhibit the fidelity of implementation of the residency component and impact its ability to be sustained long term? **1.3.** To what extent have the induction components implemented with fidelity? **1.4.** What contextual factors support or inhibit the fidelity of implementation of the induction component and impact its ability to be sustained?	Program documents (training attendance logs; session notes) Course syllabi from redesigned courses and prior versions Interviews and surveys (Marian faculty; NIET staff; mentor, resident, induction teachers; school/district leaders) Resident and mentor teacher portfolios	Comparison of measureable activities with what the residency and induction process prescribes as minimal or optimal requirements	Implementation analysis Program Goal 1
RQ2. To what extent are high-quality participants recruited and selected into Marian Promise?	**2.1.** To what extent are high-quality residents selected into Marian Promise? **2.2.** To what extent are high-quality mentor teachers selected for Marian Promise?	Applicants' demographic data (e.g., gender, ethnicity, education background) Performance (e.g., GPA, SAT score, effectiveness data) of all applicants	Comparison of characteristics of successful and unsuccessful applicants	Impact analysis Program Goal 2
RQ3. Does Marian Promise increase candidates' success obtaining teacher licensure?	**3.1.** To what extent are residents obtaining licensure and how does this compare to those not selected into Marian Promise? The state? **3.2.** To what extent are STEM residents obtaining licensure and how does this compare to those not selected into Marian Promise? The state?	• Indiana teacher licensure data • Klipsch Educators College teacher licensure data (% first time certification success; number of attempts)	Independent groups t-test to compare grant graduates to graduates from the traditional program and Indiana state averages	Impact analysis Program Goal 3 GPRA 1 & 2 §1022c. 1 & 3
RQ4. Do Marian Promise graduates continue employment in the residency/induction district upon graduation?	**4.1.** To what extent are residents completing their residency and induction in the same district? **4.2.** To what extent are new teachers continuing to serve in the same district after the induction period is over? **4.3.** What factors inhibit or promote continued employment in same district?	Marian University and partner district data tracking school site placement and employment Post-program completion survey	Percent of grant graduates hired by the residency/ induction district Comparison of grant graduates and traditional program graduates	Impact analysis Program Goal 3 GPRA 4 & 5 §1022c. 2 & 4

RQ5. How does teacher instructional practice change after participating in Marian Promise?	**5.1.** To what extent do residents report and show improvement in their instructional practices? **5.2.** To what extent do induction teachers report and show improvement in their instructional practices? **5.3.** To what extent do mentor teachers report and show improvement in their instructional practices?	Program (resident and induction teacher) evaluation data Indiana teacher evaluation data Resident and induction teacher survey Mentor teacher evaluation data Self-efficacy data	Repeated measures analysis to examine effectiveness ratings over residency; Independent groups t-test or ANOVA to assess induction and mentor teacher effectiveness ratings from Year 1 to Year 2 & compared to other teachers from state data	Impact analysis Program Goal 3 & 4
RQ6. What effects does participation in Marian Promise have on teacher retention?	**6.1.** To what extent are induction teachers retained into the profession? **6.2**. To what extent are induction teachers retained into the same district? **6.3.** To what extent are induction teachers retained into the same school?	Indiana teacher retention data (State request) Partner district/ school teacher retention data Program and demographic data to filter to teachers in STEM/high-need subject areas; programs, etc.	Two-group design methods and analyses to compare grant induction teachers with other early career teachers (Indiana overall; in partner districts; those in the traditional program)	Impact analysis Program Goal 2 & 4 GPRA 4 & 5
RQ7. What are the effects of participation in Marian Promise on student achievement?	**7.1.** To what extent do students taught by induction teachers show performance growth? How does this compare to other (similar) teachers? **7.2.** What percentage of students taught by induction teachers pass the State Exam (master the state standards)? How does this compare to other (similar) teachers?	Indiana ILEARN data (request from the State for student-level data) Partner district data	One-group analyses: (a) average change in student growth for induction teachers (Year 1, Year 2); (b) % of students taught by induction teachers passing ILEARN (Year 1, Year 2). Two-groups analyses: Compare above to other early career teachers (and traditional program graduates) in partner districts	Impact analysis Program Goal 4 GPRA 6

D1. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

NIET recognizes the need for valid and reliable performance data on relevant outcomes to monitor implementation, inform program improvements and assess impact. NIET will develop data systems to track program progress and provide data for the fidelity of implementation analyses (RQ1). These systems will reliably capture the key aspects of program implementation. Qualitative data used to assess fidelity of implementation will come from a rigorous data collection process. The evaluation team will conduct interviews and surveys of resident teachers, induction teachers, mentor teachers, KEC faculty/staff and NIET staff who directly support them in program development. These interviews and surveys will address program design and implementation. To ensure reliability and validity, the responses will be triangulated based on information from multiple respondents as well as a review of documents and reports from data systems (e.g., meeting agendas, training agendas, participant sign-in forms). Multiple focus groups will also be conducted with resident teachers, induction teachers and mentor teachers to triangulate descriptions of the program and produce additional insights for program improvement. The data triangulation allows for a higher level of validity in the qualitative research process. Focus group sessions will be recorded, transcribed and coded by at least two researchers. To address the reliability of the qualitative analysis, inter-coder agreement will be examined and only themes agreed upon by both coders will be reported. This work, along with analyses of the relationships between implementation measures and important intermediate outcomes, will also help identify key implementation mediators and moderators that limit or enhance implementation. NIET will provide KEC with formative findings through multiple

42

mechanisms (monthly calls, quarterly updates, and annual reports) to collaboratively support the continuous improvement process.

In addition, the evaluation team will collect and track qualification, licensure, retention, teacher performance and student achievement data to assess program impact (RQ2-RQ7). NIET will develop data systems to track these measures of program progress and impact. KEC will provide demographic and performance data of successful and unsuccessful applicants for enrollment into the residency component of Marian Promise and for mentor teacher positions as well as persistence information for selected residents and mentor teachers. Additionally, residents who have completed Marian Promise will have their licenses recommended by the licensing advisor at Marian University, and the university will share this information with the evaluation team. Performance ratings from the Teaching Standards Rubric will be used for resident, induction and mentor teachers. Prior research has shown these ratings have a high level of reliability and validity (see Barnett & Wills, 2016 for a review). With respect to student achievement, valid and reliable performance data will be available from the Indiana Department of Education assessment databases. Indiana has developed a high-quality statewide test that will be used as a measure of academic achievement and in the evaluation of teachers' ability to deliver highly effective instruction and impact student achievement.

D2. The extent to which the methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed project.

The program's logic model is used to specify the inputs, outputs and short-term outcomes expected from the program, as well as the expected paths from the outputs and short-term outcomes to longer-term effects on educators and students. The evaluation will utilize a wide range of objective measures that are related to these project goals and objectives (measures and

43

alignment outlined in Table 2). Further, the rigorous evaluation strategies and methods are aligned with the four program goals and include qualitative and quantitative data from multiple sources to ensure thoroughness and to strengthen content, construct and contemporary validity and reliability. As detailed in Tables 4 and 5, (management plan and team qualification tables), the management and evaluation teams charged with implementing and evaluating the program goals have the qualifications, capacity and timelines established to ensure management and implementation feasibility. Performance data and evaluation methods are summarized by goal in specific detail below.

Goal 1: Build coherence between systems and structures for support for new teachers at the university, school, and district levels. (Aligns with Research Question 1)

Research Question 1 (1.1. -1.4.). In order to examine coherence between systems and structures for support for new teachers across multiple levels, the evaluation will explore the contexts, conditions, characteristics and strategies of the residency and induction components of Marian Promise that influence new teachers' knowledge, skills and practices. Specifically, KEC and partner LEAs employ a common instructional rubric for instructing, training and evaluating teachers, the NIET Teaching Standards Rubric. Prospective teachers are introduced to this rubric early in their classroom studies. The rubric is the common thread that ties together the students' coursework, residency, induction and continuing professional development. The evaluation will focus on assessing course syllabi from redesigned courses and prior versions as course revisions are made, trainings provided to clinical faculty around the Teaching Standards Rubric indicators and the use of the rubric for high quality evaluation and feedback, trainings and support provided to school and district leaders around the Teaching Standards Rubric for school and district leaders to strengthen their capacity to support residents and new teachers long term, and the

examination of the activities of the Board of Visitors in facilitating collaboration of university and district partners. The evaluation team will review teacher portfolios and key documentation from these activities and triangulate these reports with interview and survey responses from key program members to assess the coherence of systems and structures for support of new teachers.

Goal 2: Recruit and select high-quality residency candidates and mentor teachers of diverse backgrounds to strengthen the pipeline of effective teachers, including those with a concentration in STEM, in partnering high-need LEAs. (Aligns with Research Questions 2 and 6)

Research Question 2 (2.1.). In order to examine the quality and diversity of residency candidates selected for Marian Promise, the evaluation will focus on an assessment of the demographics and qualifications of successful and unsuccessful applicants. As noted earlier in the narrative, Klipsch Educators College evaluates applications for enrollment into Marian Promise based on key qualifications including GPA, SAT or ACT scores, and interviews. Data from all applications will be collected, analyzed and compared to determine the characteristics and qualities of successful and unsuccessful applicants to each program. Data for successful applicants will be compared to admissions goals and the proportions meeting the standard will be reported.

Research Question 2 (2.2.). The KEC and partner LEAs evaluate applicants for mentor teachers. Mentor teachers must be recommended by principals, submit an application, have a classroom observation completed by representatives from KEC and undergo an interview. Data from all applications, observations and interviews for mentor teacher positions will be collected, analyzed and compared to standards for high-quality mentor teachers.

Research Question 6 (6.1. - 6.3.). The preparation, residency and induction components of the Marian Promise aim to match high-quality candidates to high-need positions in the partner

45

LEAs. The evaluation team will examine teacher retention from the perspective of candidates' initial qualities at program entry. The analysis will determine whether the "pipeline" retains and places high-quality candidates in positions most beneficial to candidates and LEAs.

Goal 3: Build the capacity of resident teachers and mentor teachers during the residency period to support the development of effective educators in high-need schools. (Aligns with Research Questions 3, 4 and 5)

In order to assess the impact of program activities on building of capacity of resident and mentor teachers, the evaluation will focus on an examination of teacher licensure information, residency placement and induction employment information, and instructional practice data.

Research Question 3 (3.1. and 3.2.). Upon completion of the residency component of the program, candidates are expected to attain Indiana State licensure. The evaluation team will analyze the success of teacher residents in obtaining teacher licensure within one year of completing the residency program. Licensure data from the State of Indiana will allow comparison of teacher residents' licensure performance with other prospective teachers in the State. What we will learn includes whether the teacher residency program raises licensure test scores and reduces the number of attempts required to attain licensure.

Research Question 4 (4.1. - 4.3.). The Marian Promise is design attract high-quality candidates to teaching, match them with effective mentor teachers in residency and induction, develop these candidates into effective early career teachers and finally, place them in high-need schools within the partner LEAs. Stability (i.e., staying with the same school with the same mentor) may be an important factor in developing promoting effectiveness of candidates. While the program intends candidates to remain in the same school with the same mentor, it is likely some candidates will changes schools and mentors based on the partner LEA's immediate needs.

The evaluation team will examine "stability" for candidates, what factors affect maintaining stability, as well as whether stability or lack thereof impacts teacher effectiveness.

Research Question 5 (5.1. and 5.3.). Resident and mentor teachers are evaluated using the NIET Rubric multiple times during the residency year. Because the NIET Rubric is one of Indiana's approved instruments for teacher evaluations, the use of a common rubric allows not only comparative studies within the partner districts but also with other teachers across Indiana. Teacher evaluation data will be collected from partner LEAs and State data sources. Teacher beliefs in their own abilities impacts their effectiveness in the classroom and interacting with other members of the school community. The evaluation team will administer a teacher self-efficacy survey multiple times during a candidates' residency and induction periods.

Goal 4: Build the capacity of new teachers and mentor teachers during a two-year long induction period to support instructional excellence, retention and student achievement in high-need schools. (Aligns with Research Questions 5, 6 and 7)

Research Question 5 (5.2. and 5.3.). Induction and mentor teachers are evaluated using the NIET Rubric multiple times during each induction year. Because the NIET Rubric is one of Indiana's approved instruments for teacher evaluations, the use of a common rubric allows not only comparative studies within the partner districts but also with other teachers across Indiana. Teacher evaluation data will be collected from partner LEAs and State data sources.

Research Question 6 (6.1. - 6.3.). Completion of the two-year induction represents the highest level of preparation in the program. At the end of induction these new teachers should be highly motivated to teach and remain in teaching. The evaluation team will assess whether this motivation holds by examining how long teacher remain in the school, district and profession and what factors influence teachers' leaving a school, district or the profession.

47

Research Question 7 (7.1. and 7.2.). Effective teachers in the right positions should by all accounts lead to better student performance. The evaluation team will analyze data from Indiana's state achievement test ILEARN. The analysis will examine both growth (do candidate teachers' students' scores improve on average over the previous year's assessment) and mastering the Indiana State Academic Standards (percent passing the ILEARN assessment).

Government Performance and Results Act (GPRA) Performance Measures

GPRA evaluation requirements are used as framework for annual reporting to the US Department of Education (USDOE) on measures under the 204(a) of HEA. In addition to noting the alignment of the evaluation activities to these requirements (Table 6), Appendix J: GPRA measures and §1022c. requirements describe the data that will be collected to meet these reporting requirements. As designed, the evaluation will allow for reporting on:

(1) Persistence / Graduation / Certification. The percentage of teacher candidates who persist to program completion (complete residency and induction). Upon completion of residency, the percentage of teacher candidates who pass teacher certification exams within one year of residency completion. The percentage of residency completers who persist to induction. The percentage of induction teachers who persist through both years. These analysis will be conducted overall and for STEM teachers. Data will be collected from Marian University records, state personnel records and a post-graduate survey.

(2) Employment Retention. The percentage of graduates hired within the first two years. The percentage who persist in teaching at a partner, high-need district for at least three years after induction completion. Data will be collected from high-need and other LEAs' hiring records, KEC program exit and follow-up surveys and surveys administered by NIET.

(3) <u>Improved Scores</u>. The percentage of teacher candidates who meet or exceed the state licensure exam standards within one year of residency completion, and the percentage of residency completers who pass state licensure exams overall. Data will be collected from KEC reports and state personnel records.

(4) <u>Student Learning</u>. During induction, the percentage of teacher candidates' students who demonstrate mastery of state academic standards by passing applicable ILEARN exams. Data will be collected from Indiana's ILEARN assessments.

(5) <u>New Teacher Achievement</u>. KEC and partner districts, in collaboration with NIET, will analyze and compile records regarding new teacher achievement as measured by the districts: the percentage of teachers trained to integrate technology effectively; the percentage of highly qualified teachers hired by districts; the percentage of teachers from underrepresented groups hired by districts; the percentage of teachers hired by districts who teach high-need subject areas; and the percentage of teachers hired by districts who teach in high-need schools. Data will be collected from district and state records and new teacher evaluations. As noted, GPRA Measures and Corresponding Data Collection, and Requirements and Corresponding Data Collection are included in Appendix J.