South Bend Community School Corporation

PLUS: Preparing Teacher-Leaders for Underperforming Schools

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ABSOLUTE PRIORITY: South Bend Community School Corporation (SBCSC), in partnership with Indiana University South Bend (IUSB) School of Education and the College of Arts and Sciences, proposes *PLUS: **P**reparing Teacher-**L**eaders for **U**nderperforming **S**chools*, a *Teacher Quality Partnership* (TQP) Grant to establish an effective Teaching Residency program that meets the TQP Absolute Priority by: (1) creating a model program for individuals without teaching experience; (2) ensuring that participants are able to receive a Master's degree and full teaching certification or licensing within 18 months; and (3) providing participants with a living stipend or salary for 12 months in exchange for an agreement to serve in a high-need school in SBCSC for not less than three years.   As the #1 teacher preparation program in the state of Indiana (see *Appendix* for rankings), Indiana University's School of Education is committed to advancing the field of teacher education and improving the preparation of educators serving high-needs students. Like most districts in Indiana, SBCSC has a critical shortage of teachers licensed to teach high-need academic subjects - more than 160 of 1,234 teachers are working on emergency permits. Recognizing a need to improve the process through which novice teachers are prepared to educate high-needs SBCSC students, *PLUS* is a multi-layered project – validated by research that meets *What Works Clearinghouse* Strong and Moderate Evidence of Effectiveness standards – that empowers pre-service educators to align their graduate study to instructional competencies through a model that promotes mastery of critical 21st Century teaching and learning skills leading to the attainment of a Master's Degree, full licensure and ongoing induction support (see *Project Design* for details):

PLUS: FRAMEWORK			
Layer 1: Procedures	**Layer 2: Coursework**	**Layer 3: Residency**	**Layer 4: Sustainability**
Candidate Selection	*PLUS* Specialized Modules:	Equity Learning Intensive	Networked Educator Excellence Platform
Enrollment Agreement	STEM and Computer Science	Instructional Rounds	
Candidate Stipend	Urban Education	Virtual Coaching	
		Online/Hybrid Learning	
Master of Science in Education Degree	Multicultural Languages	Fellow Assessment	Instructional Excellence Clearinghouse
		Fellow Portfolio	
Teacher Certification		White Papers	
Classroom Placement; Induction Support	Reading / Literacy	Degree Finale	

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Competitive Preference Priority 1 (up to 5 points). Indiana University South Bend's School of Education will collaborate with its College of Arts and Sciences to offer *PLUS* Candidates a STEM/Computer Science Specialized Module that prepares educators to effectively integrate STEM and Computer Science concepts and teaching / learning strands throughout grade levels, academic subjects and supplemental school experiences (clubs, elective courses, etc.). The STEM/Computer Science Module (see *Project Design* Layer 2) will provide an intensive learning experience offering hands-on opportunities to align teaching and learning to STEM / Computer Science / Coding content and instructional practices. The curriculum, supported by face-to-face instruction, virtual coaching, online and hybrid programming, will focus on instruction, culture and equity in learning topics critical to effectively integrating STEM and Computer Science education strategies into daily K-12 classroom instruction. The Module will offer aspiring educators intensive study in STEM and Computer Science instructional competencies to prepare them to effectively engage students in vital STEM / Computer Science education. The *PLUS* STEM / Computer Science Module, designed as a component of a Master of Science in Education degree, will offer the added benefit of serving as a stand-alone that can help current educators increase mastery of STEM and Computer Science instructional competencies as a professional learning tool. Utilization of the STEM / Computer Science Specialized Module to launch a professional learning program will broaden the impact of the project beyond the preparation of *PLUS* Candidates to improve instructional practice of current South Bend teachers in need of enhanced STEM and Computer Science instructional skills.

Competitive Preference Priority 2 (5 points). South Bend Community School Corporation meets the definition of novice applicant (as defined in this notice) at the time of submission of this application, and thus is eligible for the five bonus points awarded a Novice Applicant.

Invitational Priority: Spurring Investment in Opportunity Zones. Several of the schools that will be served in this TQP grant are located inside South Bend Opportunity Zones, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act (Pub. L. 115-97). The census tract numbers of the

qualified opportunity zones for which *PLUS* proposes to serve students are: 18141000900 (29.6% poverty rate; 10.2% unemployment), 18141001000 (40.8% poverty rate; 7.3% unemployment) and 18141002900 (35.6% poverty rate; 17.4% unemployment) - see maps in *Appendix* for location of schools and zones. *PLUS* will give priority placement to individuals who choose to teach in schools that are located in South Bend's Qualified Opportunity Zones.

(a) QUALITY OF PROJECT DESIGN

(i) Proposed project demonstrates rationale.

The South Bend Community School Corporation operates the public schools in South Bend, Indiana. The district serves most of South Bend, Indian Village, Notre Dame and Roseland, as well as portions of Granger and Mishawaka. Located in north-central Indiana, the South Bend Community School Corporation is St. Joseph County's oldest and largest school corporation, and the fourth largest school corporation in Indiana. SBCSC serves approximately 17,225 traditional K-12 students, special needs students from preschool through age 22, and a large number of adult students in 39 schools across 158.7 square miles. Continuing its commitment to improving the quality of education in high-needs schools and providing expanded access to high-quality education for under-represented groups, South Bend Community School Corporation (applicant and fiscal agent) proposes ***PLUS: Preparing Teacher-Leaders for Underperforming Schools***, a *Teacher Quality Partnership* grant serving one high-needs school district and the surrounding community. Implementation of *PLUS* will enable SBCSC and its higher education partner, Indiana University South Bend, to launch and sustain an innovative teacher preparation program that provides high-performing undergraduate students enrolled in IUSB's School of Education elementary and secondary teacher education programs with the opportunity to enroll in a Master's Degree program that includes accelerated (18 month) attainment of a Master of Science in Education degree, linked to a school-year teacher residency / teacher apprenticeship experience in partner high-needs schools. *PLUS* will promote the development of highly effective teachers prepared to teach students in several high-demand K – 12 content areas – STEM and Computer Science (see *Competitive Priority # 1*); Urban

Education; Multicultural Languages; and Reading / Literacy. Implementation of *PLUS* will benefit both SBCSC and IUSB by creating a pipeline of high-achieving undergraduate students into School of Education graduate degree programs and creating a pipeline of well-prepared novice teachers to fill vacancies in high-demand content areas in South Bend schools. *PLUS* will restructure the traditional Master's Degree model from lecture-based, theoretical study into an expanded, education development approach that adopts a demonstrated, competency-based, experiential learning model that engages pre-service teachers in face-to-face, online and hybrid academic study, extensive teacher apprenticeship and supportive coaching. *PLUS* is grounded in peer-reviewed, validated research that meets *What Works Clearinghouse* standards for Strong and Moderate Evidence of Effectiveness and will lead to advancements in the field of pre-service teacher preparation while simultaneously creating multiple professional learning products that can improve the practice of both novice and seasoned educators across all grade levels and content areas (see *Project Design Sections iii and iv*). A randomized control study, aligned to a significant project component, verifies the validity of the *PLUS* approach:

Strong Evidence of Effectiveness	
Educator Impact – Professional Development and Coaching	
Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children's Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and **coaching** program. Washington, DC: American Institutes for Research.	
Study Strength	• Meets *What Works Clearinghouse* Standards Without Reservations • At Least One Statistically Significant Positive Finding
Study Summary	• Randomized control trial analyzing professional development and coaching strategy.
Overlap with *PLUS*	• Study provided sustained professional learning that coupled seminar-based content knowledge workshops with classroom embedded coaching to increase the instructional excellence and effectiveness of educators in high-needs, low-performing urban schools.
Key Findings	• Research adds to the evidence that providing teachers with coaching and professional development focused on pedagogical content knowledge can lead to positive changes in teachers' practice and students' achievement.

PLUS was designed by a thoughtful Planning Task Force that includes Indiana University South

Bend administrators and professors, highly effective South Bend public school district educators,

experts in teacher development and pre-service teacher candidates seeking to enter the field of K

– 12 education. The Planning Task Force designed a multi-layered project aligned to a proposed

project goal, multiple objectives and measurable short-, mid- and long-term outcomes.   The

PLUS Logic Model (see *Appendix*) demonstrates a clear rationale for the proposed project:

PLUS: ABBREVIATED LOGIC MODEL (see Appendix for full Logic Model w/Outputs)			
ACTIVITIES	**SHORT-TERM OUTCOMES**	**MID-TERM OUTCOMES**	**LONG-TERM OUTCOMES**
PLUS Framework **Layer 1: Procedures** • Candidate Selection • Enrollment Agreement • Candidate Stipend • Master of Science in Education degree • Teacher Certification • Classroom Placement • Induction Support **Layer 2: Academic Coursework** • STEM/Computer Science Module • Urban Education Module • Multicultural Languages Module • Reading / Literacy Module **Layer 3: Teacher Residency** • Equity Learning Intensive • Instructional Rounds • Virtual Coaching • Candidate Assessment • Candidate Portfolio • White Papers • Degree Finale **Layer 4: Sustainability Plan** • Networked Educator Excellence Platform • Instructional Excellence Clearinghouse	Obj 1: *PLUS* Educators will lead turnaround efforts in South Bend high-needs schools Obj 2: *PLUS* Framework will offer high-quality services and supports that meet educator needs Obj 2: *PLUS* Educators will attain *Highly Effective* or *Effective* performance standards Obj 3: 20 diverse *PLUS* Candidates complete *PLUS* Cohorts Obj 3:Place annual cohort of degree recipients in SBCSC high- needs schools using Priority Placement Obj 4: *PLUS* will execute scalable / sustainable program to prepare educators to address problems of practice in South Bend schools	Obj 1: *PLUS* will reduce # of schools designated as Comprehensive / Targeted Support Obj 1: *PLUS* students will meet or exceed state ELA, Math and Science proficiency standard Obj 2: Improved 21st Learning / STEM competency of novice teachers Obj 2: *PLUS* will increase student proficiency in 21st Century / STEM / Computer Science learning skills Obj 3:Pipeline of students linking IUSB undergrad programs to Masters of Science in Education program Obj 3:Pipeline of highly-trained, diverse teachers to SBCSC schools Obj 4: Two scalable strategies will prepare educators to serve as 21st Century instructional leaders in high-needs classrooms and schools around the country	Obj 1: No South Bend schools in ESSA status Obj 1: *PLUS* students will maintain competency on statewide ELA, Math and Science exams Obj 1: *PLUS* Educators will demonstrate positive impact on grad rates, postsecondary enrollment rates Obj 2: IUSB will expand the number of modular options / themes aligned to graduate degrees Obj 2: SBCSC will adopt *PLUS* strategies to diversify educator preparation initiatives. Obj 3: Effective pipeline will improve diversity, erase teacher shortages and teachers on emergency provisional assignment Obj 4: IUSB will adapt Master of Science in Education modules to serve as stand-alone professional learning programs Obj 4: *PLUS* will disseminate effective practices to expand significance and sustain programming.

(ii) Goals, objectives, outcomes to be achieved are clearly specified and measurable.

South Bend Community School Corporation – the fourth largest Indiana public school district

located in South Bend, Indiana – will implement *PLUS: **P**reparing **T**eacher-**L**eaders for **U**nderperforming **S**chools*, in collaboration with higher education partner Indiana University South Bend. *PLUS* will improve the competency and preparation of novice educators serving high-needs youth enrolled in SBCSC. During the five-year grant, *PLUS* will provide Master's Degrees for 40 novice educators directly serving approximately 1,200 students.   District demographics and achievement data, summarized below, demonstrate significant academic need:

School District	Student Enrollment	# of Educators	Minority Students	% Low Income	ELA Proficient	Math Proficient	Science Proficient
South Bend	16,915	1,234	70.7%	75.4%	38.2%	30.7%	29.9%

The district has eight schools on the 2018 ESSA Comprehensive Support and Improvement School List - five elementary schools (Coquillard, Harrison, Muessel, Warren, Wilson), one middle school (Navarre) and two academies (Perley Fine Arts and Rise Up Academy at Eggleston). Navarre is being threatened with state takeover for poor academic performance. The graduation rate at Rise Up Academy is 15%. **Seven of the eight schools are F schools.** In addition, there are eleven SBCSC schools on the 2018 ESSA Targeted Support and Improvement List. These schools have not demonstrated achievement in at least one subgroup. Failure rates, by Subgroup and number of schools not meeting it, are as follows: Black (7); Hispanic (3); Multi-racial (1); White (1); Special Education (6); Free/Reduced Lunch (6); English Language Learners (2). Six of the Targeted schools are also on the Comprehensive list (see *Appendix*). There are more than 16,800 high-needs students in SBCSC, defined as: students enrolled in ESSA Targeted Support Schools or students enrolled in schools with Economically Disadvantaged Rates exceeding 50%). The stats below are from Comprehensive List schools:

School	Passing ELA	Passing Math	Pass Science	Suspended/Expelled	Grade
Navarre Middle	12.7%	15.8%	11.9%	397	F
Coquillard Elem	7.3%	5.1%	11.7%	249	F
Muessel Elem	14.7%	6.8%	11.9%	101	F
Wilson Elem	24.7%	28.4%	18.0%	64	F
Harrison Elem	20.0%	17.4%	12.3%	86	F
Warren Elem	30.2%	27.9%	25.6%	46	F
Rise Up Academy	25.0%	00.0%	N/A	29	F

PLUS, an innovative Master's Degree teacher residency model providing intensive instruction in Foundational skills and targeted, Specialized Modules – is grounded in evidence-based/peer-reviewed research designed to meet and exceed the goal/objectives/measurable outcomes below:

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PLUS: Goal, Objectives and Measurable Outcomes			
GOAL	**Raise the academic achievement of high-needs students by improving educator effectiveness.**		
Objective 1	**Improve academic achievement in high needs schools.**		**Measure**
Outcome 1.1	Increase ELA, Math & Science proficiency of students of *PLUS* Teachers.		IN Assessments
Outcome 1.2	Increase the high school graduation rates of students of *PLUS* Teachers.		Graduation Rates
Outcome 1.3	Increase postsecondary enrollment rates of students of *PLUS* Teachers.		Post Sec Enrollment
Objective 2	**Equip educators with skills to promote 21st Century Learning.**		**Measure**
Outcome 2.1	Increase effectiveness of participating educators.		IN Rubric Rating
Outcome 2.2	Expand # of educators implementing STEM / Computer Science strategies.		Completer Rates
Outcome 2.3	Expand # of educators implementing Urban Education strategies.		Completer Rates
Outcome 2.4	Expand # educators implementing Language strategies.		Completer Rates
Outcome 2.5	Expand # of educators implementing Reading strategies.		Completer Rates
Objective 3	**Increase # of educators attaining advanced graduate degrees in ED.**		**Measure**
Outcome 3.1	Launch and sustain Master's Degree model that increases the education attainment of novice, pre-service teachers.		Graduate Degree Completer Rates
Outcome 3.2	Increase number of educators from traditionally-underrepresented groups who attain Master's Degrees and licensure / certifications.		Graduate Degree Enrollment Rates
Objective 4	**Increase *PLUS* impact of effective sustainability strategies.**		**Measure**
Outcome 4.1	Launch and sustain Specialization Modules that improve the instructional competency of experienced teachers.		Enrollment Rates
Outcome 4.2	Launch and sustain web-based Networked Educator Excellence Platform to disseminate *PLUS* tools.		Platform Operational Dates
Outcome 4.3	Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate *PLUS* best practices.		White Paper Publication

Ongoing evaluation of the *PLUS* goal, objectives and outcomes – conducted by an experienced, external evaluation team with oversight from a highly-qualified Project Director (district) and a Principal Investigator (university) – will include: (1) assessment of six required program measures embedded in the grant solicitation, (2) evaluation of indicators that address evaluation

requirements in section 204(a) of the HEA [20 U.S.C. 1022c(a)] and (3) measurement of project-specific indicators (see *Evaluation* section for Measures / Indicators).

(iii) Project designed to build capacity / yield results that will extend beyond grant funding.

The Planning Task Force designed *PLUS* to meet the needs of K – 12 students enrolled in South Bend Community School Corporation and the needs of aspiring educators enrolled in teacher preparation programs at Indiana University South Bend. Implementation of *PLUS* during the five-year grant period and beyond will: (a) build capacity to address evolving K – 12 education priorities; and (b) yield lasting results that strengthen the instructional competencies of novice teachers and improve the academic outcomes of highest-needs students. The *PLUS* Framework meets the Absolute Priority as defined in the RFP, as well as Competitive Priority # 1, through comprehensive programming components and strategies:

PLUS: FRAMEWORK			
<u>**Layer 1**</u>: *PLUS* **Procedures**	<u>**Layer 2**</u>: **Academic Coursework**	<u>**Layer 3**</u>: **Teacher Residency**	<u>**Layer 4**</u>: **Sustainability Plan**
Candidate Selection	*PLUS* Specialized Modules:	Equity Learning Intensive	Networked Educator Excellence Platform
Enrollment Agreement	STEM and Computer Science	Instructional Rounds	
Candidate Stipend	Urban Education	Virtual Coaching	
		Online/Hybrid Learning	
Master of Science in Education Degree	Multicultural Languages	Fellow Assessment	Instructional Excellence Clearinghouse
		Fellow Portfolio	
Teacher Certification		White Papers	
Classroom Placement; Induction Support	Reading / Literacy	Degree Finale	

Building Capacity: During the five-year *TQP* project, *PLUS* will provide professional learning opportunities for two Cohorts of aspiring K-12 educators, serving high-needs students in the South Bend Community School Corporation.   Implementation of *PLUS* will test the effectiveness of a Master's Degree teacher residency model designed to improve educator performance in relation to problems of practice that impact student outcomes. IUSB academic professors and researchers from the School of Education, in collaboration with the College of Arts and Sciences, will redesign a 36-month into an 18-month Master's Degree program that

links academic study with a teacher residency in high-needs public schools. *PLUS* Teachers –
high-achieving undergraduate students who apply for and are admitted into the Master's Degree
program – will complete Specialized Modules, emphasizing a strong foundation, aligned to
emerging education priorities and needs, as assessed in South Bend schools (see *Appendix C*):
STEM / Computer Science, Urban Education, Multicultural Languages and Reading / Literacy.
Specialized Modules, featuring face-to-face, online and hybrid components, will provide in-
depth pre-service learning in topics/approaches that receive minimal emphasis in many existing
preparation programs.   Implementation of *PLUS* will contribute significant knowledge and
understanding to educational challenges and test the effectiveness of strategies designed to
address problems of practice. Contribution to the field includes capacity-building strategies:

- **Engaging Traditionally Under-Represented Groups:** IUSB teachers are 83.8% white, while
their students are 70.7% non-white. IUSB is positioned to engage traditionally under-represented
groups in teaching and learning by targeting the preparation of minority group educators to fill
instructional roles in high-needs schools and in high-priority academic content areas, including:
STEM / Computer Science, Urban Education, Foreign Languages and Reading. By providing
advanced graduate degree attainment and teaching licensure / certification, *PLUS* will help
expand the pool of highly-effective educators prepared to successfully compete for and retain
classroom teaching positions. In addition, the STEM/Computer Science focus will improve the
quality of STEM and Computer Science education in high-needs partner schools – all of which
are characterized by high poverty (more than 75% free/reduced lunch throughout the district),
high minority students (average 70.7% across the district) – and catalyze increased minority
student (and female) interest in STEM and Computer Science courses and future careers through
improved educational experiences.

- **Inquiry-Based Educator Development:** *PLUS* proposes a restructured Master's Degree
strategy that connects Foundational studies in equity, instructional differentiation, education
theory, data analysis and classroom management to competency-based Specialized Modules in
topics where SBCSC has critical need. All *PLUS* Master's Degree components will engage

PLUS Teachers in inquiry-based learning that demands clear demonstration of competency and mastery of content aligned to problems of practice. The *PLUS* model re-imagines the educator preparation concept to demand demonstrated growth in skills rather than more traditional Master's Degree experiences that distribute information and theory with no requirement of students to attain mastery. By adopting an inquiry-based model for educator preparation that links academic learning to the root-cause analysis of problems of practice through a teacher residency in a high-needs school, *PLUS* will show that a competency- and inquiry-based approach to novice teacher education better deconstructs educational problems and yields lasting positive change compared to more traditional, non-competency based graduate programs.

- **Advancing Equity in Education:** The *PLUS* Masters will include an intensive exploration of barriers impeding equal access to education across K – 12 student demographic subgroups and an inquiry-based analysis of strategies that deconstruct equity barriers in elementary and secondary education. With an emphasis on improving equity for traditionally under-represented student subgroups, particularly students of color and students impacted by poverty, *PLUS* will empower novice teachers to enter classrooms as equity leaders at all levels of K – 12 education, prepared to break down barriers creating equity and achievement gaps in teaching and learning.

- **Promoting Inquiry-Based Instruction:**   *PLUS* will prepare aspiring, novice educators to identify problems of practice, conduct root-cause analysis of those problems, identify strategies to overcome them and implement interventions to increase equity in education. The *PLUS* Masters program will prepare new teachers to apply inquiry-based strategies to all facets of their professional practice, not just the concepts embedded in topical programs. *PLUS* will facilitate continuous improvement by using multiple tools, including Instructional Rounds during Teacher Residency, to catalyze a transition to data-driven, inquiry-stance problem-solving in high-needs schools as novice educators become better prepared to address the changing needs of students through root-cause analysis of problems that constantly shift as school conditions change.

- **Increasing Capacity of Professional Learning Opportunities:**   *PLUS* is an innovative Master's Degree program that empowers graduate students to customize learning through diverse

online options. While *PLUS* topics are primarily designed to be components of a larger Master's Degree program, the Planning Task Force was intentional in its mission to design programming that can simultaneously stand alone as intensive professional learning experiences. Each *PLUS* Specialized Module has the potential to be a valuable professional learning tool that educators can utilize to improve competency and address problems of practice. *PLUS* will diversify Master's Degree curriculum options as well as expand capacity and diversity of professional learning tools. The concept is an innovative approach to professional learning that can be customized to address a range of educational priorities, including but not limited to cultural relevancy, social/emotional learning, mental health and school climate. *PLUS* will expand the capacity of professional learning to serve K-12 educators.

- **Building Networks for School Improvement:** *PLUS* will facilitate growth of Networks for School Improvement in high-needs partner schools and prepare educators to embrace the collective learning paradigm that serves as the foundation for the Network for School Improvement concept. Based on the work of The Carnegie Foundation for the Advancement of Teaching and its *Six Core Principles of Improvement* (Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P., 2015), *PLUS* will expand the impact of courses of study beyond their direct influence on participating Teachers through the creation and continual expansion of Networks for School Improvement. Empowered to adopt an inquiry-based approach to improvement, *PLUS* Teachers, upon placement in K – 12 teaching positions, will lead school efforts to conduct root-cause analysis of problems of practice and leverage the collective wisdom of peers to implement interventions that promote continuous improvement. As Networks strengthen and expand, their influence will facilitate positive change across the entire school district - then, networks of school districts throughout the country and internationally.

- **Expanding Evidence-Based Practices:** *PLUS* will increase access to evidence-based educator preparation / improvement practices by launching, improving and scaling an innovative educator development model that is both cost effective and exportable, via technology, to meet the needs of aspiring, novice and experienced educators. In recent years, there has been a strong push in

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education toward evidence-based programming and results. While considerable research related to educator quality exists, few studies meet the *What Works Clearinghouse* (*WWC*) Standards of Strong Evidence of Effectiveness (Tier I experimental studies without reservations) or Standards of Moderate Evidence of Effectiveness (Tier II experimental studies with reservations). *PLUS* is designed to enhance evidence-based educator development efforts and expand the capacity of evidence-based educator development initiatives through scalable sustainability strategies. The *PLUS* Project Director and Principal Investigator (see *Management Plan*) will provide guidance and oversight of project evaluation processes and evaluation tools to ensure protocols yield objective, replicable data integral to the validity of scientific research aligned to *WWC* standards.

Education Research Confirms Impact of Educator Quality on Teaching and Learning
• Research indicates that coaching improves teachers' use and quality of practices and increases student achievement over the period of a year (Davis, M.; McPartland, J.; Pryseski, C. and Kim, E., 2018)
• A large and growing body of research suggests that attention to "teaching quality" – the ability of teachers to support meaningful learning among students – is a promising approach for improving the quality and equity of educational opportunities in public schools (Stosich, E. and Bristol, T, 2018).
• Combining educator coaching with group training yields positive effects on both instructional quality and student achievement (Foster, E., 2018).
• Mounting evidence exists of substantial "teacher quality gaps" (TQGs) between advantaged and disadvantaged students; teacher quality gaps increase achievement gaps between advantaged and disadvantaged students (Goldhaber D., Quince, V, and Theobald, R., 2018).
• Students taught by a succession of high-performing and qualified teachers tend to have positive short- and long-term educational success (See, S.W., 2018)

• **Expanding Capacity to Serve Highest-Needs Schools:**   To increase the likelihood that innovative school improvement and educator preparation efforts reach and serve schools and students with the highest needs, *PLUS* will adopt a Priority Placement strategy to recruit participating Teachers seeking to fill high-demand positions in high-needs schools:

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PLUS: PRIORITY PLACEMENT
Priority 1 - ESSA Comprehensive Support Schools: schools within SBCSC that have a state-designated ESSA Comprehensive Support growth label (lowest 5% of schools; chronic failure) and are located in Federal Opportunity Zones, to the maximum extent possible.
Priority 2 - ESSA Targeted Support Schools: schools within SBCSC that have a state-designated ESSA Targeted Support growth label (have a subgroup in the lowest 5% of schools in state) and are located in Federal Opportunity Zones, to the maximum extent possible.
Priority 3 - High-Poverty Schools: schools within SBCSC that have a schoolwide Free and Reduced Lunch or Economically Disadvantaged rate exceeding 50% of student enrollment and are at risk of becoming a Targeted and/or Comprehensive Support School.

- **Measuring School Climate and Culture:** South Bend Community School Corporation, in collaboration with higher education partner - Indiana University South Bend, will implement schoolwide and districtwide School Culture and Climate Surveys to identify equity barriers, instructional challenges, problems of practice and professional growth needs that impact the quality and effectiveness of education programs. School of Education researchers and administrators will analyze survey results and compare field-identified priorities to current educator preparation degree program content.   Based on survey results, IUSB's School of Education will adapt the requirements and content of educator preparation programs and expand courses of study to reflect the problems of practice identified by educators serving students enrolled in high-needs, urban, public school districts. The *PLUS* School Culture and Climate Survey will create a valuable feedback loop linking educator preparation programs at IUSB to field-based experiences and needs identified by practitioners serving high-needs students, families and communities. This will improve the relevancy of preparation programs, providing educators with solutions to overcome specific challenges in South Bend schools.

(iv) Project represents exceptional approach for meeting statutory purposes/requirements.

Grant managers will implement a five-year project, aligned with a structured *PLUS* Framework, that reflects *Teacher Quality Partnership* requirements and includes four primary layers:

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PLUS: FRAMEWORK			
Layer 1: *PLUS* Procedures	**Layer 2**: Academic Coursework	**Layer 3**: Teacher Residency	**Layer 4**: Sustainability Plan
Candidate Selection	*PLUS* Specialized Modules:	Equity Learning Intensive	Networked Educator Excellence Platform
Enrollment Agreement	STEM and Computer Science	Instructional Rounds	
Candidate Stipend	Urban Education	Virtual Coaching	
		Online/Hybrid Learning	
Master of Science in Education Degree	Multicultural Languages	Fellow Assessment	Instructional Excellence Clearinghouse
		Fellow Portfolio	
Teacher Certification		White Papers	
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LAYER 1 - *PLUS* PROCEDURES: *PLUS* is designed to provide an annual cohort of high-achieving undergraduate students – students completing their final (Senior) year of undergraduate study – enrolled in elementary or secondary education teacher preparation programs with an accelerated pathway to a Master's Degree. Implementation of the initiative will follow an annual administrative process that includes: (a) Candidate Selection; (b) Enrollment Agreement; (c) Candidate Stipend; (d) Master of Science in Education; (e) New Teacher Licensure / Certification; (f) Classroom Placement and (g) Induction Support. Students selected from an annual pool of applicants will transition into graduate study during the summer after the final semester of their undergraduate degree program. The 18-month Master's Degree program begins during the final semester of a Candidate Teacher's Senior year of undergraduate enrollment and concludes the following summer of their fifth year of matriculation at Indiana University South Bend, when successful Master teacher graduates have been placed in SBCSC classrooms and are preparing to complete their first semesters as classroom teachers.

- *PLUS* **Candidate Selection:** *PLUS* will provide graduate study for up to 40 Teachers during the five-year grant period – a total of 20 aspiring educators per consecutive, non-overlapping cohorts.   *PLUS* grant managers will market the program and recruit pre-service, aspiring educators from the IUSB undergraduate elementary and secondary teacher education programs. Aspiring educators motivated to improve their instructional competencies and earn a Master's Degree will apply for admission into the program.   A collaborative review team of IUSB School

of Education and College of Arts and Sciences professors, will evaluate the credentials of each applicant – with special emphasis placed on a demonstrated commitment to K – 12 education through community service, volunteering and / or service learning in public schools. The Instructional Team (see *Management Plan*) will review applications and offer enrollment to candidates who meet the highest standards of excellence in academic record, community service, essay response and in-person interview. Applicants who express a sincere interest in filling an instructional role in a high-demand education content area – STEM / Computer Science, Special Education, Foreign Languages, Reading – will be awarded priority access to the program. Applicants will be admitted into the *PLUS* program without regard to race, ethnicity, gender, age, disability, religion, sexual orientation, gender identity, socio-economic status or other protected class status. Upon enrollment into the program, each *PLUS* Candidate will complete Layer 2 – Academic Coursework; and Layer 3 – Teacher Residency, prior to attainment of a Master of Science in Education degree and teacher certification / licensure.

- **Enrollment Agreement:** Each *PLUS* Candidate admitted into the program will be required to fulfill the conditions of an enrollment agreement.   *PLUS* will provide participants who successfully complete the project with a Master of Science in Education degree at zero cost to selected Candidates. In addition, Candidates will receive a living wage stipend (see below) during the final 12 months of each cohort experience. The incentives for participation are substantial, which should lead to a competitive selection process that allows *PLUS* to serve the best and brightest undergraduate students aspiring to launch a career in K – 12 education. Given the value of the program for participants, each Candidate will be required to complete a minimum of three full school years of instruction in a **High-Needs School** (defined as a school in which a minimum of 50% of enrolled students are eligible for free or reduced lunch or are designated as economically disadvantaged per state standards). *PLUS* Candidates who complete the Master's Degree program but fail to complete the minimum three-year service agreement in a high-needs school will be subject to repayment of the degree program costs (tuition, books, fees) and the living wage stipend.

- **Candidate Stipend:** In accordance with *Teacher Quality Partnership* grant requirements, South Bend Community Schools will provide each *PLUS* Candidate with a living wage stipend during the final 12 months of the 18-month Master of Science in Education degree. Each *PLUS* Candidate will receive a monthly stipend of $1,500 (total of $18,000 for 12-month period) to offset the costs of continuing education compared to graduating undergraduate programs and pursuing employment. Stipend subject to repayment terms outlined in Enrollment Agreement.

- **Master of Science in Education:** *PLUS* will launch and sustain a new, innovative Master of Science in Education degree program that restructures graduate learning and replaces lecture-based theoretical study with a competency-based approach to new teacher preparation that grounds academic learning in practice through an immersive teacher residency. Upon enrollment into the program, each *PLUS* Candidate will complete Layer 2 – Academic Coursework and Layer 3 – Teacher Residency, prior to attainment of a Master of Science in Education degree and teacher certification / licensure.

- **New Teacher Licensure / Certification:** Upon successful completion of *PLUS,* Candidates will be granted full K – 12 teacher licensure and certification from the Indiana Department of Education to serve as fully-certified classroom teachers across all K-12 grades.

- **Classroom Placement:** Newly-certified *PLUS* teachers will complete a minimum three-year tenure as an educator in a high-needs public elementary, middle or high school in South Bend Community School Corporation. They will be placed in high-needs district schools to the maximum extent possible, based on availability of teaching positions aligned to their expertise. Placement will follow a Priority Placement approach to ensure that highly-trained educators equipped with the skills to adopt an inquiry-stance to teaching and learning will implement continuous improvement strategies in vulnerable district classrooms:

  o **Priority 1: Partner District Comprehensive Support Schools:** *PLUS* teachers will be placed in state-designated ESSA Comprehensive Support schools located in Federal Opportunity Zones, to the maximum extent possible, based on availability of positions.

  o **Priority 2: Partner District Targeted Support Schools:** *PLUS* teachers not placed in

Priority 1 schools will be assigned to state-designated ESSA Targeted Support schools located in Opportunity Zones, to the maximum extent possible, based on availability of positions.

- o **Priority 3: Partner District High Poverty Schools:** If the number of annual *PLUS* teachers exceeds the availability of positions in Priority 1 and Priority 2 schools, teachers will be placed in schools with a minimum 50% poverty index (based on Free/Reduced Lunch rates and / or Economically Disadvantaged rates) that failed to meet academic growth targets and are <u>at risk</u> of becoming ESSA Comprehensive Support or Targeted Support schools.

- **Induction Support:** Upon graduation and prior to entering classrooms as first year teachers, *PLUS* educators will receive induction support from SBCSC and IUSB in the form of: Mentor Teacher support, Instructional Team support and Virtual Coaching support.   This ongoing instruction and individualized support will be available for a minimum of two years as new teachers implement what they have learned, with the help of expert and seasoned colleagues.

LAYER 2 – ACADEMIC COURSEWORK: Implementation of *PLUS* will provide high-achieving undergraduate students enrolled in Indiana University South Bend elementary and secondary education programs with the opportunity to complete an intense, highly-efficient Master's Degree program designed to prepare aspiring teachers to adopt an inquiry-stance to K – 12 instruction that allows them to identify problems of practice, conduct root cause analysis of problems of practice and implement interventions that improve student outcomes in high-needs schools. *PLUS* combines evidence-based coursework focused on 21st century education priorities with a teacher residency in a high-needs school to create a competency-based educator development model that prepares new teachers to implement continuous improvement strategies. A critical component of the 18-month Master's Degree program is customized academic study. Each *PLUS* Master Teacher Candidate (consecutive, non-overlapping cohorts of 20 teachers) will complete Specialization Modules, research and exploration as follows:

Period	Specialization Modules	Credits
Summer	ED-F 500 Topical Exploration in Education (STEM/Computer Science Focus)	3

Summer	ED-F 500 Topical Exploration in Education (Urban ED Focus)	3
Summer	ED-E/S 590 Research ELEM/SEC Education (STEM Focus, online)	3
Summer	ED-L524 Language Issues in Multicultural Education (online)	3
Fall	ED-M 550 Student Teaching Practicum (grad level, full year)	3
Fall	ED-Y 510 Action Research I (8-week, online course)	3
Fall	ED-Y 511 Action Research II (8-week, online course)	3
Spring	ED-X 504 Topical Exploration in Education (Reading)	3
Spring	ED-X 530 Topical Workshop - Disciplinary Literacy (8-week hybrid)	3
Spring	ED-C 511 Capstone Seminar (8-week, hybrid)	3
Summer	**Awarding of Master of Science in Education Degree**	**30**
Fall	Induction Support as *PLUS* teachers enter their classrooms for the first time	weekly

- **Embedded Foundation Coursework:** A solid foundation is the bedrock of the *PLUS* educator preparation model and is comprised of concepts that teach aspiring educators critical skills, while building content knowledge of aspiring educators prior to and concurrent with richer courses of study and teacher residency apprenticeships (Layer 3 below). Foundational concepts include:

PLUS: Embedded Foundation Coursework	
Visionary Leadership – A Clear Vision and Plan for 21st Century Outcomes is Established	• Deepens awareness and understanding throughout school community around shared 21st century learning aspirations for all students • Develops a strategic plan to actualize the vision • Models and promotes a culture of learning and continuous improvement • Builds internal school capacity to implement and sustain the vision
Caring, Responsive Culture – There is Consensus and Ownership from All Stakeholder Groups	• Provides leadership and assurances for equitable practices and outcomes tied to 21st century learning vision and plan • Engages and elevates the voices of students, parents and teachers • Builds and reinforces student awareness, identity and agency

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21st Century Learning – Curriculum, Instruction and Assessment Aligned and Supported	• Establishes guaranteed, viable curriculum • Equips educators with skills and resources to integrate rigorous academic content w/21st century skills in critical thinking, collaboration, creativity, communications...
Empowered Workforce – Teachers/Staff/Administrators Are Capable of Implementing 21st Century Teaching and Learning	• Engages in innovative practices that attract and support a diverse educator workforce • Builds collective efficacy • Creates conditions where staff are meaningful contributors • Cultivates an inclusive environment and global, cultural fluency
Thriving Ecosystem – Aligned Improvement Strategies, Structures and Practices	• Identifies and leverages community and internal assets and opportunities for realizing a 21st century learning vision and creating shared ownership • Participates in networked improvement systems within and across schools
Impactful Service and Stewardship – Accountability Processes and Metrics	• Establishes a more holistic definition of student success • Designs and implements a balanced, comprehensive assessment framework • Practices fiscal responsibility to leverage / maximize resources for students

PLUS Candidates will take eight-week Specialized Modules in STEM/Computer Science, Urban Education, Multicultural Languages and Reading/Literacy prior to and during their full-year teaching residency. Topics reflect SBCSC needs, as well as emerging education priorities that will prepare new teachers to address 21st Century K-12 student learning challenges.

- **Specialized Module in STEM / Computer Science:** The *PLUS* STEM and Computer Science 3-credit hour module will prepare educators to invigorate classroom and school programs with STEM and Computer Science content to enrich core curriculum with advanced learning tools that nurture the growth of vital STEM and Computer Science competencies in students. Collaboration between School of Education and College of Arts and Sciences personnel will assure that programming includes latest research and strategies for reaching high-needs students.

STEM / Computer Science Specialized Module	
Curriculum Development	• Designing and integrating STEM and Computer Science Curricula • Integrating STEM/Computer Science learning tools across curricula/enrichment programs • Creating STEM/Computer Science differentiated learning pathways, project-based learning • Developing multi-disciplinary proficiency in the use of technology to master standards in the four core subjects (English/Language Arts, Mathematics, Science and Social Studies)
Effective Teaching Practices	• Promoting effective teaching in STEM/Computer Science across grade levels/core subjects • Enhancing technology-based teaching and learning • Developing plans and setting goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes • Implementing and executing school / classroom-based interventions for targeted learning
Equity in STEM Learning	• Engaging traditionally underrepresented students – minority students and girls – in STEM and Computer Science programs of study • Reducing achievement gaps among subgroups in STEM / Computer Science
Assessment of Teaching and Learning	• Creating innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Providing targeted and differentiated interventions and assessments to create a pathway for all students to be able to demonstrate the agency needed to ascertain 21st learning skills using blended learning and computer technology to thrive academically

- **Specialized Module in Urban Education:** *PLUS* Teachers will complete an Urban Education specialty course designed by Indiana University South Bend to elevate teaching and learning in traditionally-underserved and low-performing schools:

Urban Education Specialized Module	
Differentiated Instruction and	• Mine formative and summative data to assure all students have access to rigorous instruction and to the individualized learning supports they need to achieve mastery

Assessment	• Use high-yield, evidenced based strategies to differentiate instruction and identify student indicators for mastery learning • Use "equity" lens, identifying and deconstructing problems of practice (develop, test, refine solutions) • Conduct root-cause analysis (examine data to identify strengths and vulnerabilities in student / teacher outcomes, look for predictive "on-track" indicators that lead to improved outcomes • Create countermeasures to improve student learning / teacher efficacy
Instructional Rounds	• Use protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve teacher efficacy and student learning • Provide critical feedback to improve teacher practice and promote instructional collaboration as a driver for school-wide transformation • Develop mastery in facilitating rounds, while learning from observing rounds facilitated in high-poverty / high-performing schools in South Bend, Indiana
Rigorous Teaching and Learning	• Develop in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using 21st century skills/assessment conceptual framework • Use technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Use "lesson studies" to strengthen instructional delivery, foster collaboration and maximize learning • Design observation and feedback tools for practitioner "peer review" from accomplished teachers to foster instructional excellence and create a culture of competency
Closing Equity Gaps	• Study, design and develop the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities • Create competency-based tools to aid in closing equity gaps

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	• Explore ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment
Using Data / Supports to Ensure Success	• Explore and identify targeted academic/social/financial supports that keep students on a pathway to high school completion and empower them for postsecondary success • Use robust data from middle grades through high school to identify and counteract challenges, which deter high school completion
Tools for Students and Underserved Families	• Examine ways to empower students to develop a "growth mindset" while adopting a values-driven, decision-making process • Equip students and families with the knowledge, tools and resources needed to successfully plan for postsecondary education while in high school • Connect personal interests and values to college majors and careers • Empower students and families with the research skills to identify and access financial resources for postsecondary attainment

- **Specialized Module in Multicultural Languages:** *PLUS* Teachers will complete a Multicultural Languages specialty course designed by Indiana University South Bend to elevate teaching and learning in traditionally-underserved and low-performing schools:

Multicultural Languages Specialized Module	
Viewing the World Through a Multicultural Lens	• To prepare students for diverse workplaces and multicultural environments • To help students, faculty, and staff become advocates for multicultural awareness • To expose biases, stereotypes, and policies that can restrict achievement • To ensure that content is fair, accurate, and inclusive • To accommodate for diverse workplaces and multicultural environments
Curriculum Development	• Designing and integrating a Multicultural Curricula • Integrating Language learning tools across curricula and enrichment programs • Creating differentiated learning pathways and project-based learning

- Literacy and Languages

- Education in American Culture

- Multicultural Education and Global Awareness

- Language Barriers to Learning

- Special Education in a Multicultural Context

- **Specialized Module in Reading / Literacy:** *PLUS* Teachers will complete a Reading / Literacy specialty course designed by Indiana University South Bend to elevate teaching and learning in traditionally-underserved and low-performing schools:

Reading / Literacy Specialized Module	
Reading / Literacy Instruction and Assessment	• Exploring Critical Reading in the Content Area
	• Diagnosis of Reading Difficulties
	• Field Experience in Literacy
	• Reading and Language Arts Methods
	• Trade Books for the K-8 Classroom Teacher
	• Psycholinguistics for Teachers of Reading
	• Sociological, Psychological, and Linguistic Perspectives on Reading and Language

LAYER 3 – TEACHER RESIDENCY: The *PLUS* foundation and specialized modules of study will provide educators with opportunities to engage in focused academic learning that prepares new teachers to enter classrooms with advanced knowledge of 21st Century educational priorities. The full school year Teacher Residency will provide aspiring teachers with a competency-based learning laboratory during which they can improve their practice and refine their inquiry-stance approach with guidance from highly effective Mentor Teachers and extensive coaching support. The *PLUS* Teacher Residency will include:

- **Equity in Learning Intensive:** Each *PLUS* teacher residency will commence with an Equity in Learning Intensive on the Indiana University South Bend campus – prior to the beginning of the

school year at SBCSC – that prepares Candidates to identify problems of practice that impact student achievement, conduct root-cause analysis of those problems to promote professional improvement and increase equity in learning for all students regardless of race, gender, socio-economic status, religion, sexual orientation, gender identity, age, achievement level, disability or other factor. The Intensive will ground continuing study of Specialized Modules in the context of promoting equity in learning for all students while targeting the individualized professional growth needs of each Candidate as identified during the problem of practice assessment process.

- **Instructional Competency Rounds / Mentoring:** Completion of the teacher residency during the school year will provide *PLUS* Candidates with instructional mentoring from multiple Mentor Teachers, as Candidates complete an Instructional Competency Rounds process. Candidates will rotate through three different instructional competency rounds during the course of the residency, supported by highly effective Mentor Teachers for each rotation and beginning and ending with a classroom placement. Mentor teachers will support Candidates through coaching, team teaching exercises, observation of instructional performance, guided completion of effective lessons plans and feedback to promote growth of instructional competencies. Rotations reflect critical learning needs at each level of K – 12 education and include:

PLUS: INSTRUCTIONAL COMPETENCY ROUNDS			
Aspiring Elementary School Teachers			
Rotation 1: Elementary classroom rotation focused on data-driven instruction, classroom management, equity in learning.	**Rotation 2:** Literacy rotation with district Literacy Specialists to ensure new teachers can effectively promote student proficiency in critical literacy skills.	**Rotation 3:** Math rotation with district Math Specialists to ensure new teachers can effectively promote student proficiency in critical math skills.	**Rotation 4:** Elementary classroom rotation focused on data-driven instruction, classroom management, equity in learning – second classroom rotation emphasizes integration of specialized literacy and math teaching and learning skills.
Aspiring Secondary School Teachers			
Rotation 1: Core	**Rotation 2:** Literacy	**Rotation 3:** Technology	**Rotation 4:** Core Content

| Content classroom rotation focused on data-driven instruction, classroom management, equity in learning in future core content subject. | rotation with district Literacy Specialists to ensure new teachers can effectively promote student proficiency in critical literacy skills aligned to core subjects. | rotation with district Technology Specialists to ensure new teachers can effectively promote integration of STEM and Computer Science into core academic learning. | classroom rotation focused on data-driven instruction, classroom management, equity in learning – second classroom rotation emphasizes integration of specialized literacy and STEM / Computer Science teaching and learning skills. |

- **Virtual Coaching and Assessment:** Supplementing school district Mentor Teacher support during the teacher residency, *PLUS* will provide aspiring teachers with virtual observation, coaching and assessment completed by a team of National Board certified educators with a proven track record of raising student achievement in high-needs schools. *PLUS* Candidates, during the course of their teacher residency, will teach multiple lessons that are digitally recorded and / or live streamed to virtual coaches. Coaches will evaluate Candidate competency, offer suggestions for improvement (written and verbal) and collaborate with Candidates to identify both strengths and opportunities for improvement that will promote accelerated mastery of critical teaching and learning competencies. Virtual coaching will include:

  o **Baseline Observation of Practice:** Upon completion of the introductory equity intensive and prior to Specialized Modules, virtual coaches will complete baseline observations of Candidates. Observations will assess initial instructional mastery and provide data needed to monitor progress and evaluate competency growth and acquisition of specialized skills during the yearlong teacher residency experience.

  o **Mid-Term Observational Feedback / Coaching:** Virtual coaches will utilize a customized observation rubric that reflects state-approved educator evaluation protocols to assess problems of practice and strengths during the mid-point of the yearlong residency. Feedback will be provided to Candidates during debrief sessions and through observation reports embedded in each Candidate's *PLUS* portfolio (see below). Mid-Term Observations will

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allow for course correction to ensure Candidates meet elevated competency and content knowledge standards upon completion of the Master of Science in Education program.

- o **Final Observation of Practice/Feedback:** During the final month of school, prior to the completion of the 18-month degree program, practitioners will conduct a final observation of Candidates to assess growth aligned to identified problems of practice and evaluate progress compared to Baseline and Mid-Term Observations.

- **Candidate Assessment:** *PLUS* Candidates will be subjected to rigorous assessment of skills, knowledge and effectiveness. Professors will utilize state-adopted educator evaluation tools to assess each Candidate. Candidates will be assessed across the same performance domains used to measure the effectiveness of all educators per Indiana Department of Education protocols. Professors will conduct independent assessments of Candidates using validated tools to reduce evaluator bias and increase diversity of feedback provided to Candidates. Use of the rubrics will align progress in Specialized Module courses of study to the effectiveness standards Candidates must attain to meet Indiana professional performance expectations. *PLUS* professionals will supplement state rubric assessments with a proprietary teacher leadership assessment developed by IUSB School of Education professors to evaluate Candidate competency across foundational education domains, specialized content and 21st Century Learning aims.   Assessment will facilitate objective progress monitoring to inform Candidates of progress in earning the Indiana University Master of Science in Education degree awarded at South Bend.

- **Candidate Portfolio:** Candidates will create individual portfolios during the teacher residency to aggregate products, lesson plans, observation results and assessment results. Portfolios will include materials that reflect the content of each Specialized Module so that Candidates may disseminate information to future colleagues in placement schools (upon graduation from the program and employment in a high-needs school) to promote development of meaningful Networks of Improvement (see Layer 4 below) that catalyze student growth and achievement in high-needs schools.   Portfolios will serve as a critical component of review during the culminating Degree Finale.   Professors will review each portfolio and provide feedback that

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reflects professional growth outcomes during the professional learning experience and individual growth toward overcoming challenges related to identified problems of practice.

- **Instructional Excellence White Papers:** Each *PLUS* Candidate will co-author an Instructional Excellence White Paper with oversight / guidance / research support from one or more members of the *PLUS* Instructional Team (see *Management Plan*). White Papers will empower Candidates to contribute to the body of knowledge in the field, reflect on identified problems of practice, conduct root-cause analysis of those problems and share effective strategies learned during residency / Specialized Module enrollment that promote continuous improvement.   White Papers, reviewed and vetted by the *PLUS* Instructional Team, will be published via the *PLUS* Instructional Excellence Clearinghouse (see Layer 4 below) to expand the impact of programming through dissemination of best practices. <u>Members of the *PLUS* Instructional Team will be encouraged to research, author and publish, peer-reviewed, scholarly papers related to implementation and outcomes of *PLUS*.</u>

- **Network for School Improvement Intensive and Degree Finale:** *PLUS* will culminate in a weeklong intensive: (1) Building Networks for School Improvement and (2) Candidate Defense.

  o **Building Networks for School Improvement –** The final instructional component of *PLUS*, delivered during the Degree Finale, will empower Candidates to create and sustain Networks for School Improvement in placement schools as they begin their professional careers as teachers and work towards fulfillment of their three-year service agreement. Informed by the work of The Carnegie Foundation for the Advancement of Teaching and its *Six Core Principles of Improvement* (Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P., 2015), *PLUS* Networks will embrace a process of disciplined inquiry combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Led by *PLUS* Candidates who have completed their Master of Science in Education degree, Networks for School Improvement will promote continuous improvement and accelerate learning in key areas of education. *PLUS* Networks – launched by Candidates in their placement schools – will expand the impact of *PLUS* beyond individual educator growth to

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catalyze systems change yielding lasting, positive outcomes.

o **Candidate Defense –** Each Candidate will meet with their advising professor to review their portfolio, discuss progress, strengths and ongoing challenges, and provide an oral defense. Candidate Defense will complete the Master of Science in Education degree at IUSB.

LAYER 4 – SUSTAINABILITY PLAN: South Bend Community School Corporation and Indiana University South Bend School of Education and College of Arts and Sciences will form a Sustainability Team (ST) to expand the reach of *PLUS,* maximize the impact of federal funding and sustain efforts beyond the grant period. The ST will promote scalability and replication:

- **Networked Educator Excellence Platform:** The Sustainability Team, in collaboration with web developers from SBCSC, will launch and sustain an Educator Excellence Platform (web-based portal) accessible to *PLUS* participants, networked schools and the broader regional / national education community.   The Platform will serve as a searchable, online database promoting dissemination of all *PLUS* products, evaluation reports, implementation guides, case studies and the Instructional Excellence Clearinghouse compendium of White Papers to facilitate replication of strategies, lessons learned and best practices leading to scalable impact through a strong commitment to the creation and support of Networks for School Improvement.

- **Instructional Excellence Clearinghouse:** *PLUS* will launch and sustain an online Instructional Excellence Clearinghouse of White Papers that promotes dissemination of best practices and supports the growth of an expanded Network for School Improvement in partner schools and beyond as resources impact educators across rural, suburban and urban schools around the country. The Clearinghouse will serve as a searchable online library of White Papers, co-authored by *PLUS* Candidates with oversight / guidance / research support from the Instructional Team, that reflect upon problems of practice, root-cause analysis of problems, use of data to inform instruction and the improvement of practice resulting from strategies learned during the teacher residency and academic study. Each participating *PLUS* Candidate will co-author a White Paper as a mandatory component of the program to grow the diversity and increase the relevance of the Instructional Excellence Clearinghouse collection.

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(b) ADEQUACY OF RESOURCES.

(i) Adequacy of applicant support (facilities, equipment, supplies, other resources). *PLUS* was designed by a collaborative Planning Task Force that combined the expertise of South Bend Community School Corporation with Indiana University South Bend to increase the likelihood of success and take advantage of diverse resources needed to support implementation. Members of the Planning Task Force will continue to shape the project during the five-year grant period as representatives of the *PLUS* Advisory Board (see *Management Plan*). As lead applicant, SBCSC will contribute significant resources and match to expand the capacity and impact of *PLUS*. The district has pledged match resources equal to 100% of requested Federal funds in accordance with grant program requirements (see *Budget* and *Appendix*).   SBCSC and IUSB will host numerous grant activities to share the burden of indirect operating expenses, thus easing the in-kind commitment. Adequacy of SBCSC (applicant Local Education Agency and fiscal agent) resources supporting implementation of *PLUS* will include, but not be limited to, the following:

- **Grant Management:** The SBCSC Office of the Deputy Superintendent and the IUSB School of Education provided administrative support during the planning of *PLUS* and will continue to provide administrative leadership facilitating efficient and timely implementation of the project. SBCSC will offer fiscal management, coordinate filing of required project reports, manage demonstrated match and provide human resources support for grant personnel.

- **Expertise:**   Indiana University South Bend will enrich *PLUS* with expertise that improves student access to education.   IUSB provides aspiring teachers with a highly-regarded graduate education in teacher preparation leading to multiple Master's degree options.   The newly designed Master of Science in Education degree will draw from numerous School of Education graduate degree tracks (Master of Education in Reading; Master of Secondary Education; Master of Elementary Education) and link professors from multiple program areas into a single, comprehensive learning experience for aspiring educators. Combined expertise across degree programs and expertise across specialized content (STEM / Computer Science;   21st Century Learning / Instructional Excellence / Urban Education; Reading) will provide aspiring educators

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with a deeper understanding of current education priorities impacting K – 12 student outcomes. Further, IUSB intellectual resources will serve as valuable assets for partner school districts seeking to implement continuous improvement strategies and competency-based professional learning opportunities.   Ancillary project outcomes supporting both aspiring teachers and university personnel – including, but not limited to, the development of Networks for School Improvement; strong university / district partnerships; a pipeline of traditionally underrepresented teachers for high-needs schools and expanded opportunities for professional development for district educators (see *Project Design*) – will directly benefit from the expertise and academic resources contributed to the project by Indiana University South Bend.

- **Induction Support:** Upon graduation and prior to entering classrooms as first year teachers, *PLUS* educators will receive induction support from SBCSC and IUSB in the form of: Mentor Teacher support, Instructional Team support and Virtual Coaching support.   This ongoing instruction and individualized support will be available for a minimum of two years as new teachers implement what they have learned, with the help of expert and seasoned colleagues.

- **Learning Resources:** *PLUS* will connect Candidates and district educators with learning resources typically out of reach for elementary and secondary school teachers and students. Through strong university and district partnerships, educators and students will benefit from access to technologically-advanced facilities; robotics labs; advanced computer science labs, university library media centers and other learning venues that promote exploration of diverse content and reinforce partner school district efforts to align K – 12 teaching and learning with postsecondary education. Expanding access to university resources will help SBCSC create and sustain a college going culture among students and increase equity in learning for all youth.

- **Technology Resources:** SBCSC maintains a robust technology infrastructure that supports online learning, facilitates elementary and secondary student academic research, broadens access to district resources through digital dissemination and empowers growth and development of new district programs through expandable capacity of systems. Technology resources will allow for the creation and growth of a Networked Educator Excellence platform and an Instructional

Excellence Clearinghouse that will disseminate grant products beyond South Bend schools to benefit educators, students and the greater field of education.

- **Facilities:** SBCSC will expand aspiring educator access to academically-aligned facilities to promote thorough and timely implementation of *PLUS*. Facilities, provided in-kind as match, will enable both SBCSC and IUSB to host workshops, expand innovative academic enrichment programs and increase technology-based learning opportunities for novice educators.

(ii) Commitment of each partner to implementation / success of project South Bend Community School Corporation (lead applicant and fiscal agent) will partner with Indiana University South Bend to implement *PLUS*. To demonstrate their commitment to the project, SBCSC offers significant resources and match that will support the thorough, efficient and successful implementation of the five-year grant project. District match will boost likely success of the project by supporting Federal funds with district resources to provide aspiring educators with the supports needed to enhance elementary and secondary education achievement for high-needs students. School district match includes current personnel / programs funded from district budgets: (1) Leadership from *PLUS* building principals, coaches and mentor teachers will provide valuable supports needed by aspiring and novice teachers as they serve their Teacher Residencies; (2) Supplementary reading and math programs for struggling readers (to be expanded to serve additional students) will support efforts to close academic achievement gaps; (3) Existing Lead Science / Math / Literacy Specialists will expand roles to assist aspiring and novice teachers / students as they integrate new learning experiences into classroom activities; (4) Extensive facilities will provide venues for school-day, afterschool, weekend and summer programs; (5) Technology resources will increase student and teacher technology competencies; (6) Fiscal management expertise from a seasoned finance department will support efficient expenditure of grant funds; and (7) Valuable administrator, teacher and support staff time provided, in-kind, will enhance *PLUS* efforts. Further, *PLUS* funds will support employment of critical grant personnel who will manage daily implementation as well as build district and community capacity to sustain program elements by strengthening partnerships and establishing

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supportive community linkages.   The *PLUS* Project Director will lead the creation of a Sustainability Committee comprised of diverse stakeholders – Indiana University South Bend School of Education and College of Arts and Sciences professors, school district educators, administrators and graduate students enrolled in the IUSB School of Education – that establishes and maintains a mechanism to sustain replicable components, activities and learning experiences for educators and students beyond the grant period to expand positive impact of the program.

(c) QUALITY OF MANAGEMENT PLAN.

(i) Achieve objectives on time / within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

A structured grant management plan – (a) Equal Access; (b) Timely Completion; (c) Responsibilities / Timelines / Milestones; (d) Budget Oversight; (e) Management Procedures; (f) Highly Qualified Personnel; and (g) Demonstrated Support – will ensure timely completion of grant activities and promote continuous improvement. **(a) Equal Access:**   South Bend Community School Corporation will provide equal access for participation across all services regardless of age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. *PLUS* programming will be administered to guarantee equal treatment and opportunity for all participants. SBCSC will fully comply with regulations outlined in the General Education Provisions Act, section 427. **(b) Timely Completion:** SBCSC will initiate *PLUS* immediately upon funding and will manage all grant activities – to the maximum extent possible – in accordance with the *PLUS* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *PLUS* Logic Model (see *Appendix*).   Evaluators will develop a FORECAST Model of *PLUS* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(c) Responsibilities / Timelines / Milestones**:

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Successful execution of this TQP project will achieve four key objectives: (1) Improve academic achievement in high-needs schools; (2) Equip educators with the skills to promote 21st Century Learning in high-needs schools; (3) Increase the number of educators who attain advanced graduate degrees in education; and (4) Increase the impact of *PLUS* through effective sustainability strategies. The following Timeline summarizes the five-year implementation plan and identifies responsible parties:

PLUS: Implementation Timeline and Responsible Parties October 1, 2019 - September 30, 2024 (Five Year Project)				
Key: Advisory Board (AB); Project Director (PD); Principal Investigator (PI); *PLUS* Candidates (PC); Instructional Team (IT); Evaluation Team (ET); Sustainability Team (ST); Virtual Coaches (VT); Mentor Teachers (MT)				
PLUS Grant Administrative Activities				
Implementation Activity	Responsible Party	Implementation Timeline / Milestones		
		Year 1	Year 2	Years 3 - 5
• *PLUS* Advisory Board Meetings	PD,PI,PC,IT	Quarterly	Quarterly	Quarterly
• Evaluation Progress Monitoring/Conferencing	ET,PD,PI	Monthly	Monthly	Monthly
• Outcome Data: Collect/Analyze/Monitor/Adjust	ET,PD	Ongoing	Ongoing	Ongoing
• *PLUS* Marketing / Recruitment of Candidates	PD,PI,IT,PC	Ongoing	Ongoing	Ongoing
• Selection of *PLUS* cohort Candidates	PD,PI,IT	February 2020	-	February 2022
• Evaluation Site Visits and Monitoring	ET,PD,PI	Ongoing	Ongoing	Ongoing
• Annual Performance Reporting	ET, PD,PI,IT	July 2020	July 2021	July 2022-24
• Annual Baseline Data Collection	ET, PD,PI,IT	October 2019	August 2020	Aug 2021-22
• Final Performance Report	ET, PD,PI,IT	-	-	Dec 2024
PLUS Framework - Cohort Implementation Timeline				
Component 1 – *PLUS* Procedures				
Implementation Activity	Responsible Party	Implementation Timeline / Milestones		
		Cohort 1	Induction Support	Cohort 2
• Establish *PLUS* Candidate application process	AB, PD,PI	October 2019	Ongoing support	Oct 2021
• Recruit and select *PLUS* Candidates	PD,PI,IT	Oct-Dec 2019	Ongoing support	Oct-Dec 21
• Finish *PLUS* Candidate enrollment agreement	PD,PI,PC	Feb 2019	Ongoing support	Feb 22
• Distribute 12-month Candidate living stipends	PD,PI,PC	Aug 20–Jul 21	Ongoing support	Aug 22–Jul 23

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• Confer Master of Science in Education degree	PI,IUSB,PC	July 2021	Ongoing support	July 2023
• Confer Indiana state teacher certifications	PI,IUSB,PC	July 2021	Ongoing support	July 2023
• Place Candidates in district teaching positions	PD,PI,PC	Aug 2021	Aug 21-July 23	Aug 2023
• Monitor compliance w/ 3-yr service agreement	IUSB,PD,PC	Annual 21-24	Ongoing support	Annual 23-26

Component 2 – Academic Coursework				
Implementation Activity	**Responsible Party**	**Implementation Timeline / Milestones**		
		Cohort 1	**Induction**	**Cohort 2**
• Assemble IUSB Instructional Team	AB,PI, IUSB	October 2019	October 2020	October 2021
• Develop *PLUS* modules, coursework / refine	PD,PI,IT	Oct 19 - Mar 20	Oct 20 - Mar 21	Oct 21-Mar 22
• Finalize Specialized Modules	PI,PD,IT	Oct-Dec 2019	Oct-Dec 2020	Oct-Dec 2021
• Teach via in person, online and hybrid	PI,PD,IT,PC	Aug20-Jun 21	Aug 21-Jun 22	Aug 22-Jun 23

Component 3 – Teacher Residency				
Implementation Activity	**Responsible Party**	**Implementation Timeline / Milestones**		
		Cohort 1	**Induction**	**Cohort 2**
• Conduct Equity in Learning Intensive	PI,PD,IT,PC	Aug 2020	Ongoing support	Aug 2022
• Rotate SY quarterly Instructional Rounds	PI,PD,MT,PC	20-21 SY	Ongoing support	22-23 SY
• Offer ongoing school year virtual coaching	PI,PD,VC,PC	Monthly	Monthly	Monthly
• Conduct baseline instructional observation	PI,PD,VC,MT	Sep 2020	Ongoing support	Sep 2022
• Conduct mid-term instructional observation	PI,PD,VC,MT	Jan 2021	Ongoing support	Jan 2023
• Conduct final instructional observation	PI,PD,VC,MT	May 2021	Ongoing support	May 2023
• Do Candidate rubric instructional assessment	PI,PD,VC,MT	April 2021	Ongoing support	April 2023
• Launch / maintain Candidate portfolios	PI,PD,MT,PC	20-21 SY	Ongoing support	22-23 SY
• Complete Candidate White Papers	PI,IT,PC	June 2021	Ongoing support	June 2023
• Conduct Degree Finale Intensive	PI,PD,IT,PC	June 2021	Aug 21-Jun 22	June 2023

Component 4 – Sustainability Plan				
Implementation Activity	**Responsible Party**	**Implementation Timeline / Milestones**		
		Cohort 1	**Induction**	**Cohort 2**
• Establish Sustainability Team	AB,PD,PI	May 2020	Ongoing	Ongoing
• Launch Educator Excellence Platform	PD,PI,PC,ST	December 2020	Ongoing	Ongoing
• Form Instructional Excellence Clearinghouse	PD,PI,PC,ST	December 2020	Ongoing	Ongoing
• Publish annual White Papers	PD,PI,PC,ST	January 2021	Ongoing	Ongoing

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(d) Budget Oversight: The Planning Task Force designed the budget to meet program goals and objectives, ensure equal access and promote long-term sustainability of *TQP* grant strategies. Each line item is linked to one or more grant layers, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming (including external evaluation). The Project Director and SBCSC Finance Office will manage expenditures in accordance with Indiana and U.S. Department of Education regulations and will prioritize allocations to ensure completion of the project. The PD and Advisory Board will identify complementary LEA / partner programming and funds that expand the reach of *PLUS* and sustain strategies initiated during the grant period. **(e) Management Procedures:** Well-defined grant management procedures will support efficient achievement of goals and objectives on time and within budget:

PLUS: MANAGEMENT PROCEDURES	
Initiate Grant	• SBCSC will hire or designate staff and host briefing to launch *PLUS.*
Records Mgmt Protocol	• Co-Project Directors will maintain records to document implementation, evaluation, fiscal milestones - grant award through completion.
Fiscal Mgmt Protocol	• SBCSC Grants Accounting Office will establish a system of accounting, cost management, reporting, auditing to promote efficient expenditure of funds.
Implement Action Model	• Co-Project Directors / Evaluation Team will develop FORECAST action model, aligned to Timeline and Logic Model, to ensure project completion.
Procurement Protocol	• SBCSC will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations.
Implement Evaluation Plan	• Staff will sustain ongoing evaluation to measure outcomes and collect feedback to promote iterative improvement of *PLUS* during grant period and beyond.
Disseminate Results	• Project Director, Sustainability Team, evaluators, grant personnel will present outcomes / data / progress to stakeholders, public through reports, presentations and outreach to increase transparency and engage stakeholders.
Sustain Programs	• SBCSC, grant personnel, Advisory Board will initiate sustainability plan to ensure continuation of strategies/replicability in other settings beyond funding.

(f) Highly Qualified Personnel: Through strong program management and clearly defined responsibilities for key project personnel including an Advisory Board, Project Director, Principal Investigator, Instructional Team and Mentor Teachers, South Bend Community School Corporation will ensure the success and continued improvement of *PLUS*.

Advisory Board (AB): An Advisory Board will meet quarterly during the five-year project to oversee implementation progress, monitor evaluation results and recommend project changes to promote continuous improvement of *PLUS*. The AB will ensure that implementation of equal access protocols will promote equity for all participants. The Advisory Board will serve as a critical management oversight structure that provides stakeholders with a voice. Members from traditionally underrepresented subgroups will ensure a diversity of perspectives influence the planning, implementation and continuous improvement of *PLUS*. The AB will report outcomes and progress to increase transparency within the communities the project is designed to serve.

Project Director (PD): South Bend Community School Corporation will hire a full-time Project Director (1.0 FTE each) and primary grant administrator for *PLUS*.

Position	Qualifications	Job Responsibilities
Project Director To Be Hired (1.0 FTE)	• Doctor in Education • Experience in undergraduate or graduate teaching • Experience collaborating with K – 12 public schools • Experience in differentiated instruction, instructional coaching, teacher leadership, assessment, evaluation • Experience in grad degree curriculum development • Experience grant budgeting	• Coordinate all components of *PLUS* TQP grant. • Manage fiscal resources to ensure timely expenditure of funds / sufficient non-federal match. • Lead Advisory Board to encourage *PLUS* collaboration. • Coordinate multi-component programs and services to assigned Candidates serving in high-needs schools. • Supervise grant personnel to ensure quality of services. • Sustain / expand partnerships to increase *PLUS* support. • Lead sustainability efforts; promote long-term outcomes • Outreach to stakeholders to promote scaled impact. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports, disseminate results.

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Principal Investigator (PI): SBCSC will contract with Indiana University South Bend's Dr. Terri Hebert to serve as Principal Investigator for *PLUS*, providing expertise and oversight of observation, assessment and evaluation strategies (see *Appendix* for resume).

Position	Qualifications	Job Responsibilities
Co-Project Director Terri Hebert, Ed.D. **(1.0 FTE)**	• Ed.D., Education Leadership, Stephen F. Austin State University • 10 + years in education leadership • Experience leading collaborative partnerships • Experience managing complex federal grants • Experience designing innovative learning models and frameworks	• Work with PD to coordinate components of *PLUS* grant. • Serve on Advisory Board to encourage *PLUS* collaboration. • Collaborate w/ Instructional Team on evaluation design • Assist in coordination of multi-faceted *PLUS* programs and services to Candidates serving in high-needs schools. • Participate in *PLUS* instruction, assessment, coaching. • Cultivate partnerships to increase *PLUS* support. • Promote replicability and sustainability efforts that result in long-term outcomes and *PLUS* success. • Conduct outreach to stakeholders to promote scaled impact. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports, disseminate results.

Instructional Team (IT): A team of respected Indiana University South Bend Professors and Adjunct Professors will provide direct instruction to Candidates across Foundation and Specialized Modules and collaborate with Candidates to co-author White Papers that highlight the successes and best practices of *PLUS* (see *Appendix* for Resumes).

Instructional Team	Qualifications	Responsibilities
Dr. Hope Smith Davis	• Ed.D., University of Cincinnati	• Co-develop, with Project Director, all professional learning content for Specialized Modules. • Teach Master Degree content • Participate in *PLUS* support
Dr. Julia Gressick	• Ph.D., University of Wisconsin	
Dr. Terri Hebert	• Ed.D., Stephen F. Austin State University	
Dr. Daniel Holm	• Ph.D., University of Arizona, Tucson	
Dr. Kwadwo Okrah	• Ph.D., Ohio University	

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Dr. Jannike Seward	• Ph.D., University of Illinois	strategies, feedback and coaching.
Dr. Susan Cress	• Ed.D., University of Florida	• Collaborate with PD to align feedback and coaching strategies with academic content.
Dr. Marsha Heck	• Ed.D., University of North Carolina	
Dr. Sydney Beauchamp	• Ed.D., Indiana University South Bend	
Dr. Michelle Bakerson	• Ph.D., Indiana University South Bend	• Participate with Candidates in delivery of White Papers
Dr. Terry Shepherd	• Ed.D., Ball State University	

Mentor Teachers (MT): SBCSC grant managers, in collaboration with IUSB, will select a team of Mentor Teachers to serve as learning partners with *PLUS* Candidates. Mentor Teachers from all grade levels and instructional specialists (Reading, Math, Technology Coaches) will provide daily guidance, support and leadership for *PLUS* Candidates as they complete Instructional Rounds during their Teacher Residency (see *Project Design* Component 3). Mentor Teachers will be selected from a pool of SBCSC educators – teaching in high-needs schools (50% or higher Economically Disadvantaged enrollment) – who have maintained three consecutive years (or more) *Highly Effective* teaching per state effectiveness rating protocols. As *PLUS* Candidates transition to licensed classroom teachers, Mentor Teachers will provide regular induction support for a minimum of two years, including face-to-face, online and a mix of both. In addition, an **Administrative Assistant** (0.5 FTE) will coordinate day-to-day activity, providing planning, implementation, tech and evaluation support during the five-year project.

(g) Demonstrated Support: Indiana University South Bend is committed to advancing the ideas and programming that will be tested during implementation of *PLUS*. Completion of the *PLUS* Master of Science in Education degree will provide Candidates with 30 hours of graduate credit and a school year Teacher Residency. The commitment of IUSB to develop and offer a specialized, 18-month degree, specifically for this proposal, demonstrates the importance of this project to the future direction of the School of Education and confirms the commitment of the University to sustain and expand the effort beyond the grant period (see *Appendix* for Letter of Support). Collaboration with the College of Arts and Sciences will strengthen all academic

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components of the project. Willingness of South Bend Community School Corporation to support a full school year Teacher Residency and provide the supports needed to nurture the growth of outstanding new teachers indicates the value the project provides as a pipeline for new teachers to fill hard-to-fill teaching vacancies in high-needs schools.

(d) QUALITY OF PROJECT EVALUATION.

(i) Methods of evaluation will provide valid / reliable data on relevant outcomes.

South Bend Community School Corporation (applicant / fiscal agent) will contract with EduShift, Inc. (ESI), a 19-year-old research / evaluation organization, to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement throughout the duration of *PLUS.* Project Leader and Senior Analyst, Carol Guse, is a seasoned project administrator and evaluator. She has served as principal investigator in over 250 federal / state government grants since 1990 and has substantial experience administering complex federal, state, corporate and foundation grants. Guse has served as an evaluator for the U.S. Department of Education, Michigan and Indiana Departments of Education, as well as dozens of school LEAs throughout the country. With a strong background in education, grants administration, accounting, auditing, research, implementation and evaluation, Guse, and her team of professionals offer tremendous experience and expertise to *PLUS*. External evaluation will generate the data / feedback needed to facilitate continuous improvement and sustainability of effective programming components. Evaluation methods will include: (1) Evaluation Oversight; (2) Evaluation Methodology; (3) Design Meets *WWC* Standards and (4) Objective, Measurable Performance Indicators:

- **Evaluation Oversight:**   The *PLUS* Project Director and Principal Investigator will provide evaluation oversight to ensure methods and processes facilitate objective evaluation of *PLUS* that meets the rigorous *WWC* standards and allows for the completion of scholarly research supported by scientifically valid data.   The PD and PI will review annual evaluation plans, annual FORECAST Action Models, data collection tools, data collection procedures and data analysis strategies to elevate the rigor of evaluation to *WWC* standards and promote the publication of

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scholarly, peer-reviewed articles if relevant.   Both the Project Director and the Principal

Investigator possess extensive education research and programming expertise and are respected

leaders in the field of education leadership and continuous school improvement.

- **Evaluation Methodology:**   Evaluators will utilize the research-based *FORECAST* model

  (*FORmative Evaluation, Consultation, and System Techniques*) as an objective evaluation

  structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et

  al., 2013). Four tiers of evaluation provide a validated framework:

MODEL – Action Model of Project	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
MARKER – Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE – Tools to Assess Achievement	Evaluators, project personnel and partners will implement assessment tools (observations, effectiveness rubrics, state content exams, surveys) aligned to *PLUS* data strategies. Analysis will link statistical relationships and outcomes.
MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

Use of the *FORECAST* model will provide the Advisory Board,   Project Director, Principal

Investigator, Instructional Team, Mentor Teachers, SBCSC Administrators and Evaluators with

feedback regarding the unique effects of specific program elements. Evaluation of *PLUS*, guided

by the FORECAST model, will help evaluators and grant personnel answer the following

RESEARCH QUESTION (see below for Treatment / Control group definitions):

PLUS: **RESEARCH QUESTION**
Do students of *PLUS* graduates academically outperform students of traditionally-trained novice teachers?

- **Design Meets *What Works Clearinghouse* Standards:** Evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group educators. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet WWC standards with reservations. The evaluation will examine outcomes for *PLUS* Candidates and their students upon placement of *PLUS* Candidates in partner school district classrooms (Years 3, 4 and 5 of the project). *PLUS* is estimated to reach cohorts of 20 aspiring educators who will be placed in high-needs SBCSC classrooms upon successful completion of the 18-month Master of Science in Education degree. ESI will use SBCSC administrative records to create a matched sample of comparison classrooms taught by novice teachers (new educators entering their first year of teaching the same year as *PLUS* Candidates) who did not participate in *PLUS* but are otherwise similar on key characteristics - to the extent possible, matching will occur at grade level across Priority Placement schools, and if possible, within the same school. Other factors to be considered will include: school size, pre-intervention student achievement in ELA, math and science, and the proportion of economically disadvantaged students, students of color, and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet *WWC* standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet WWC standards with reservations. Once comparison schools are matched to treatment schools, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist) between control and treatment

groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation).   For *PLUS*, evaluators will use an effect size of 0.25 as the threshold to meet "Practice with Rigorous Scientific Evidence" standard. Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *WWC* "substantively important" effect threshold. Cross-Contamination: Evaluation will assess cross-contamination of control / treatment groups and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results and correlation of variables.

- **Objective, Measurable Performance Indicators:** Implementation of the FORECAST model, which includes Process Evaluation, Outcome Evaluation, Data Collection, Evaluation Tools Aligned to Objectives, Data Analysis and Reporting, will provide a structured evaluation methodology promoting objective analysis of *PLUS* throughout the grant. The FORECAST Action Model will outline an evaluation process and Timeline for completing key evaluation tasks to ensure data is collected consistently across participating Candidates and the schools / districts in which they are employed. Consistent, replicable evaluation protocols will protect the integrity of data collected each year of the grant – with oversight from the Project Director and Principal Investigator (see *Management Plan*) – to ensure viable comparison of results between Treatment / Control groups and across years of implementation in compliance with the *What Works Clearinghouse*. The Goal, Objectives, Outcomes and Performance Indicators chart (see below) and the *PLUS* Logic Model (see *Appendix*) identify anticipated short-term, mid-term and long-term outcomes aligned to each objective. Baseline and continuation data will be collected for Performance Indicators:

PLUS Goal, Objectives, Outcomes and Performance Indicators (10 / 1 / 2019 – 9 / 30 / 2024)	
GOAL: To raise the academic achievement of high-needs students by improving educator effectiveness.	
Performance Measure 1: Certification/Licensure. % of program grads attaining initial State certification / licensure by passing all necessary licensure/certification assessments within one year of program completion.	
Performance Measure 2: STEM Graduation. % of math/science program grads attaining initial certification / licensure by passing all necessary licensure/certification assessments within one year of program completion.	
Performance Measure 3: One-Year Persistence. % participants enrolled in postsecondary program in previous grant reporting period, did not graduate, persisted in postsecondary program in the current grant reporting period.	
Performance Measure 4: One-Year Employment Retention. % program completers employed for first time as teachers of record in preceding year by partner high-need LEA/ECE program, were retained for current school yr.	
Performance Measure 5: Three-Year Employment Retention. % of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment.	
Performance Measure 6: Student Learning. % of grantees that report improved aggregate learning outcomes of students taught by new teachers. Data can be calculated using student growth, a teacher evaluation measure/both	
Objective 1: Improve academic achievement in high-needs schools.	
Outcome 1.1: Increase statewide ELA, Math and Science proficiency rates of students of *PLUS* Candidates.	
Indicator 1.1a: Increase % of students of *PLUS* Candidates who achieve proficiency on state ELA assessments a minimum of 10% by end of grant, 10/1/19 – 9/30/24.	IN Assessments
Indicator 1.1b: Increase % of students of *PLUS* Candidates who achieve proficiency on state Math assessments a minimum of 10% by end of grant, 10/1/19 – 9/30/24.	IN Assessments
Indicator 1.1c: Increase % of students of *PLUS* Candidates who achieve proficiency on state Science assessments a minimum of 10% by end of grant, 10/1/19 – 9/30/24.	IN Assessments
Outcome 1.2: Increase the high school graduation rates of students of *PLUS* Candidates.	
Indicator 1.2: Increase graduation rate of students of *PLUS* Candidates a minimum of 5% by end of grant, 10/1/19 – 9/30/24.	School Grad Rates
Outcome 1.3: Increase the postsecondary enrollment rates of students of *PLUS* Candidates.	

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Indicator 1.3: Increase postsecondary enrollment rates of students of *PLUS* Candidates a minimum of 10% by end of grant, 10/1/19 – 9/30/24.	Postsecondary Enroll Rates
Objective 2: Equip educators with the skills to promote 21ˢᵗ Century Learning in high-needs schools.	
Outcome 2.1: *PLUS* will increase effectiveness of participating educators.	
Indicator 2.1: A minimum of 75% of PLUS Candidates who complete coursework will achieve highest educator effectiveness ratings by end of grant, 9/30/24.	IN Effectiveness Rubric
Outcome 2.2: *PLUS* will expand number of educators implementing effective STEM/Computer Science strategies	
Indicator 2.2: A minimum of 90% of *PLUS* Candidates will complete STEM / Computer Science Coursework, 10/1/19 – 9/30/24.	Coursework Completions
Outcome 2.3: *PLUS* will expand the number of educators implementing Urban Education strategies.	
Indicator 2.3: A minimum of 90% of *PLUS* Candidates will complete Urban Education coursework, 10/1/19 – 9/30/24.	Coursework Completions
Outcome 2.4: *PLUS* will expand the number of educators implementing Multicultural Language strategies.	
Indicator 2.4: A minimum of 90% of *PLUS* Candidates will complete Multicultural Language coursework, 10/1/19 – 9/30/24.	Coursework Completions
Outcome 2.5: *PLUS* will expand the number of educators implementing Reading / Literacy strategies.	
Indicator 2.5: A minimum of 90% of *PLUS* Candidates will complete Reading / Literacy coursework, 10/1/19 – 9/30/24.	Coursework Completions
Objective 3: Increase the number of educators who attain advanced graduate degrees in education	
Outcome 3.1: Launch/sustain Master Degree model that increases education attainment of pre-service teachers.	
Indicator 3.1a: Minimum of 90% of *PLUS* Candidates will complete Master of Science in Education degree, 10/1/19 – 9/30/24.	Degree Completions
Indicator 3.1b: Minimum of 90% of *PLUS* Candidates will attain state teacher certification, 10/1/19 – 9/30/24.	State Certification
Indicator 3.1c: Minimum of 90% of *PLUS* Candidates will complete a minimum of three consecutive years of teaching in a high-needs school, 10/1/24 – beyond.	Candidate Employment

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Outcome 3.2: Increase number of educators from traditionally underrepresented groups who attain Master's Degrees and licensure / certifications.	
Indicator 3.2a: Increase % of *PLUS* Candidates from traditionally underrepresented groups (men of color, women of color) who attain a graduate degree in education by 10% compared to annual IUSB baseline graduate degree attainment rates, 10/1/19 – 9/30/24.	Degree Completions
Indicator 3.2b: Increase % of *PLUS* Candidates from traditionally underrepresented groups (men of color, women of color) who attain state teacher certification by 10% compared to annual IUSB baseline certification attainment rates, 10/1/19 – 9/30/24.	State Certification
Indicator 3.2c: Minimum of 90% of *PLUS* Candidates from traditionally underrepresented groups (men of color, women of color) will complete a minimum of three consecutive years of teaching in a high-needs SBCSC school, 10/1/24 – beyond.	Candidate Employment
Objective 4: Increase the impact of *PLUS* through effective sustainability strategies.	
Outcome 4.1: Launch/ sustain a web-based Networked Educator Excellence Platform to disseminate *PLUS* tools.	
Indicator 4.1: Web-based Networked Educator Excellence Platform will be operational by Year 2 of grant project and beyond, 12/1/20 – 9/30/24.	Web-Portal Launch Date
Outcome 4.2: Launch/sustain web-based Instructional Excellence Clearinghouse to disseminate best practices.	
Indicator 4.2: Minimum of 90% of *PLUS* Candidates who complete coursework will co-author an approved Instructional Excellence White Paper, 10/1/19 – 9/30/24.	White Paper Publication

Data collection and analysis will ensure each measurable outcome is assessed using reliable, objective, replicable procedures, providing feedback needed to assess effectiveness and promote continuous project improvement.

(ii) Methods thorough, feasible, appropriate to goals, objectives, outcomes of project.

Upon funding, evaluators and project personnel will collect baseline data for all performance indicators to set annual benchmarks for each year of project, facilitate comparison of results and ensure thorough evaluation of *PLUS*. Evaluators will solicit feedback from all stakeholder groups to ensure participants provide valuable data needed to thoroughly assess outcomes and

inform decision-making procedures. Evaluation of goals, objectives and outcomes will include:

Process (Formative) Evaluation: Process evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to monitor fidelity and promote timely, thorough completion of project services.   Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model (see *Appendix*), Timeline (see *Management Plan*) and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The *PLUS* Timeline, Logic Model and evaluation FORECAST action model will serve as process tools allowing evaluators to determine compliance with the scope / schedule of the proposed project. **Outcome (Summative) Evaluation:** The purpose of outcome evaluation is to assess the effectiveness of the project and the outcomes of implementation on the targeted population. Outcome evaluation will measure indicators that correspond to *PLUS* Layers to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *PLUS* and will equip project managers with information needed to analyze results by layers and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of promising and effective practices. Process and Outcome evaluation methods promoting continuous and iterative project improvement and achievement of outcomes include:

- **Data Collection:** Evaluators will collect data to establish baseline values for each performance measure upon funding of project. Annual data will be collected, analyzed, compared and reported using data collection tools aligned to project services and objectives.

- **Evaluation Tools Aligned to Objectives:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) <u>Effectiveness Rubric</u>: annual evaluation of *PLUS* educators upon placement in teaching positions to assess performance (Objective 2; Outcome 2.1); (2) <u>Student Performance Scores</u>: annual state administered ELA, Math and Science assessment results, graduation rates and postsecondary enrollment rates compared to 2018-19 baseline (Objective 1; Outcome 1.1, 1.2, 1.3); (3) <u>Site Visits / Focus Groups</u>: multiple evaluation team conference calls and site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress (Objectives 1-4; Outcomes All);   (4) <u>Grant Stakeholder Surveys</u>: grant personnel, participating Candidates and LEA school personnel will complete annual surveys to evaluate stakeholder perspectives regarding quality of activities / relevance of programming / perceptions of instructional quality / educator impact (Objective 1-4; Outcomes All) and (5) <u>Enrollment / Completer Rates</u>: annual degree / specialized module completer data aggregated for the project and disaggregated across each of four modules (Objective 2, 3; Outcome 2.2, 2.3, 2.4, 2.5, 3.1)

- **Data Analysis:** Evaluators will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement gap data. Evaluators will collect data for Treatment / Control groups to facilitate matched comparison evaluation that will be overseen by the *PLUS* Project Director and Principal Investigator and meets *What Works Clearinghouse* standards:

TREATMENT (n = 20 per year)	*PLUS* educators from Priority 1, Priority 2 and Priority 3 schools (see *Project Design*) in South Bend Community School Corporation (SBCSC).
CONTROL (n = 40 per year)	Random selection of matched non-*PLUS* educators from Priority 1, Priority 2, Priority 3 schools in South Bend Community School Corporation (SBCSC).

- **Reporting:** The Project Director will submit required Annual Performance Reports to ED and share evaluator feedback / results with Advisory Board, stakeholders and the public via a *PLUS* website portal to ensure transparency with partner personnel and interested stakeholders.

- **Mediating Confounding Factors:** *PLUS* evaluation is designed to control for the mediators / confounding factors that may impact the achievement of the project goal, objectives and outcomes. *PLUS* grant planners identified external factors that could impact success and aligned those factors to project layers, outcomes for each layer and identified thresholds for acceptable implementation (benchmarks). Grant planners anticipate the potential impact of mediators on the success of *PLUS* and propose rigorous yet attainable achievement benchmarks:

Project Layer	Potential Mediators (Confounding Factors)	Outcomes	Threshold for Acceptable Implementation
Layer 2: Academic Coursework	• Change in Assessment Exam • Technology Failure • Change in Classroom Teacher • Language Barriers	1.1	12% Increase
	• Change in Graduation Requirement • Student Attrition / Influx	1.2	5% Increase
	• Change in Enrollment Requirements • Change in Entrance Exam • Change in Financial Aid Requirements	1.3	12% Increase
	• Change in Evaluation Rubric • Change in Evaluation Process • Evaluator Bias • Change in School / Classroom Assignment	2.1	75% Increase
	• Fellow Attrition • Personal Factors-illness, pregnancy, move, etc • Change of Financial Position	2.2, 2.3, 2.4, 2.5	90% Completion
Layer 3: Teacher Residency	• Fellow Attrition • Personal Factors-illness, pregnancy, move, etc • Change of Financial Position • Change in Mentor Teacher	3.1	90% Completion
	• Fellow Attrition	3.2	15% Increase

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	• Personal Factors-illness, pregnancy, move, etc		
	• Change of Financial Position		
	• Change in Mentor Teacher		
Layer 4: Sustainability Strategies	• Technology Failure • Change in University IT Protocol	4.1	Operational by 12/1/20
	• Fellow Attrition • Change in Instructional Team	4.2	90% Completion

Through implementation of *PLUS*, South Bend Community School Corporation will launch and sustain an innovative, competency-based teacher preparation model designed to improve the quality of new teachers entering high-needs classrooms. *PLUS* will enrich current educator development programs with specialized module courses of study aligned to an advanced graduate degree program that addresses problems of practice impacting student achievement and nurtures the growth of   21st Century teaching and learning skills.   Evaluation of *PLUS* will promote continuous improvement and facilitate sustainability of the project to increase its positive impact, grow lasting Networks for School Improvement and ensure a steady flow of high-quality, novice educators prepared to improve instructional practice and student outcomes in high-needs schools.