MoACT: *Missouri Achievement through a Collaborative Ieacher Residency Program*

Submitted by the Southwest Center for Educational Excellence
in partnership with Western Governors University

Absolute & Competitive Preference Priorities

Absolute Priority: Partnership Grants for the Establishment ofE(fective Teacher Residency Programs

The Southwest Center for Educational Excellence (SWC), with their consortium of 42 member rural LEA school districts in Southwest Missouri serving 56,000+ students, have a longstanding commitment to prepare new teachers. The SWC provides all state mandated training, BTAP (Beginning Teacher Assistance Program), for new teachers in SW MO. Training over 300 1st year teachers each year, our districts are still faced with a critical teacher shortage in *all content areas*. Based on SWC's commitment to new teachers and the increasing need of our districts , SWC has collaborated and partnered with Missouri Western Governors University (MO WGU) and the School of Education and College of Arts and Sciences to propose a five-year $3,743,791Teacher Quality Paitnership (TQP) project to fund the implementation of **MoACT:** *MissOuri Achievement through a Collaborative I.eacher Residency Program;* a Teacher Residency Program to: 1) Improve student achievement; 2) Reform WGU's existing Teacher Preparation Program (TPP) to enhance teacher quality; and 3) Increase the number of highly-qualified certified new teachers for our districts.

WGU: Partner Institute of Higher Learning (IIIE): WGU School of Education is accredited by the Council for the Accreditation of Educator Prepai·ation (CAEP), as well as the Northwest Commission on Colleges and Universities (NWCCU). WGU is the first competency-based online university to receive CAEP accreditation for its degree programs leading to teacher licensure. The National Council on Teacher Quality (NCTQ) placed WGU's

School of Education in the top 1% nationwide for the quality of its teacher preparation programs (2017) They received the 2018 Quality Award from the Council for Higher Education Accreditation/International Quality Group. **Eligibility:** WGU holds approval for four programs leading to teacher certification and licensure for the state: **1)** Elem . Ed. Gr 1-6; 2) Mathematics Gr 5-9; 3) Science Gr 5-9; and 4) Special Education Grades K-12 *(meeting qualifications named in IDEA).* WGU graduates exhibit strong perfom1ance on the MO Content Assessment test, scoring a 90% for Elem. Ed candidates and 100% for Special Education Cross Categorical candidates. While DESE does not rank teacher prep programs, the Title II data for the years 2017 and 2018 demonstrates high performance of the WGU teacher preparation program. WGU MO maintains accreditation status by meeting the scores required and students demonstrate high academic standards. 100% of all WGU teacher preparation candidates submit a MO pre-service teacher assessment with video, documenting participation in intensive clinical experience. Full documentation reports and tables can be fmmd in Appendix A (iA; iB 1-2; ii A-B-C) *(Verification Documents: DESE APRfor Teacher Prep Programs, 2018; Title IL' Record of Success - BAISK, BAMA, BASP Basic Skills 2017-2018).*

Organized in 1996 due to a dire need for quality professional development (PD) in rural SW MO, SWC provides PD to our 42 LEAs (Table 1), the majority disadvantaged , high-need , rural and isolated districts. Continuously seeking new ways to meet the needs of our districts, MoACT provides a nontraditional innovative pathway to certify highly qualified teachers; serving as a mechanism to reform teacher preparation and increase student achievement.

Competitive Preference Priority 2: Novice Applicant - SWC and WGU have not applied, nor received, a TQP grant.

A. Quality of Project Desien

Significance

The SWC and MO WGU's School of Education and College of Arts and Sciences have designed **MoACT. MoACT** will develop and implement a comprehensive teacher preparation program (TPP) at the pre-baccalaureate level with specific refo1ms for rural teacher recruitment, preparation, clinical experience and induction/mentoring to improve student achievement. ***T/ze ultimate goal of MoACT is to prepare and retain quality teachers/or high-need rural schools and to improve academic achievement of students in high-need rural schools.***

In *The New School Rules,* Anthony Kim states, "Education can no longer rely on spoken methods of distributing learning to fill the demand for teachers in our schools (2018). Educational certification units must reform to fit the needs of our schools. They also include job-embedded PD and a taxonomy of networks that increase learning for teachers by practice and self reflection. Strong mentorship and support must be woven into the framework for teachers to be ready to be in classrooms of the 21st century." MoACT is innovative and reforms WGU's existing TPP by developing a Teacher Residency Program (TRP). The program has three *key* components; 1) **Certification:** *Competency Units leading to a degree;* 2) **Pre-Service Seminars:** *Sustained, job-embedded PD that increases teacher knowledge and facilitates professional collaboration;* and 3) **Induction:** *Support during the teacher residency and.first years of teaching.* MoACT will produce teachers who meet applicable State certification and licensure requirements as well as recruit highly qualified individuals into the teaching force for our rural schools. Unlike any other residency, residents are working in the school, *with a highly qualified mentor,* during an *18 month residency.* The contrivance behind the project is only possible because we are paired with a flexible university partner, WGU. WGU already offers all classes online and pride themselves as a University in search of excellence. WGU is willing to

attempt new projects to better their existing TPP. Research supports the effectiveness of teacher residency programs and suggests they hold promise to address the critical shortages of highly qualified teachers and the issues of recruitment and retention in high-needs, rural districts. *The Teacher Residency, An Innovative Mode/for Preparing* (Guha, Hyler, Darling-Hammond, 2016) states that studies of teacher residency programs, "consistently point to the high retention rates of their graduates, even after several years in the profession, generally ranging from 80-90% in the same district after three years and 70-80% after five years." More importantly, teacher residencies create systemic change. Well designed and implemented teacher residency models create long-tenn benefits for schools, and ultimately, for the students they serve (Coffman, 2014). Supp01ting research on effective teacher residency programs, WGU is eager to review data the grant will generate . Positive results will encourage universities within our state, and beyond, to examine current teacher certification practices and begin to change their TPPs to include additional supports to bring success to first year teachers and raise student achievement.

There are cunently more than 250,000 paraprofessionals (Paras) working in schools across the country. They typically assist 10-25 students per year by providing educational assistance to students with disabilities, Limited English Proficient (LEP) students, at-risk students and students in oversized classrooms. Paras *technically* are not teachers, but rather people from the community that come from a wide variety of backgrounds, age ranges, and education levels (Kubiak, 2011). Paras provide a vital connection between LEAs and the communities they serve. It is obvious they do not choose their careers for fame or fortune, paras come to school every day because they love to be there and believe they are making a positive difference in the lives of children. Paraprofessionals understand school and community values, goals, culture, and learning, so the transition from paraprofessional to teacher is smooth and

effective (Vaughn, 2008). With profound research on the dedication of a paraprofessional, **MoACT** will recruit, select, prepare and induct 70 Teacher Residents (TR), two cohorts of 35 TRs, who are currently practicing paraprofessionals withm the classroom of our rural schools, who possess 60+ hours of college credit but do not have teaching certification and hold a strong commitment to improve academic achievement of K-12 students. **MoACT** will reform WGU's existing TPP and develop a teacher residency program at the pre-baccalaureate level. TRs will receive a living stipend while working the *18 months* of the project in rural districts. Mentor Teachers (MT) within their respective specialty areas, will work alongside TRs. Emerging from the project as certified teachers, TRs will be highly qualified and prepared to increase student achievement, especially in high-need rural schools and will remain employed long-term.

1. Extent to wltich project demonstrates a rationale

SW MO is the epitome of what emerging demographics of rural areas across the US will be in the next 50 years (Misra, 2016). The rural environment of SW MO is overburdened by extremes ... high levels of pove1ty, low standards of living, low levels of funding and low student achievement. To add to the devastation, SW MO is riddled with the misfortune of natural disasters; tornadoes and flooding and then drought, causing further devastation to our demographics. Tables below provide overviews of demographic (Table 1) and student performance profiles (Table 2) of the 42 SWC school districts participating in the project.

Table 1 SWC Average District Demographics (Individual district information: Appendix D)

SWC 42 !Member Districts	**Aurora, Avilla, Bronaugh, Carl Junction, Carthage, Cassville, Crane, Diamond, East Newton, Eldo Springs, Everton, Exeter, Galena, Golden City, Greenfield, Humansville, Hume, Hurley, Jasper, Joplin, Lamar, Liberal, Lockwood, Marionville, Mc County, Miller, Monett, Mt. Vernon, Neosho, Nevada, Northeast Vernon County, Pierce City, Purdy, Sarcoxie, Seneca, Sheldon, Southwest, Verona, Walnut Grove, Webb City, Westview, Wheaton**

**Demographics: SWC Sc/tool Districts' AVERAGE*									
Total	**Student*	**Free &*	**Free &*	**	****201s*	****201a*	*SWC*	*l*Mi11oriry %*	**LEP*

Districts	*Enro/lme11t*	*Reduced %by District*	*Reduced %by High-need School*	*Poverty Level*	*SRSA*	*RLIS*	*Districts classified SRSA and/or RLIS*		
42	**56,270**	**65%**	**73%**	**23%**	**11** Districts	**27** Districts	**76%**	**16%**	7%
***MCDS **SAIPE School District Estimates for 2017**									

Demographics: Average SWC district *FIR* is 65%; *13% higher* than MO's state average of 51%. Data also reveals that within each district there are buildings with a significantly higher *FIR* percentage than the district average (73% average). This trend continues as the SWC district poverty rate is 23% in children ages 5-17, compared to MO's state average of 17.2% (census.gov/SAIPE/SAIPE, 2017). MO's sizable rural population is the 15th largest in the U.S. (2010 US Census) with thirty-two of the forty-two (76%) SWC public school districts holding classification of Small Rural School Achievement (SRSA) and/or Rural Low-Income Schools (RLIS). MO schools have experienced a 120% ten-year increase in rural minority students compared to 54.9% nationally. The surge of Hispanic and Hmong population bting an influx of Limited English Proficient (LEP) entering MO schools for the 1st time. SWC LEA's average LEP is 7%, almost twice as much as the MO state average of 3.8%. These factors are especially challenging in meeting student performance benchmarks in core subjects.

The SWC LEAs are high-need districts which creates a challenge to recruiting and retaining high quality educators. Student achievement is undermined due to this and is reflected in student performance on annual Missouri Assessment Program (MAP) and End-Of-Course (EOC) tests. MAP assesses students' progress toward mastery of MO Show-Me Standards. MAP ELA and Math assessment is mandated in Grades 3, 4, 5, 6, 7, 8, and EOC in HS English 1, English 2, Algebra 1, and Algebra 2. *Far greater than half* of students in SWC member districts in grades 3-8 are scoring below proficient (Table 2, *Appendix J District Achievement Data).*

Table 2 SWC Average Student Achievement Data (Indiv. district information: Appendix J)

*SWC School Districts' Average: % of Students Scoring BELOW Proficient & Advanced on 2018 MAP Test**															
Grade 3		**Grade 4**		**Grade 5**		**Grade 6**		**Grade 7**		**Grade 8**		**High School**			
ELA	**MA**	**ELA**	**MA**	**ELA**	**MA**	**ELA**	**MA**	**ELA**	**MA**	**ELA**	**MA**	**El**	**E2**	**Al**	**A2**
60%	**61%**	**59%**	**62%**	**61%**	**69%**	**55%**	**63%**	**63%**	70%	**55%**	**73%**	**47%**	**46%**	**65%**	**69%**

***Data retrieved from:** 2018 Dis t rict Report Card, DESE , Missouri Comprehensive Data System (MCDS)
Key: El= English 1; **E2=** English 2; **Al=** Alge bra I ; **A2=** Algebra 2

To echo MO MAP data, results from the National Assessment of Ed. Progress (NAEP) (2018) shows an alarming percentage of students failing to score proficient in mathematics, reading, and science; 38% of MO's fourth grade students scoring proficient in math and 36% proficient in reading. Similarly, only 31% of MO's eighth grade students scored proficient or above in math and 36% proficient or above in reading. Appendix J shows additional data for each LEAs student achievement scores on the MAP and EOC exams.

Highly Qualified Teachers: A report by the Economic Policy Institute (2018) defined shortages as "the inability to staff vacancies at current wages with individuals qualified to teach in the fields needed." The authors estimated that, barring any major changes, the ammal teacher shortage would reach about 110,000 by the 2017- 2018 school year and would ***quadruple*** in just five years. Contributing to this shortage is the lower number of new entrants. Teacher preparation enrollments having dropped by 35% and teacher preparation graduates having dropped by 23% between 2009 and 2014. If current trends continue, we would see as few as 200,000 available teacher hires each year by 2025, resulting in a gap of more than 100,000 teachers annually (Learning Policy Institute, 2016). Supporting Every Student Succeeds Act (ESSA), **MoACT** will maintain accountability to effect positive change in our lowest-performing schools by recruiting and retaining highly-qualified teachers in our rural, high-poverty, high-need LEAs. SWC LEAs

have *significantly higher percentages* of inexperienced, out-of-field and ineffective teachers than Missouri's state averages (Appendix D, Dispropo1tionate Rate Table).

When indicators of teacher quality (certification, relevant training, experience, etc.) are taken into account, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers (Economic Policy Institute, 2019). The National Teacher and Principal Survey (NTPS) data from 2015-2016 show the number of teachers who are highly qualified is smaller in high-poverty schools than in low-poverty schools. A popular solution to this problem has focused on recruiting large numbers of promising teachers into high-poverty schools; "however, little attention is given to systematic preparation necessary for these new teachers to understand the culture of underserved schools and communities where they will work prior to their employment. Even less attention is given to systematic induction support necessary to retain teachers once employed in these districts" (Ingersoll, et. al., 2014). Garcia & Weiss (2019) stated, "Lack of suppmts critical to succeeding in the classroom and tmsatisfactory training makes teaching less attractive and impedes its professionalism." Many districts have implemented teacher mentor programs to guide new teachers' PD, but a majority of the mentor programs have failed to fulfill the programs goals.

An assessment of teacher preparation in the state of MO illustrates an urgent need to produce more high-quality teachers at a speedy rate. The state is experiencing challenges with teacher retention in high-need, rural schools, in ***all*** areas of subject content. The statewide teacher turnover rate was a major topic of conversation during the February 2019 Missouri State Board of Education meeting. In his repo1t to the MO State Board of Education, Paul Katnik, Assistant Commissioner in the Office of Educator Quality, relayed information he also provided at the Missouri General Assembly in December 2018. **The alarming figures show the**

three-year teacher retention rate for teachers starting in 2015-16 was 63.4 percent. This number drops to a shocking 34.6 percent for the five-year retention rate of teachers starting in 2014-15. These numbers are going to continue declining over time. In simplistic words, teacher retention is going from bad to worse. Katnik continues, adding, "The number of applicants for elementary education has declined dramatically. In our rural schools, many times they are seeing only one or two applicants to select from." Board member Vic Lenz reportedly said, "It is going to take a collaborative effort among all stakeholders to address the issue of teacher recruitment and retention. We, as a state, have got to make this a priority."

SWC 2018-2019 Needs Assessment: During the planning stages of the grant proposal, superintendents of the SWC Consortium completed a needs assessment and also gathered for a focus group. A compilation of data revealed the need to employ highly-qualified teachers exists.

Focus Group: During the focus group, frustrations were shared stating, "We are hiring teachers in all subject areas who would not have even received an interview 10 years ago because that is all we have to select from." They also added, "We are not even getting an applicant pool for our elementary positions and it is frighteningt Ten years ago, elementary education was inundated with applicants. Education is at a critical crises." More importantly, the need to *retain* the hired teachers is greater; as many of our rural schools serve as a "training field" for teachers to gain experience and move to larger, higher-paying districts. Instability in a school's teacher workforce (i.e., high turnover and/or high attrition) also diminishes teacher effectiveness and quality and negatively affects student achievement (Kraft and Papay, 2014; Sorensen and Ladd, 2018). Sanders & Rivers (1996) found that "students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to highly effective teachers in sequence. ***Needs Assessment*** (SWC Needs Assessment

Appendix C): The SWC LEAs showed grave concern in regards to teacher shortages, ineffective teacher preparation programs and a lack of "qualified" teacher applicants. Below is a summary reporting findings; **LEA's indicated a strong need *"to do things differently"*** in the following:

- **Qualified applicants for LEA openines:** *SWC's Partner LEA's hired an average o/9 new teachers per district for the 2018-2019 school year*

In education, choosing the right person for the right job is especially important because the success of a student is deternuned to large extent by the effectiveness of its teachers and workforce. Unfortunately, when recruitment runs short and results in inadequate quality choices, schools address teaching vacancies with an undesirable option; hiring individuals who are insufficiently prepared to teach. Effective recruitment creates a more sustainable supply of well-prepared, quality teachers. (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

MoACT Reform: *MoACT* will increase the number of qualified teacher applicants for partner LEA's by recruiting existing paraprofessionals and require them to remain employed by the district for three years after receiving their certification, creating a supply of well-prepared, quality teachers.

- **LEA New-Teacher Support:** *75% reported having a Compliance-Driven induction/preparation program,· 53% reported their district does not have a clear criteria for the selection of mentors or provide mentors additional PD support*

A 2018 report from SREB (Southern Regional Education Board) stated "many programs are compliance-driven or problem-driven systems of support." The compliance driven system is part of an induction program that requires new teachers to consult with mentors to complete projects, such as portfolios and professional growth plans. The system has been proven to

compound the stress level new teachers are already experiencing, as well as placing additional responsibilities on mentor teachers who are already busy in their professional role.

MoACT Reform: ***MoACTwill*** provide TRs and MTs with specific PD reform strategies to better support coaching and self reflection , creating a reduced stress level for all.

- **LEA New-Teacher Retention:** *SWCs partner LEA's reported teacher retention rates (after 3 years) rangingfrom 31% to 78%*

Lack of support, and poor working conditions make it difficult for teachers to do their jobs; also causing many teachers to quit entirely. This "revolving door" of teachers is not just inconvenient for schools, teacher turnover harms student achievement, discourages educators and is expensive for districts. To maximize student performance and minimize teacher dissatisfaction, we have to develop long-term solutions to retain effective teachers (Smith, Ingersoll, 2004).

MoACT Reform: *MoACTwill* recruit pre-baccalaureate paraprofessionals from LEA's with a strong desire to teach in a rural, high-need school leading to an increased probability teachers will remain in their districts after receiving a teaching certification.

- **LEA PD:** *56% reported there was not a scheduled time for teacher collaboration; 63% reported their teachers do not attend PD conferences addressing pedagogical practices; 81% reported there were no co-teaching opportunities*

Student learning and achievement increase when educators engage in effective PD focused on the skills educators need in order to address students' major learning challenges. New teachers juggle an overwhehning number of unfamiliar issues, such as classroom management, instruction, curriculum, school culture and operations, and interactions with other teachers. Left to themselves, they may develop counterproductive behaviors. Educators who do

not experience effective PD, or have opportunities to collaborate with colleagues, will most likely not improve their skills, and student learning suffers (leamingforward.org).

MoACT Reform: *MoACTTRs* will become highly-qualified teachers in a reformed TPP by learning in the setting where they can immediately apply what they learn - in the school where they work.

- **LEA Paraprofessionals:** *100% of LEA's indicated many paraprofessionals in their districts would be good teacher candidates*

Paraprofessionals are particularly well-positioned to take advantage of an innovative reformed pathway into teaching. Given access to high-quality ce11ification programs tailored to specific experiences and needs, paras can make a significant contribution to local efforts to address teacher shortages (Morrison & Lightner, 2018). Partner LEA's also indicated recruiting paraprofessionals to become ce11ified teachers would promote teacher retention by "growing your own" with teachers being more likely to stay in the district; being a step in the right direction to recruit quality teacher candidates. LEAs stated, "We have great paraprofessionals in our district who would be wonderful teachers. They are also from the community, understand the community and will stay in the community." **MoACT Reform:** *MoACTwill* utilize the the expertise of the Superintendent and understanding the rmal community by placing paraprofessionals in the project, gaining longevity in teacher retention in SW MO.

- **LEA IHE's Partnership:** *The TQP Focus Group indicated the need for a stronger partnership with area Institutions of Higher Educations (JHEs)*

IHEs often use an outdated and inflexible traditional curriculum system. This hinders student choice, time availability and creates a mismatch to the demands of the workplace. "As a result, many teachers enter the field without the training they need to create meaningful learning

experiences for their students , and fail to receive supportive mentoring in their early years. As a result, both they and their sh1dents suffer from the tribulatio ns of a *sink or swim* entry to the profession." (Guha, Roneeta, et al., 2017). **MoACT Reform:** *MoACTwill* provide a model of a successful teacher residency program through a partnership with WGU that will reform the existing TPP. The model can be emulated by IHE's and high-need school districts in the state.

Reformed Teacher Preparation Program (TPP): MoACT was developed as a reform to WGU's TPPs by adding a teacher residency program that benefits our rural, high-need LEAs in SW MO. MoACT will create an integrated comprehensive system of rural teacher recruitment, preparation, induction, mentoring and retention to fortify a model that will recruit and prepare high-quality teachers in high-need districts in rural SW MO where teacher attrition is a problem and student achievement remains persistently low as compared to state and national averages. *Infusing teachers into WGU's preparatory curricula and reinforcing the curricula with PD, while providing the opportunity to practice the skill, will produce classroom teachers who have a strong grasp of pedagogical and content !mow/edge. Providing TRs a clinical classroom experience will allow* ongoing opportunities for implementation and reflection outlined in the MoACT Model (Table 9). The Logic Model (Table 3) illustrates the sequence of related events connecting the need for MoACT to MoACT Goals and Outcomes (Table 5).

Table 3 Logic Model *(Appendix G Logic Model)*

RESOURCESc:::>	ACTIVITIES c:>	OUTPUTS c:::>	OUTCOMES c:::>	IMPACT*
c::>T QP grant funding **c::>** SWC staff **c::>** Consortium LEAs (42 districts- Table 1) **c::)** WGU; Faculty School of Education and College of Arts	**c::>**Project Model (Table 9): 18 month Teacher Residency; Cohort **c::>Certification:** Competency Units for teaching certification - *Individualized and online*	c::>18 month Teacher Residency Program c::>Number of certified teachers c::>N umber of PD workshops **c::>**Time spent training high-qualified	**c::>** 18 month Teacher Residency Program that certifies paraprofessionals **c::>** Retention of teachers in rural districts c::>Highly	Increased sh1dent learning outcomes Increased number of highly effective teachers serving

and Sciences c::>Research on best practice pedagogy and teaching (embedded in the Model -Table 9) c::> State Partnerships **(DESE -MASA-MAESP-MASSP)** **c>** Consultants and advisory board reps c::> Mentor Teachers	**c>Pre -service Seminars:** PD supp011ing best practices and pedagogy **c::>Induction:** Ongoing Support to Teacher Resident and First Year Teacher 9 Mentor Teacher: Coaching & self-reflection **9 SWMO** Technology Summit	teachers c>Depth of induction support 9 Strong network new teacher candidates c::>Dissemination of findings via professional presentations at Local, State & National Conferences - by participants, area superintendents & project team	Effective teachers hired in rural districts ***ready*** for the classroom c::>Research to develop successful Teacher Residency Programs based on project outcomes	rural, high-need students * Sustainability of teachers in high-need, rural schools * Advanced research in the field of Teacher Residency programs and the impact on student achievement

As a result of **MoACT,** the project will address the dire need for highly qualified teachers in elementary grades, secondary content based and special education teachers in SW MO. The Logic Model (Table 3) is supported by strong theories and moderate to strong research evidence with "evidence of promise" used to develop a Theory of Change (Table 6) by showing a connection with inputs, short-term outcomes and long-tenn outcomes that align to the project's goals and objectives (Table 5). The project maintains teachers best improve teaching skills through ongoing, sustained PD and a collaboration of networking. The 2010 Technical Report: *PD in US Trends and Challenges* states, "For PD to have significant impact on practice and student learning, it needs to be intense, sustained, job-embedded and reflective of implementation practices" (Ruth Chung Wei, 2010).

Participant Selection Criteria: Serving 70 total participants over 5 years, two cohmis of 35 will be selected using the following selection criteria (Table 4) to ensure equitable diversity within/between the 42 districts. Teacher Resident (TR) candidates will apply and interview for one of the 70 residencies. After an application screening, TRs will have an interview with the

Project Team (PT) (Table 11), members from the Educational Team (ET) (Table 12), Advisory Team (p. 39) and other key stakeholders for final selection of admittance.

Table 4 Teacher Residency Selection Criteria

1. Resident must be working in a SWC member school district as a paraprofessional
2. Resident must have 60+ hours or more of college credit; pre-baccalaureate
3. Resident must demonstrate professional strength to articulate, share and present their expertise and educational strategies to benefit others, especially those who serve socially and economically disadvantaged
4. Resident must have a full understanding of the project requirements and **pledge commitment** to:
   - 4.1. Attend and fulfill all grant requirements
   - 4.2. Possess self-discipline and dedication to work independently with online instruction
   - 4.3. Work collaboratively with the Mentor Teacher (MT) (Qualifications p. 28)
   - 4.4. Adopt and practice innovative learning strategies
   - 4.5. Incorporate practices into the classroom
   - 4.6. Suppo1i a continuous growth model through collaboration, mentoring and feedback
   - 4.7. Develop resources, as needed, to promote project
   - 4.8. Establish and maintain partnerships and networks that will support practices developed
5. Recommendations from district superintendent and building level principal
6. Districts must be an active grant partner
   - 6.1. Districts must be willing to allow TR to attend all MoACT requirements
   - 6.2. Districts must be willing to allow the MT to attend required meetings
   - 6.3. Districts must be willing to observe and repo11 data RE: Teacher Resident, Student Achievement, Overall project effectiveness

**MoACT is offered through a state-supported IHE and also aligns with requirements articulated in the Americans with Disabilities Act (ADA), which prohibits discrimination based on disability or exceptionalities. MoACT is open to any person who is qualified under the predetermined criteria (p.15) who desires to teach and remain in a high-need rural school in SW MO for a minimum of three years.*

2. Extent to which goals, objectives and outcomes are specified and measurable

Drawing upon successful teaching residency models like those developed at California State University Dominguez Hills (98% earning credentials and 94% two-year retention rate for TQP 2009), the Memphis Teacher Residency, (95% graduates still teaching in Tem1essee public schools in Year 3) (Tennessee Higher Ed Commission, 2014) and Boston Teacher Residency (90% of graduates retained after 3 years) (Papay et al. 2012), MoACT is founded upon research-verified teacher residency models to prepare classroom teachers to provide quality

instruction to students in rural communities, and are consistent with state, local, and other education reform activities . To achieve this, program partners have ai1iculated the following measurable goals, objective and outcomes.

Table 5 MoACT Goals & Objectives, Measures - Outcomes & Data Produced

.. GOAL 1: CERT TCATJON	
Recruit and Prepare Teacher Candidates to be High-Quality Teachers for High-Need Rural LEAs, who will pass the MoEGA (Missouri Educator Gateway Assessment) and earn an initial teaching degree and Missouri Teaching Certificate	
Key Research & Evaluation Questions	What are the reformed conditions, characteristics, ai1d strategies of MoACT Teacher Ce11ification that: **1)** Increase capacities to deliver a high quality teacher TPPs; and **2)** Increase transparency, reliability and probability of competency-based credentials?
Objective 1.1: Recruit 70 qualified high-achieving Teacher Residents (TR) into MoACT	**0 Measure 1.1:** ☐ *January 2020* - Cohort 1 - 35 Teacher Residents selected ☐ *January 2022* - Cohort 2 - 35 Teacher Residents selected
	0 Outcome 1.1: ☐ *January 2020* - Coho11 l - 35 Teacher Residents emolled ☐ *January 2022* - Cohort 2 - 35 Teacher Residents enrolled
	Data Collected: TR Letters of Reference, TR Applications, Application and Interview Scoring Rubrics; TR Signed Promissory Agreement
Objective 1.2: !Execute IHE (WGU) admission requirements for TRs	**Measure 1.2:** **0** 100% ofTRs taking the WGU readiness assessment for admission into the educational pathway classes attain a passing score
	Outcome 1.2 **0** 70 TRs are accepted into the WGU degree program
	Data Collected: WGU Readiness Assessment Scores
Objective 1.3: mplement an 18 month online educational pathway •o obtain Bachelor's of Arts/Science degree	**Measure 1.3:** ☐ *Term* 1: January-June: 75% ofTRs complete 20 competency units (CUs) ☐ *Term* 2: July-December: 85% of TRs complete 35 CUs ☐ *Term* 3: January-June: 95 % of participants completed 60 CUs
	Outcome 1.3: **Cl** *June 2022* - Cohort 1 - 35 TRs graduate with their teaching license ☐ *June 2024* - Cohort 2 - 35 TRs graduate with their teaching license
	Data Collected: Educational Tracking Log (ETL), Completion Ce1tificates, Tra11scripts
Objective 1.4: [Rs obtain Missouri	**Measure 1.4a:** **0** 100% of residency WGU graduates have a 3.0 (or higher) GPA in

Teacher Certification	both content and professional education competency units **Measure 1.4b:** ☐ 95% of graduates obtain certification within one year of program completion
	Outcome 1.4 ☐ TRs obtain a MO Teaching Certificate by passing the MoEGA
	Data Collected: MoEGA Scores

GOAL 2: PRE-SERVICE SEMINARS	
Engage Teacher Residents (TRs) in Pre-Service Seminars over 18-months that provide Professional Development (PD) that increases content knowledge and develops expertise needed to become highly qualified teachers	
Key Research & Evaluation Questions	What are the reformed conditions, characteristics, and strategies of MoACT Pre-service Seminars/PD that 1) Improve TRs knowledge, skills and practices in high-need classrooms; and 2) Improve TRs competencies in high-need, rural instruction and intervent ions to better support student learning needs?
Objective 2.1: Reforming WGUs Teacher Preparation Program by integrating a Teacher Residency immersed with PD learning opportunities	**Measure 2.la:** 100% of TRs will show an increased knowledge level in pedagogy that prepares teachers to deliver rigorous instruction and improve student achievement **Measure 2.l b:** 1 00% of TRs will show positive student gains when app lying strategies from PD in the classroom **Measure 2.lc:** 100% will attend, participate and complete 80% of the pre-service seminars/PD
	Outcome 2:la: TR Model that creates cohorts to facilitate professional collaboration leading to increased student achievement **Outcome 2.lb:** Positive student gains will be produced as a result of the pre-service semmars **Outcome 2.lc:** Increased collaboration with TRs, forming a professional network
	Data Collected: Sign-in sheets, Pre/Post Assessments, Reflection logs, Interviews, PD Evaluations

GOAL 3: INDUCTION	
Provide Teacher Residents (TR) ongoing induction support throughout Teacher Residency and their 1st year teaching to positively impact academic outcomes of rural, high-need students	
Key Research & Evaluation Questions	What are the contexts, conditions, characteristics, and strategies of MoACT that 1) Support knowledge and practices as a new teacher in the classroom; and 2) Improve student achievement; and 3) Remain employed in a rural school beyond 3 years?
Objective 3.1: Reforming WGUs	**Measure 3.la:** TRs will see a SD >.3 growth in teacher performance indicators over the 18 month teacher residency

Teacher Preparation Program (TPP) by integrating a Teacher Residency that provides effective preservice and 1st year teaching support	**Measure 3.lb:** TRs will see a SD> .2 growth in student perfonnance during the teacher residency **Measure 3.lc:** 1st year TR teachers will better feel prepared entering the classroom than 1st year teachers not going through a Teacher Residency Program by 35%
	Outcome 3:la: TRs will have a high-quality mentor throughout the Teacher Residency supporting performance growth **Outcome 3:lb:** TRs will be immersed with their mentor in order to fully examine their potential impact on student achievement **Outcome 3:lc:** TRs will be prepared entering the classroom as a 1st year teacher
	Data Collected: TR Observations made by the Educational Team, Project Team, Mentor Teachers, LEA Administrators and self reflections, Student data sheets, Reflections, Coaching Agendas
Objective 3.2: TRs will have a Highly Qualified Mentor dming their Teacher Residency and 1st year teaching	**Measure 3.2:** 100% of TR mentors will demonstrate behaviors and skills of a highly qualified mentor
	Outcome 3.2: TRs will strengthen their content knowledge and teaching skills with highly qualified mentors during the teacher residency program and 1st year teaching
	Data Collected: Mentor evaluations; TR evaluations; Coaching logs; Sign In sheets; Pre/post test
Objective 3.3: Assist each TR with employment search and placement after completion of the initial teaching license	**Measure 3.3a:** 95% of TRs will be placed in teaching positions in high-need rural schools **Measure 3.3b:** 95% ofTRs placed in high-need mral schools will stay in the district for 3 years
	Outcome 3:3a: Rural, high-need schools will see an increase in highly qualified applicants in areas that show a teacher shortage **Outcome 3:3b:** Rural, high-need schools will demonstrate an increase of retention of highly qualified teachers for the district
	Data Collected: Number of TRs hired and retained by partner ELA's, results of TRs classroom observations and teacher (TRs) satisfaction surveys, Administrative satisfaction survey
Objective 3.4: Provide ongoing support beyond the residency during the 1st year of teaching	**Measure 3.3:** 100% of 1st year teachers from the TR demonstrate a need for additional PD to strengthen content knowledge and teaching skills
	Outcome 3:3: Provide high-quality PD to strengthen the content knowledge and teaching skills of New Teachers
	Data Collected: TRs "New Teacher" needs assessment, Quarterly surveys, Site Visit, Cohort re-groups, PD & Conference agendas

Potential Barriers: ***We expect these to be minimal and the following SOLUTIONS to mitigate barriers are in place.*** **Ability to gain access to necessary data:** SWC has suppmt from each member district and agree to provide evaluation data. Relationships of trust and a formalized process for

securing data sharing from districts has been executed w/other grants. **Solution:** In the unlikely event insurmountable challenges exist, SWC will visit the district site to collect data

3. Extent project is designed to build capacity and results that will extend beyond the project

With rural schools at risk, education is increasingly vital to economic prosperity. Developing highly effective educators with career-ready competencies and growth mindset is no longer a choice, but a ***priority for all.*** MoACT is designed to strengthen competencies among general and special education teachers, providing appropriate effective instructional strategies that support high-need rural schools; providing PD that has a research proven effect size of >.4.

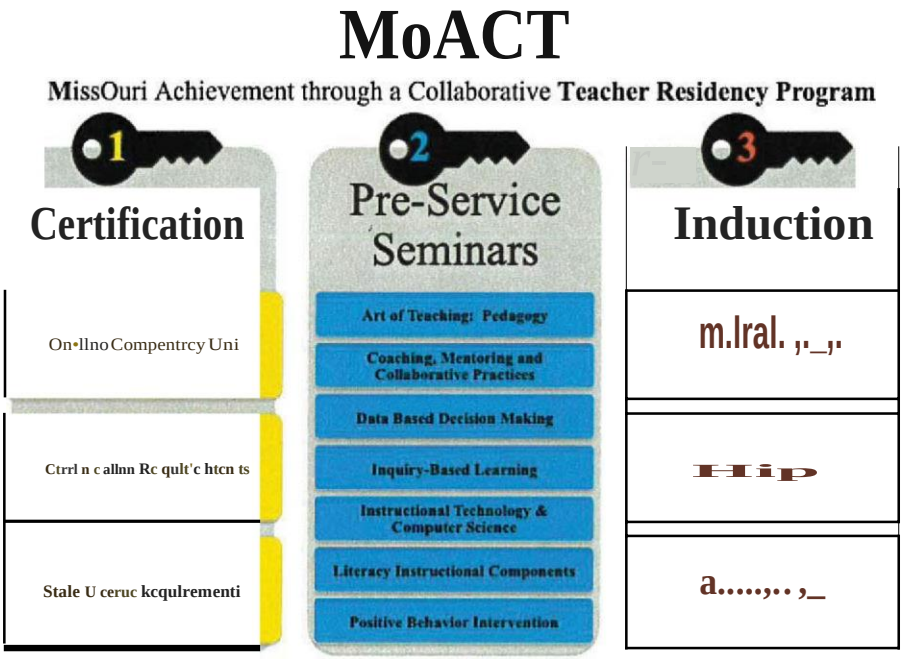
Our nation needs a shift; a shift to promote the teaching profession and recruit people who are eager to become teachers. For many paraprofessionals, MoACT will represent an innovative approach to becoming a teacher; a chance many pre-baccalaureate paraprofessionals never dreamed they could be afforded. MoACT will lower barriers that exists for them; providing a clear outline and plan to enter the teaching profession. Implementing MoACT will change the landscape of TPPs and have far-reaching statewide systemic implications for our institutions of higher education (IHE) preparation programs, but even larger implications for our rural districts who will now attract and attain high-quality teachers.

4. Extent project represents an exceptional approach for meeting purposes and requirements

Missouri is in desperate need of reform in existing teacher certification programs that will support our rural schools and teacher shortage. In 2018-2019, Missouri hired almost 8,000 new teachers (DESE, 2018). MoACT will utilize the paiinership of the SWC and WGU to produce certified teachers who are highly qualified for the rural classroom, while building an innovative solution to persistent problems that are not only faced in SW MO but across our nation. Susan Patrick, co-founder of Competency Works fmiher supp01is the need for change and states,

"Networks and professional learning communities are a necessity to learn and share from each other during the required certification classes to begin planning for the changes needed for innovative education transformation." Tony Wagner, author of *Creating Innovators* explains "Networks matter. Teachers must be part of a strong network of colleagues to expand access to powerful, innovative learning models before they can supp011 that type of learning in their classroom needed for academic improvement." A refonned teacher preparation program supported by research and inspired by innovative planning allows districts the ability to "grow their own successful teacher candidate" with a Teacher Resident who lives in the area and believes in the youth and the school system. This is illustrated in the Theory of Change (Table 6).

Table 6 Theory of Change *(Appendix G Theory of Change)*



THE STRUCTURE ofMoACT:

The MoACT Model (Table 9) supports a reformed, innovative approach to WGU's TPP. Research suggests teachers, especially those new to the profession, move out of rural high-pove1y schools at a ly high rate (Darling-Hamm ond, Kykes, 2003; Gagnon, Mattingly, 2012;). Simply knowing what to do is not enough, teachers must know *why* certain practices are

important, *when* they should be used, and *how* to apply them skillfully in their own building. Dr. Todd Whitaker is one of the nation's leading authorities on teacher effectiveness and the author of over thirty books. In his book *What Great Teachers do Differently* he states, "Effective teachers do things differently, with the focus on *doing."* He indicates in *Leading School Change* a collective efficacy and shared responsibility make a difference adding, "Individuals and organizations most effective do not experience fewer problems, less stressful situations, and greater fmtu ne, they just deal with them differently." (2017). Change in teacher behavior will lead to change in student behavior and increased student achievement. Finding an effective means of helping teachers improve instruction is critical to school improvement. Instructional coaching requires innovative thinking; asking strategic questions that lead to new thinking and understanding (Psencik, 2001). Innovative approaches are planned backwards, with sh1dent achievement as the end. A change in thinking and time of reflection become a means to that end and an innovative approach that: 1) Brings new thinking and different actions to how you manage and go about your work; and 2) Plans for innovation.

MoACT Key Components: MoACT creates a reform that enables pre-baccalaureate paraprofessionals to obtain the education necessary to become certified/licensed teachers. Reforms to WGUs TPP will include an 18 month residency with extensive, job embedded PD and additional induction support. Key foci and activities are summarized below and illustrated in the MoACT Theory of Change (Table 6) and the MoACT Model (Table 9). MoACT three key components: **1) Certification; 2) Pre-Service Seminars;** and 3) **Induction.**

.. **KEY 1: CERTIFICATION** - WGU will be accountable for preparing teacher candidates who meet the applicable State certification and licensure requirements. WGU is a competency-based institution; it does not award degrees based on credits but rather on

demonstration of competency. Teacher Residents (TR) will immediately be enrolled in WGUs customized online *Personalized Degree Plan* (PDP) consisting of 57 on-line competency units (CUs) for teaching certification, designed for each resident by the WGU Educational Team (Table 12). WGU is a "continuous enrollment" institution, which means TRs will be automatically enrolled in each new term; each term 6 months long. Longer terms and continuous enrollment allows candidates to focus on studies. TRs will understand the 18 month time requirements and pace themself accordingly for completion. This will be monitored by both WGU and SWC. Outlined degree CU requirements can be found in Appendix J. With successful completion of WGU online CUs and acquisition of bachelor's degree or higher, residents will apply for MO Teacher Certification. To apply they must meet the following requirements (Appendix J): 1) 3.0 (or higher) GPA both in content area and professional ed courses; 2) Recommendation for certification from WGU; 3) Clearance on a Background Check; 4) Passing the MO General Ed Content and Basic Skills Assessment (MoGEA) (Appendix J); and 5) Official transcripts documenting completion of ed prep program sent directly to DESE.

KEY 2: PRE-SERVICESEMINARS

Preparing prospective teachers with strong teaching skills: Pre-service Seminars will *improve the quality* of TRs; *preparing prospective teacher s with strong teaching skills.* As of 2017, more than 7 of 10 students with a disability spent at least 80% of their day in regular classrooms (DESE, 2017). All PD provided in MoACT will provide strategies that benefit all students; addressing the needs with regard to the ESSA, Individuals with Disabilities Education Act (IDEA) and students with Limited English Proficiency (LEP).

Over the 18 month teacher residency the pre-service seminars will integrate pedagogy, classroom practice and promote effective teaching skills, theories of learning, instructional

planning and student assessment; all aligned to certification competency units. PD will encompass strategies to assess, individualize, differentiate, re-teach and/or emich instruction. Seminars will be intensive, job embedded PD and provide the opporhmity for the TR to immediately go into the classroom and develop, practice and refine skills, thus measuring PD effectiveness. Studies of effective school training for teachers by Organization for Economic Co-operation and Development (OECD) consistently show PD programs for school teachers need to move beyond general instruction to developing innovative strategies that provide examples in action, time to practice and self-evaluation for continuous improvement yet very few programs, ***if any,*** allow the proper time do this (2015). Innovative PD should build on learning from each other, developing and refining quality PD; mentoring and providing examples to interact in a working environment (Mulford, 2015). A report from the US Dept. of Ed shows numerous repetitions using a new strategy are needed before it is transfe1red into practice and it is more likely to be implemented if ongoing support is provided (2015).

Pre-service Seminar topics were selected using the **"Effective Learning and Teaching" pillar** of MO School Improvement Program 6 (MSIP 6) which holds teachers accountable to ***use effective, evidence based practices to increase student achievement.*** MSIP6 implements the accountability system for MO public schools. It is designed to stimulate and encourage continuous improvement in student performance and allows the State Board of Education to classify districts *as required by state law* (2019). Pre-service seminars will include 7 topics of professional learning, *aligned with WGU · required competency units for certification.* Twenty-three days, 184 hours described below and outlined in the MoACT Model (Table 9).

1. **<u>ART OF TEACIDNG - PEDAGOGY:</u> TRs will** *develop their teaching philosophy by applying theories of learning and using best practices; measuring the impact they have on*

student pe,formance. The complete art of teaching involves more than the presentation and development of lesson material. Before embarking on instruction, teachers must be reasonably clear about two things: (1) the capabilities, achievements, strengths and weaknesses, background, and interests of their learners; and (2) the short- and long-te1m objectives they hope to achieve in a lesson/series of lessons (Edwin, 2017). It is through pedagogy, the mt and science of teaching, MoACT will work with TRs to tie all lemning elements together; teaching teachers to align all instructional content to the state content learning standards; the MLS (Missouri Leaming Standards). The ways in which a teacher interacts with students and organizes instruction are critically important aspects of helping each child learn (Tharp et al, 2003).

2. **COLLABORATIVE PRACTICES:** **TRs will** *develop collaborative and team building skills while working in a cohort of MoAct residents to increase their pedagogical knowledge while experiencing the power of collaboration. They will understand learning styles to utilize a students strengths to show gains in achievement. They will develop and practice instructional and reflective practices.* Studies show beginning teachers who are provided with multiple supports, mentoring programs and collective group and networking activities, and who *collaborate with other teachers on instructional matters* are less likely to move to other schools and less likely to leave the teaching profession altogether after their first year (Feltcher, Stong, 2009; Ingersoll, Stong, 2011;). Learning to contribute in a climate where others apply innovative thinking to solve problems and develop new thinking takes collaboration. This requires trust and teambuilding skills and qualities a teacher must practice; consulting, coaching, and mentoring. These are skills that have a positive impact on student achievement.

3. **DATA DRIVEN INSTRUCTION:** **TRs will** *improve classroom instruction using research and data to modify and improve student learning.* ***Preparing prospective teachers to***

use data to modify & Improve classroom instruction: Gathering data to answer the " what", "why", and "how" is the basis for data driven instruction (Good, 2006). Understanding the value of pre/post test and formative/summative assessment help drive instruction and are crucial. When educators use data to drive their plans and decisions , they grasp how to respond to problems, construct new ways to teach, and advance skill sets at an even faster rate. Teachers in schools with data-focused programs find data use improves instruction, revitalizes eagerness to teach, and increases professional fulfillment (Marzano, Warrick, Rains, Dufour, Jones, 2018).

4. INQUIRY-BASED LEARNING: TRs will *promote instructional strategies, project-based and student-centered approaches, that promote the use of problem solving across all content areas.* All teachers need to be highly skilled at using inquiry based learning in all content areas. "It is well known that the country's ability to succeed in the global economy is lagging and that we are losing our unrivaled edge in innovative thinking, problem solving skills and collaborative work efforts to competitor nations," said Sharon Robinson, AACTE's president and chief executive. *Asking the right questions* is of such importance for teachers; facilitating discussion that promotes higher-order thinking. "It is something teachers have a hard time shifting to; in past experiences the teacher was the provider of information, *not the facilitator of thinking."* (Huss, 2019).

5. **INSTRUCTIONAL TECHNOLOGY: TRs will** *develop skills and resources to promote a technology rich learning opportunities.* George Couros specifies, "Teachers must show a modeling magnitude, use technology and set a precedence of the need for technology" (2015). Eric Sheninger, with International Center for Leadership in Education (ICLE), stated in a recent interview , "The most important piece to an innovative school is being digitally 'comfortable' and classroom teachers must be the visionary of this innovation." (2017). Teachers

also need resources that offer relevant, developmentally appropriate content, support their understanding of STEM within classroom settings and *across all content areas,* and provide models of how to engage learners that lay a foundation for successful higher-order learning. Well-planned and structured uses of technology, *both as instructional support for students and as a learning and modeling tool for educators,* helps address these needs (Pasnik, S., & Rupert, N, 2016). Teachers must explorer new and useful technology to enhance lessons.

6. **LITERACY INSTRUCTIONAL COMPONENTS:** **TRs wiJl** *receive ELA/literacy skills that lead to increased student achievement and bridge meaningful research into classroom instruction.* It is difficult to overestimate the importance of reading for success in school and life. David Kilpatrick (2015) states, "Reading is essential for all academic subjects. Reading affects a student's entire academic experience. How well students succeed in school affects future endeavors in life." Studies have shown that K-3 teachers, reading teachers/literacy specialist, special ed. teachers, teachers-in-training and Limited English Proficient (LEP) teachers are generally unfamiliar with the scientific findings regarding reading acquisition and reading difficulties. SREB (2017) stated, "Teachers can't teach what they don't know. TPPs need to make sure their teacher candidates understand how children learn to read, as well as how to help students with dyslexia and those who struggle with early literacy skills." The National Council on Teacher Quality found additional evidence that pre-service training for reading instruction is ***not*** adequate in many teacher preparation programs. The Council's most recent evaluation of more than 800 TPPs determined only 39% of programs included instruction in all five essential components of reading. The Medical and National Research Council (2018) explains teachers need training preparing them to teach advanced literacy skills in addition to the five essential components of reading. To do this well requires practice and training.

7. **POSITIVE BEHAVIOR INTERVENTION: TRs will** *develop research based practices that lead to effective classroom management and have time to collaborate with mentor teachers, to ensure TRs can create well-managed classrooms that provide environments in which teaching and learning can flourish.* School-wide Positive Behavior Interventions and Supports (PBS) is a systems approach to establishing the social, culture and behavioral suppo rts needed for all children in school to achieve both social and academic success (PBIS.org). Using a positive PBS, educators develop positive, predictabl e, and safe environments that promote strong interpersonal relationships with students tluough teaching, modeling, and encouragement. Teachers play various roles in a typical classroom, but one of the most important is that of classroom manager. Effective teaching and learning cam1ot take place in a poorly managed classroom. In addition, poor management wastes class time, reduces students' time on task and detracts from the quality of the learning environment. (Marzano, 2003).

KEY 3: INDUCTION - MoACT is committed to refmming WGU TPP. MoACT is a high-quality teacher residency program that supports Teacher Residents (TR) during the certification process **and** as they enter the classroom as new teachers. Induction will consist of 1) Clinical Residency; 2) High Quality Mentorship; and 3) On-going Suppo1t.

CLINICAL RESIDENCY (CR): MoACT allows the TR to work full-time in the classroom throughout the 18 month program and provides the TR with a rigorous, consecutive, clinical residency ***"to practice"*** in a high-need rural school (Table 9). CR will coincide while the TR 1) Earns certification (CUs) and all requirements with WGU; and 2) Attends pre-service seminars that facilitates PD as a cohort of TRs. Upon acceptance into MoACT, TRs will be assigned to work with a Mentor Teacher (MT) *(MT qualifications p. 28)* and participate as a member of a MoAct cohort during all phases of CR; **Phase 1 January - Jone:** CR will include

observing instruction and working with students one-to-one and in small-group settings. Working directly with the MT, TRs will begin implementing instruction strategies from pre-service seminars into small group lessons. **Phase 2 July - December:** CR will include working one-to-one and small-group settings and begin to include whole group instruction and co-teaching with the MT. The MT will provide instructional coaching to the TR to establish the art of self-reflection and continuous improvement. TRs will begin working closely in planning and student progress monitoring to prepare the TR to teach full-time within the mentor teacher's classroom in phase 3. **Phase 3 January - May:** CR includes immersion in the whole class setting; examining and analyzing student academic achievement data; attending parent-teacher conferences; participating in district meetings, workshops and activities along with other relevant duties as assigned by the MT or district. Using formative and diagnostic assessment, TRs will illustrate their impact on student learning and engage in reflective practice to miiculate their impact. At the conclusion of the CR in May, TRs will apply for their initial teaching license and seek employment as a new teacher in one of the partner LEAs.

IDGH OUALITY MENTOR: MoACT *will* pair TRs with a Mentor Teacher (MT).

Criteria for MT: 1) a current licensed classroom teacher within a high-need rural LEA; 2) a minimum of five yem·s teaching; 3) Rated "Highly Effective" in MEES (Missomi Educational Evaluation System); 4) Effective oral and written communication skills; 5) Positive attitude and high moral character; 6) Interpersonal skills; and 7) Exhibits leadership within the cmTent school.

MT PD: Learning will begin immediately with the TR and mentor. MTs will attend six pre-service seminars with TRs with Day **1** defining the role of the mentor and introducing components of an effective mentorship (Table 9). Reflective qualities for improvement will be supported with the 3C's: Consulting, Collaboration and Coaching. Mentors will model best

practice, provide the TRs ongoing and substantive opportunities to ***"practice"*** and work with students. In the National Instih1te of School Leadership (NISL) study, *The Executive Development Program* (EDP), they provided significant training in instructiona l coaching *mentor to teacher* and *teacher to teacher* to sharpen key self reflection skills. (NISL, *EDP* - 2013). NISL's PD training in mentoring and coaching having positive impacts on student outcomes, is replicated in the MoACT Model (Table 9).

ONGOING SUPPORT: MoACT provides ongoing support during 1) the teacher residency; and 2) the first year as a new teacher.

Table 7 Teacher Residency Ongoing Support (During the TR)

1. Cohort Collaboration	TRs will meet on a monthly basis (Table 9) in **Pre-Service Seminars** (Table 9) will support TRs and instructionally help gain needed knowledge/skills promoting student achievement. Sha.ring residency experiences and addressing questions will provide added support to the TRs and allow the cohort to become a much needed support system and network they will rely on for yea.rs to follow.
2. Feedback	Based on the Missouri Teacher Standards conveying the performance standards for effective classroom teaching, TRs will be observed by the MT, PT and ET. They may also collect data from the LEA administration.
3. Onsite Visits	Three on-site visits will be made to the TRs during the Clinical Residency. A member of the Project Team will visit during Phase **1** and Phase 2. A member of the Educational Team will visit during Phase 3. Each visit will provide TRs feedback and allow them to reflect on the residency.
4. Job Fair	He lping TRs receive their first teaching position, the SWC will host a job fair with SWC LEAs. All 42 a.re committed to hire qualified graduates from MoACT.
5. TR Driven Learning	Need assessments will be given to TRs throughout the residency to ensure the pre-service seminars (PD) is supporting instructional needs of the TR. PD will be adjusted based on data, if needed.
6. Conference Registration	TRs be registered to attend the SW MO Technology Summit, to share and learn from over 1,000+ attendees (Conference Date: Annually the last Thursday of each July)
7. "Open Door" Support	The Project Team will be available to TRs on a "need basis" beyond that outlined in the MoACT Model (Table 9). Emails, phone calls, video conferences and visits are available if needs arise.

Support does not end for the TRs as they enter the 1st year as a teacher. Teacher perfmmance will be monitored closely and adjustments made to the MoACT Model (Table 9).

Table 8 First Year Teacher Ongoing Support (During their 1st Year as a New Teacher)

1. New Teacher PD Support	3 PD sessions offered supporting New Teachers: October, January, April Topics will be selected from a needs assessment administered to the TR now in the Classroom. (Assessment dates : Cl: Sept.' 21; C2: Sept.'23)
2. Onsite Visit	The Project Team (Table 11) will sched ule a visit with each TR as a new teacher; providing a continued level of support and encouragement. A Post Update Letter will be made with pictures and updates and shared to all member LEAs.
3. Regroups	Upon graduation, the Coho1t will meet to collaborate at the SW MO Technology Summit each year. The Cohort will have time to collaborate and continue building the efficacy of a sup port team. Regroups will not just be the first year in the classroom, but wi ll continue beyond the grant period and always available to the cohort.
4. Mentor PD	2 PD sessions offered supporting Mentors to 1st Year Teachers: September, February. Topics will be selected from a needs assessment administered to the TM now mentoring a 1st year teacher. Additional PD will continue to help LEAs developed a strong mentoring program. (Assessment dates: Cl Aug. '21; C2: '23)

And Beyond: 1) Regroup for Cohorts will be yearly at the SW MO Technology Summit. Data will be collected from cohort participants documenting long-term project effect. Regroups will continue beyond the grant cycle to monitor sustainability. 2) In year 5 of the grant, Whitaker and Huitt will be back to offer additional PD to reinforce the skills of a highly effective teacher. 3) Having a developed relationship and trust with the TRs, the SWC will always be available on a "need basis" beyond that outlined in the MoACT Model (Table 9). The SWC will continue tracking data on TR candidates for long-te1m research and future projects to improve teacher quality and the sustainability of teachers in a LEA.

Below, the MoACT Model provides a timeline, showing all MoACT components:

Table 9 MoACT Model Timeline - Responsibilities - Alignment of Goals & Standards

Oct - Dec '19: Pla nn ing, Contracting, Recruiting & Participant Selection				
Key 1: Certification				
Jan ' 20 - June	On-line	Teacher Candidates will complete competency units (CDs) required for the Teaching Degree (Appendix J)	•WGU •ET	1

'21		• TRs will take the readiness assessment for entrance in the project • Rigorous coursework for CUs; theories of learning, integration of pedagogy, content area literacy, individualizing instruction • TRs will test for Missouri Teaching Certificate		

Key 2: Pre-Service Seminars

- Intensive, job embedded PD throughout the 18 month residency
- **Strategies that benefit *all* students:** Assessment, individualization, differentiation, re-teaching and/or enrichment during each Pre-Service Seminar
- Missouri Learning Standards: Alignment to academic standards be included during each Pre-Service Seminar: (https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards)

Date	Days	Components/Activities **Component descriptions found on p.23-27*	Responsible	Goals (Tables)
Jan '20	2	Day 1: Orientation • Overview of the program, guiding policies & procedures, What is the Teacher Residency program with CUs • Sign an application and promissory agreement for the TR Stipend that details responsibilities of TRs with Stipend guidelines and articulates a *"repayment upon default"* clause, which states participants agree to repay the SWC any fiscal support received should they fail to meet any requirementor obligation, including 'teaching in a high-need LEA 3 consecutive years. Agreement will detail communication procedures with the LEA, payment/repayment options, timelines and penalties if default occurs ***(with MENTOR)*** Day 2: **Pedagogy:** The Art of Teaching • Relationship Building: True Colors for the Teacher • The Mentor Role: during a residency program through induction of a 1st year teacher; Components of an effective mentoring program	•PT •ET •EF •MM •CC •*NG*	1, 2, 3
Feb '20	I	**Pedagogy:** Meeting all learning needs • Strategies & resources for LEP students, learning disabilities, sp.ed. • What is an IEP? How to individualize for every student	•PT	1, 2
Mar '20	1	**Inquiry Based Learning** • Collaboration with colleagues to improve instruction • Engaging students with different learning styles	•PT •MM •CC	1,2
April '20	1	**Literacy:** Selecting relevant texts in content area • Dyslexia: Reaching ALL students, Strategies to help • Developing skills to teach comprehension in all content • Strategies that raise student achievement	•PT •EF	1, 2
May '20	1	***(with MENTOR)*** **Collaborative Practices** • The 3 C's: Consult, collaborate, coach • Classroom observation & Reflection	•PT •*NG*	1, 2, 3
June '20	2	**Data Based Assessment:** Formative and summative • Changing Instruction to meet learning needs • Individualized Instruction: Instruction based on each student	•PT	1, 2
July '20	2	**Instructional Technology:** Computational thinking Day **1:** Equipping students with skills and abilities necessary to apply computation in our digital world; Problem-solving;	• *George Couros* •PT	1, 2, 3

		(with MENTOR) Day 2: SW MO Technology Summit		
Aug '20	2	**Positive Behavior Intervention** BIST: Behav ior Interventions • Influence of teachers on the rate of student academic progress	•*Marti Huitt*	1, 2
Sept '20	1	***(with MENTOR)*** **Art of Teaching:** Effective Teacher Mentoring • Important Routines & Procedures; Classroom Management; Responsibilities; Lesson Planning, Standards & Grading	•PT • *NG*	**1,** 2, 3
Oct '20	I	**Positive Behavior Intervention** • BIST: Behavior Interventions that work! Continuation ...	•*Marti Huitt*	1, 2
Nov '20	1	**Inquiry Based Learning:** Aligning to content sta nda rds • What does it look li ke and how do you assess mastery?	•PT •EF	1, 2
Dec '20	1	**Data Driven Instruction:** Summative & Fonnative Strategies • Student Assessment; Student Achievement; Multiple measures of valid and reliable data collection	•PT •EF • *NG*	1, 2
Jan ' 21	l	**Literacy:** Essential components for all content areas • Literacy instructional strategies; Dyslexia in the Classroom	•PT •EF	1, 2
Feb'21	2	***(with MENTOR)*** Day 1: **Collaboration Strategies:** Involving *EVERY* Student; Feedback; Reflective Teacher Conferences Day 2: A1t of Teaching - "Doing what Great Teachers Do" • Assessing the needs and then *teaching* ALL students	•EF • *NG* • *Todd Whitaker*	1, 2, 3
Mar ' 21	1	**Instructional Technology:** Latest and greatest classroom apps • Increasing Rigor and Relevance using technology	•EF •PT	1, 2
Apr ' 21	1	**Collaborative Practices** • Professional collaboration among TRs	•MM •PT	1, 2
May '21	1	**Inquiry Based Learning:** Evaluating for THINKING • Rigor, Relevance and Relationships; Higher Order Questioning	•PT • Supts.	**1,** 2
June '21	1	***(with MENTOR)*** **The Art of Teaching:** The Power of a Teacher • Revisiting the year; Planning for your 1st Classroom • Cohort Graduation Celebration	• "Guest" •PT	1, 2, 3

Key 3: Induction

Clinical Residency: TRs will be in classrooms with a MT the 18 months of residency. A complete description is found on p. 27 **0** Phase 1 (January - June); Phase 2 (July - December) ; and Phase 3 (January - June)	3
High Quality Mentorship: Placing TRs with a Mentor Teacher (MT) will provide suppo rt requ ired through the induction program that will prepare TRs to be highly qualified as they enter the classroom as new teachers. A complete description is found on p. 28 **0** PD will be provided to MTs during the residency with the TR and beyond the residency for mentoring to remain effective after the project ends	3
Ongoing support: Described on page p. 29-30, ongoing support will include: **0** Residency: I) Coho1t Collaboration; 2) Feedback; 3) Onsite Visits; 4) Job Fair; 5) TR Driven Learning; 6) Conference reg ist ration; 7) Open-door Support 0 I st yr Teaching: 1) New Teacher PD Support; 2) Onsite Visits; 3) Regroups; 4) Mentor PD 0 And Beyond: Yearly Regroups of an established network of colleagues; Year 5: Whitaker and Huitt will be back to reinforce the evidenced based strategies of effective teachers	3

*** COHORT 2:** Jan ·22 - June ' 23 - Follows schedule timeline above

(with Modifications from TR needs assessments & Research)
Jan 2024 - Aug 2024: Compile research and evaluation of MoACT; Disseminate Findings

The MoACT Project Team (Table 11) will provide the majority of the PD. National speakers will speak periodically as content experts. Rural districts do not get opportunities to bring national speakers to their districts and sending teachers to national conferences is very costly. The impact of a national trainer is inspirational and beneficial; they can answer many questions participants have with first hand experience. MoACT will use the following presenters:

Table 10 ProtessionalD eve opmentTearn (PDT) **Respons1 z zfles also noted Tiable 9)*

Project Team (Table 11): Primary developer and facilitators of PD: Collaborative Practices, Data Driven Instruction, Literacy Instructional Components/Dyslexia , Inquiry-Based Learning, Instructional Technology, Pedagogy, Positive Behavior Intervention
44 District Superintendents: Spotlight Speakers addressing the struggles of a rural district, Building student relationships with a positive effect on student achievement and Retention within the District
Todd Whitaker: Primary developer and facilitator of "What Great Teachers Do Differe ntly" , Training and oversight to the PT, Mentors and TRs in Instructional Coaching. Dr. Whitaker will also present three times during year 5 to all TR graduates, serving as added support and a resource for the soon to be veteran teachers; adding to the data on program effectiveness.
George Couros: Primary developer and facilitator oflnstructional Technology
Marti Huitt: Primary developer and facilitator of BIST (Behavior Interventions Support Teams) Huit will present twice in year 5 to revisit the research proven strategies for behavior management
Participant Selected Speaker: Based on Needs Assessment from Participants

Program Accountability: MoACT provides a solution for the growing problem of teacher shortages and teacher turnover in high-need rural school districts. It reforms WGUs TPP by providing TRs a preparation program with a rich understanding of the needs of teaching in high-need schools while preparing them with strong content and pedagogical knowledge in a teacher residency that aligns and supports coursework. The EPP will be an innovative design of online courses that meets State certification/licensure requirements including any requirements for certification obtained through alternative routes to certification. Certification program tracks

will provide certification in Elementary Ed.- Grades 1-6; Mathematics - Grades 5-9; Science - Grades 5-9; and Special Education Mild/Moderate Cross Categorical K-12.

B. Adequacy of Resources

1. Adequacy of SWC support, including facilities, equipment, supplies & other resources

The SWC has designed every aspect of MoACT to meet criteria for a high-quality project. The project is rooted in past successful collaborative partnerships between SWC and SW MO schools and 20+ years experience meritoriously administering Federal grants heavily immersed in innovative projects supported with PD: *SLP-(2013-2018);* NSF *grant -(2001-2014);* TAH grants-(9 *total grants, 2003-2013)* and *Mathematics* with High Ed. *(2008-2018) (Appendix J SWC Grant Evidence of Success).* Continuous cycles of instructional improvement allowed sustainability following each grant. MoACT has an experienced project team with a deep understanding of grants and educational research working to achieve project outcomes.

The SWC has the enthusiasm and commitment of forty-two school districts, which together serve 56,000+ students *(Appendix I Letters of Support).* Successful implementation of MoACT is contingent upon the collaborative integration of existing resources and funds and newly awarded funds from the TQP grant. Throughout the program planning, SWC, WGU and the 42 LEAs communicated to determine how funds from existing sources could be integrated to implement the project. They have committed to provide human and fiscal resources to implement the project successfully and budget details can be found in the Budget Nan·ative.

The Project Administrator (Table 11), Dr. Melissa Massey, will be accountable for ensuring grant funds are expended in justifiable, allowable and allocable ways to achieve the goals and objectives of the project. Dr. Massey's salary will be paid by the SWC. WGU will pay for the salaries of the Educational Team (Table 12) (Financial commitment found in WGU letter

of support - Appendix I). Together, they are committed to integrating existing resources for a successful project.

Partner LEAs (Table 1) have committed to utilizing and sharing human and fiscal resources to achieve project goals, committing to provide mentor teachers (MT) to work daily with TRs and fiscal resources to provide substitutes so MTs and future 1st year teachers may attend trainings. They will also allow TRs, during their residency, to take advantage of training sessions, seminars and other PD oppo1tunities afforded to teachers within the district throughout their residencies. Supporting TRs during their 1st year teaching, the LEAs will provide substitutes so the new teacher and their mentor may attend trainings.

The majority of the fiscal support necessary to implement the project will derive from the TQP award to ensure funds focus on preparing high-quality teachers to effectively and positively impact student learning in high-need rural schools. To deliver a quality program, a portion of funding will be used to employ project staff members who will provide daily oversight and management of the program and operations and to provide pre-service seminars and ongoing support services. The Project Team (Table 11) is committed to the ethical and legal use of funds to implement a quality Teacher Residency Program. The majority of the funding awarded, however, will go directly toward Teacher Resident preparation; the living wage stipend provided to TRs and the Teacher Mentor Stipend during the residency (Budget Narrative).

2. Relevance and commitment of each partner to the implementation and support of project

MoACT offers hope to our rural, high-need LEAs in SW MO who realize educational issues such as a sh01tage of teacher applicants *(for all positions),* high teacher turnover, teaching outside of content areas and low student achievement are challenges MoACT can address. WGU is a model of how a university located outside rnral areas can effectively work with rural LEAs

to "Grow Their Own" teachers. By a refonned approach to educator preparation at WGU, MoACT provides a comprehensive system of teacher recmitment for pre-baccalaureate paraprofessionals working in our rural schools and provides them a residency that will provide certification, pre-service seminars and induction that will prepare high-quality teachers for high-need schools in SW Missouri; where teacher attrition is epic and student achievement remains persistently low compared to our state and national averages.

C. Quality of Management Plan

1. Adequacy of management plan to achieve objectives of project on time and within budget

Project Team (PT): MoACT will be implemented by executing a multifaceted Project Tean1 (PT) of skilled educational researchers, development and implementation specialists and educational leadership experts. They have *successfully* worked together on grant management, understanding requirements and operational structures of large-scale implementation. *All are past successful building level principals who served in rural low-income, high-need districts* with proven track records of academic improvements. The PT will 1) Coordinate and facilitate all collaborative efforts ofMoACT, working with each partnership; 2) Meet bi-weekly to coordinate individual efforts, work agendas and timelines; 3) Review inputs and outputs to ensure implementation fidelity and achievement of intended outcomes; 4) Ensure all activities and PD aligns with project goals and outcomes (Table 5); 5) Plan and provide pre-service seminars (PD); and 6) Plan and provide TR's Induction, including mentorship training, onsite visits and ongoing support. The group collectively will be accountable, however each holds specific responsibilities outlined below.

Table 10 Project Team (PT) (Additional details in Budget Narrative and *Appendix H Resumes)*

Project Administrator (PA)	**Melissa Massey, Ed.D.**	**FTE .75**
Dr. Massey will serve as PA overseeing the processes. She has experience directing large federal grants. As Executive Director of the SWC, she has extensive experience in building capacities and external networks through collaborative partnerships. As a former Principal in rural schools, her work		

on raising student achievement is still utilized through mentoring of rural principals . **Responsibilities:** Fiscal and administrative management ; Hire/supervise/evaluate staff; On-site visits and suppmt; Audit and financial reporting; Facilitate PD Module development and delivery: Team Building, collaborative practices, communication, and student relationships		
Project Director (PD)	**Eileen Ford, Ed. D.**	**FTE: 1**
Dr. Ford will serve as PD overseeing operations. She is the Director of Professional Learning at the SWC with vast experience in managing innovative programs initiatives. She is a content specialist for our State Dept. of Ed in reading strategies and dyslexia and an expert with our districts as a key facilitator for literacy across content areas. **Responsibilities:** Marketing, recruiting and selection of participants; Coordinate activities for instructional support, develop the content knowledge and pedagogical skills; On-site visits and support; Advisory council chair; Coaching and mentoring; Module development and delivery: Literacy in all content areas, dyslexia, pedagogy, inquiry-based instruction, instructional technology, data teams; Reporting of quarterly reports and APR		
Project Coordinator (PC)	**Charlene Casady, Ed.S.**	**FTE: 1**
Ms. Casady will serve as the PC. She has a broad-range of successful experiences; providing all new teacher training and teacher suppmt services at the SWC. She is a certified STARR teacher with DESE. She is an area expert in pedagogy and classroom management. **Responsibilities:** Coordinate curriculum development; On-site visits and support; ARP (track, monitor , collect, report); Monitor grant program to ensure compliance; Provide technical guidance; Module development and delivery: Pedagogy, data-driven instruction , instructional technology, positive behavior support		
Project Specialist (PS)	**Jan VanGilder, Ed.D.**	**FTE: .5**
Dr. VanGilder will serve as the PS. Her outstanding record of managing grant-based projects and developing and managing programs at the SWC extends 20+ years. As a past principal and teacher for over 30 years she brings 50 years of experience. She is a State Trainer for DESE in mathematics and serves on the steering committee of Next Generation Science Standards. She is also a renowned expert in teacher mentorship and conducts academies throughout the state on Effective Teacher Mentorship **Responsibilities:** Work with evaluation research and data collection: Track, monitor, collect, report data; Coordinate on-site visits; Liaison to ET; Monitor certification processes; Module development and delivery: Co-teaching, Mentorship, Inquiry based learning, Data teams		

Educational Team (ET): The ET will be responsible for the TRs Certification requirements and competency units (CU); improving the quality of the future teaching force. With faculty experts and placement coordinators from WGU College of Education and Arts and Sciences, they will meet with the PT to assure alignment of Pre-service Seminars to the CUs, assuring the project is meeting the needs to promote highly qualified teachers. The group collectively will be accountable for MoACT outcomes (Table 5), however each member of the ET holds specific responsibilities.

Table 12 Educational Team (ET) (Additional details in Budget Narrative and *Appendix H Resumes)*

Processes & Operations	**Angie Besendorfer, Ed.D.**	**FTE: .1**
As the WGU Missouri Chancellor and former public school administrator, she has an outstanding record implementing innovative programs on main and branch sites, as well as having a progressive mindset on teacher residency programs. Dr. Besendorfer will oversee the ET and provide insight throughout the project and share project results throughout the state. **Responsibilities:** Oversee all licensure and credential programs; Collaborate with PT and provide overall leadership of the MoACT initiative; Disseminate findings throughout state		
WGU Content Expert	**Lorna Harrison, Ed.D.**	**FTE: 1**
Lorna servers as the Regional Manager of Compliance and Educator Preparation and oversees practicum and internship experiences at the School of Education with WGU. She has executive experiences, including serving as a former Asst. Supt. in charge of Curriculum, Interim Director for UT K-16 Ed. Center, building principal, and Adult Ed Instructor. **Responsibilities:** Design, monitor and implement curricula scope and sequence; Manage daily operations; Oversee admissions, orientation and placement processes		
Field Placement Manager	**Jennifer Dosier, Ed. S.**	**FTE: 1**
Ms. Dozier is a content expert in pedagogy and increasing rigor in classrooms. A known and respec ted expert and past admin. with a proven track record of teacher improvement who always strives for excellence and assures new teachers they can and will do the same. **Responsibilities:** Oversee Induction program; Collaborate with TRs to ensure that project addresses current needs and builds local capacity; Supervise TRs in the field; Oversiting site activities for WGU certifica tion; Alignment of Pre-service and Induction Activities to the TPP. Program Mentor: Support WGU's students where the focus is "yo u" (st ud ent): your program, yo u r goals, your path. Engage with students regularly, helping with course material and student competency		
Field Evaluator	**Farah Thompson, A.A.S.**	**FTE:** .7
Dr. Thompson is the WGU Research Analyst, responsible for Title II, IPEDS, and State reporting. As the liaison between Compliance/Accreditation and Institutional Research, her expertise will greatly contribute to ongoing evaluation. She has experience in performing ad hoc queries on data to provide evidence of success. She has collaborated with WGU on a variety of programs for aspiring teachers and in-service teachers. **Responsib ilities:** Field Activities Evaluator and Research Analyst for Quality Assurance		
Course Instructor	***Various**	**FTE:2**
Responsibilities: Instructors for CUs in charge of teaching cuniculum and assessment - *Course nstructors will be named after the project begins for an FTE total of 2		

Reporting Plan: MoACT is committed to a continuous improvement approach which provides ongoing feedback, including formative surveys, focus groups, mentors, supervisors, and school partners to review formative evaluation data throughout the project. Using performance feedback to track the project's progress toward its objectives is considered a critical piece of improvement. Feedback processes enable the PT to answer two overarching questions relating to

the goals, objectives and development ofMoACT: 1) Is MoACT making sufficient progress toward meeting goals and objectives? and, 2) What are the intellectual merits and broader impacts of MoACT with respect to outcomes?

External Evaluations Team: Dr. Richard Asbill and Dr. Lance Massey of *ABC Evaluations* will conduct a concurrent mixed methods formative and impact evaluation. Additional evaluation information is presented in Section D: Quality of Project Eval., p.43.

Advisory Council (AC): An AC will be formed to provide advice, guidance and expertise to the PT and ET. The AC will meet independently, as needed, for project instructional pieces and collectively, annually, to include ongoing program oversight reviewing the status and improvement. Meetings will be via online discussions, telephone conferences and face-to-face meetings. They will I) Review policies, operations and qualitative and quantitative data to ensure accountability; 2) Refine practices to further address the needs of LEAs and ensure continuous improvement; and 3) Share findings and implications to build capacities for scalable and sustainable improvement. Dr. Zack Harris will lead the advisory team. Dr. Harris is a superintendent in a rural, high-need district and has extensive experience serving on advisory councils; currently serving on the Commissioner's Advisory Council and past president of SW MASA (Resume, Appendix H). The AC will have appropriate representatives selected from partner institutions and key stakeholders to examine the program performance. The AC will use four guiding questions: 1) "What works to improve student educational outcomes?"-so *we can disseminate it.* 2) "What doesn't *work?"-so we can stop using it.* 3) "What works for whom and where?"-so *we can use it with the appropriate people in the appropriate places.* 4) "Why do things *work?"-so we can build an underlying theory* and replicate for use. Based on the AC's findings, adaptations will be made in implementation to ensure all objectives are met.

2. Clearly defined responsibilities, timelines and milestones

Table 13 MoACT Scheduled Work Plan Key Tasks: Milestones Management Plan

0 **Project Team (PT):** Project Administrator (PA), Project Director (PD), Project Coordinator (PC), Project Specialist (PS)

O **Other:** Educational Team (ET), External Eval: ABC Evaluations (ABC), Advisory Council (AC)

0 **Comprehensive Evaluation Plan:** Appendix J

* *PT recognizes practice is continuously evolving and evaluating grant success throughout, knowing the list below will evolve throughout the 5 year TQP grant period*

Activities	Begin	End	Responsible
Cohort 1 - Implementation Phase: Development and Interpretation Phase			
Identify the PT & Develop strategy and plan for completion, delivery, pilot testing and refinement of MoACT Model (Table 9)			
☐Finalize development, delivery and pilot testing of the MoACT Model (Table 9)	Oct 19	Dec 19	PT-ET
☐Convene the AC and ABC to review and provide feedback on the Model and the delivery of project to Cohmt 1	Nov 19	Dec 19	PD
☐Recruitment and Selection of Cohort 1	Oct 19	Dec 19	PT-ET-AC
☐Finali ze assignments of the development, delivery and pilot testing of the Pre-Service Seminars	Oct 19	Dec 19	T-ET-ABC
☐Finalize teacher observation reports administered by the PT, ET, mentors, and district administration	Oct 19	Ongoing	T-ET-ABC
Design and deliver services for Certification			
☐Enroll Teacher Residents in Competency Units (CUs)	Jan20	Jun 21	ET
OSuppmt & Monitor the progress of each Resident	Jan20	Jun 21	PT-ED
☐Monitor Implementation for fidelity and progress	Quarterly	Quarterly	ET-ABC
ORep01t Findings to TQP, Stakeholders, Other Practitioners	Ongoing	Ongoing	PT
Design and deliver ser,vices for Pre-Service . Seminars			
☐Conduct needs assessment of project participants	Jan 20	Ongoing	PT
☐Support CUs with Pre-Service Seminars	Jan 20	Jun 21	PT
☐Monitor Implementation for fidelity and district support	Quaiterly	Quarterly	PT-ABC
☐Work with Coho1t Members and review needs assessment results	Jan 20	Ongoing	PT
☐Continue refinement of Pre-Service Seminars	Ongoing	Ongoing	PC
☐Collect data on quality and effectiveness of Pre-Service Seminars from Teacher Residents	Ongoing	Ongoing	PS
☐Analyzedata and make adjustment to MoACT Model	Ongoing	Ongoing	T-ET-ABC
☐Report Findings to TQP, Stakeholders, Other Practitioners	Ongoing	Ongoing	PT
Design and deliveF services for Induction			
☐Ass ign district mentors to each Teacher Resident	Jan 20	Ongoing	PD
☐Supp ort mentorships with Pre-Service Seminars	Jan20	Ongoing	PT
☐Monitor Implementation for fidelity and district support	Ongoing	Ongoing	ABC
ORepmt Findings to TQP, Stakeholders, Other Practitioners	Quarterly	Ongoing	PT
Completion and refinement of project design			
☐Monit or the refinement process	Ongoing	Ongoing	PT-ET-ABC
☐Refine project model (Table 9)	Ongoing	Ongoing	PT-ET
☐Sub mit the revised project design to the Advisory Council	Annually	Annually	PD
☐Make the necessary refinements based on feedback from the AC	Ongoing	Ongoing	PT-ET

Triangulate process and summative data gathered in pilot testing			
☐Collaborate w Cohort to gather data collected by district relevant to project implementation	Jan 20	Ongoing	ABC
☐Collect data on implementation of new practices learned through Pre-Service Seminars	Jan 20	Jun 21	ABC
☐Coll ect data on Teacher Evaluations for each paiticipating Teacher Resident	Jan 20	Ongoing	ABC
☐ Document impact of program on student achievement	Jan 20	Ongoing	ABC
Triangulate process (implementation and fidelity of implementation) and summative data (change in practice and impact on student achievement) athered during the implementation of Cohort 1			
☐Collect process and summative data around research and/or evaluation questions to use for modification of training and implementation of project components	Jan 20	Ongoing	PT-ET-ABC
☐Meet w/ AC and Member districts to review findings and provide feedback on improvement of MoACT Model (Table 9)	Annually	Annually	PT-ET
☐Make necessary modifications and pre are for Coho1t 2	May 21	Jan 22	PT-ET
Cohort 2 - Implementation: Implementation of an Efficacy Study			
Develop strategy and plan for completion, delivery, pilot testin and refinement for Cohort 2			
☐Finalize deve lopment, delivery and pilot testing of the MoACT	Jun 21	Dec 21	PT-ET
☐Recruitment and Selection of Cohort 2	June 21	Dec 21	PD
☐Work w/districts , PT and AC to review needs assessment results, plan the delivery of services for Coho1t 2	June 21	Dec 21	PT-ET-ABC
☐Finalize assignments of the development , delivery and pilot testing of the Pre-Service Seminars	June 21	Dec 21	PT-ABC
☐Fin ali ze teacher observation reports administered by the PT, ET, mentors, and district administration	June 21	Dec 21	PT-ET-ABC
Design and deliver services for Certification			
☐Enro ll Teacher Residents in CUs	Jan 22	June 23	ET
☐Support & Monitor the progress of each Resident	Jan 22	Ongoing	PT-ED
☐Monit or Implementation for fidelity and progress	Qumterly	Quarterly	ET-ABC
☐Re ort Findings to TQP, Stakeholders, Other Practitioners	Ongoing	Ongoing	PT
Desi n and deliver services for Pre-Service Seminars			
☐Conduct needs assessment of project participants	Jan 22	Ongoing	PT
☐Support CUs with job embedded **PD;** Pre-Service Seminars	Jan22	Ongoing	PT
☐Monit or Cohort 2 and make adjustments on Pre-Service Seminars based on collected data	Quarterly	Quarterly	PT-ABC
☐Monit or Implementation for fidelity and district support	Ongoing	Ongoing	ABC
☐Report Findings to TQP, Stakeholders, Other Practitioners	Ongoing	Ongoing	PT
upport implementation of Cohort 1 components through ongoing upport after project completion:			
☐Provide needs assessments to Cohort 1, now 1st year teachers	Sept 21	Ongoing	PC
☐Provide continuing PD for Cohort 1, now 1st year teachers	Jan 22	Ongoing	PT
☐Plan and organize continue " regroups" of Cohort 1 throughout and beyond grant period	Annually	Annually	PC
Desi n and deliver services for Induction			
☐Ass ign district mentors to each Teacher Resident	Aug 21	Jan 22	PD
☐Review data of Mentor Teachers, make adjustments based on data	Ongoing	Ongoing	PT-ABC

☐Sup port mentorships of Cohort 2 with Pre-Service Seminars	Jan 22	June 23	PT
☐Mon itor Implementation for fidelity and district support	Quarterly	Quarterly	ABC
ORep01t Findings to TQP, Stakeholders, Other Practitioners	Ongoing	Ongoing	PT,ET
'Support implementation of Cohort 1 components through ongoing isupport after project completion:			
☐Provid e needs assessments to Cohort 1 Mentor Teachers	Sept 21	Ongoing	PS
☐Provide continuing PD for Mentor Teachers	Jan 22	Ongoing	PT
Collect process and summative data on changes in practice and impact on student achievement throughout the implementation of MoACT concerning the 3 key areas of focus; 1) Certification; 2) Pre-Service Seminars; and 3) Induction			
☐Acqu ire data collected by participating schools and districts	Ongoing	Ongoing	PT-ET-ABC
☐Work with external evaluators to review data, data analysis processes, and proposed modifications and adjustments	Quarterly	Quarterly	PT-ET-ABC
Triangulate process (implementation processes, fidelity of implementation) and summative data (changes in practice and impact on student achievement) gathered during the implementation of the three key areas of focus			
☐Collect process and surnmative data around the research and/or evaluation questions to use for modification of training and implementation of MoACT components	Quarterly	Quarterly	PT-ET-ABC
☐Meet with AC, member superintendents and external evaluators to review findings and provide feedback on recommendations for improvement of the overall training plan and implementation	Annually	Annually	PT-ET-ABC
☐Make necessary modifications	Ongoing	Ongoing	PT-ET-ABC
Reporting and Dissemination			
Document findings around the research and evaluation questions (Table 5)			
☐Docum ent a prototype of a Teacher Residency Model for increasing highly effective new teachers and their sustainability in high-need, rural schools	June 23	Sept 24	PT-ET-ABC
☐Preparemarketing tools and presentation of findings	June 23	Sept 24	PT
Disseminate findings and prepare to scale up project			
☐Diss eminate findings at local, state and national conferences for IHE and LEA principals, administrators, and teachers	Ongoing	Ongoing	PT-ET-ABC
☐Prepare documents, including a cost analysis and proposed design for scaling up project	Ongoing	Sept 24	PT
☐Prepare and finalize Training Manuals for successful replication	Ongoing	Sept 24	PT
Support implementation of Cohort 2 components through ongoing support after project completion:			
☐Provide needs assessments to Coho1t 2, now 1st year teachers	July 23	Ongoing	PC
☐Prov id e continuing PD for Cohort 2, now I st year teachers	Sept 23	Ongoing	PT
☐Pla n and organize continue "regroups" of Cohort 1 throughout and beyond grant period	Annually	Annually	PC
!Support implementation of Cohort 1 components through ongoing .Support after project completion:			
☐Provid e needs assessments to Cohort 2 Mentor Teachers	July 23	Ongoing	PS
☐Provide continuing PD for Mentor Teachers	Sept 23	Ongoing	PT

D. Quality of Project Evaluation

External Evaluation Team: ABC Evaluations (ABC), a highly qualified and independent evaluation team, will serve as external evaluators for MoACT. The SWC has successfully worked with ABC as external evaluators on past projects. They have a deep knowledge of rural SW Missouri schools, both serving as school superintendents who have explored educational and economic opportunities in the MO's most SW region. Having considerable experience in quantitative and qualitative methods, Dr. Richard Asbill and Dr. Lance Massey will serve as lead evaluators, statistical analyst and researchers. Complementing each others strengths, Asbill will evaluate the quantitative and Massey the qualitative data.

Table 14 Evaluation Team (ABC) (Additional details in Budget Narrative and *Appendix H Resumes)*

Quantitative Evaluator	**Richard Asbill Ed.D.**	**Contracted Service**
Qualitative Evaluator	**Lance Massey, Ed.D.**	**Contracted Service**
Responsibilities: Evaluation oversight and planning; Instrumentation development and testing; Data collection, compilation, analysis and reporting; Meeting and providing counsel to PT and ET; Alignment of project implementation; Quantitative and Qualitative analysis; Repo1t on an interim basis to project; Contribute to quarterly and annual performance reports and final report		

3.1 Methods of evaluation will produce evidence of effectiveness that meets WWC standards with or without reservations

WWC recognizes multiple studies that meet WWC *standards with or without reservations,* showing eligible research on teacher residency programs. These programs take a distinctive approach addressing the need for high-quality teachers in hard-to-staff areas in high-pove1ty schools and are highly selective routes to teacher ce1tification that aim to place non-traditionally trained teachers in high-need public schools. From the studies, MoACT utilizes the proven components of two programs that are likely to have relevant outcomes on student achievement. 1) *Teach/or America* (TFA). (WWC Intervention Report, August 2016). WWC identified seven studies of TFA that fall within the scope of the Teacher Training, Evaluation and

Compensation topic area and meet WWC group design standards without reservations and four studies meeting WWC group design standards with reservations. TFA provides training and support to recent graduates and professionals placed in low-income schools and requires teachers to commit to at least two years of teaching. TFA teachers were found to have positive effects on mathematics achievement, potentially positive effects on science achievement, and no discernible effects on social studies achievement and ELA achievement for students. 2) *TNTP Teaching Fellows.* (WWC Intervention Report, June 2017). Teachers trained through TNTP Teaching Fellows fall within the scope of Teacher Training, Evaluation, and Compensation topic area and meets WWC group design standards without reservations. *TNTP Teaching Fellows* program recruits professionals seeking to change careers and recent college graduates who are not certified teachers. *TNTP Teaching Fellows* patiicipants are not required to make a minimum time commitment to teaching. The extent of evidence for teachers trained through *TNTP Teaching Fellows* on academic achievement of middle and high school students was small for mathematics. Participants complete online coursework, receive in-person training focused on foundational teaching skills, are required to demonstrate maste1y of core skills, and continue to receive PD and coaching during their first year(s) of teaching. MoACT will replicate the rigorous, sustained PD outlined in these two programs' studies.

The **research plan** is built upon theories with logical modeling that tracks inputs, outputs, outcomes and impacts. Improvement sciences and its core principles from the Carnegie Foundation for the Advancement of Teaching will be adapted to simultaneously promote system renewal and continuous improvement (Bryk, 2001, Bryk, eta l., 2013). The rigorous evaluation strategies and methods are aligned to the project goals (Table 5) and will include qualitative and quantitative data from multiple assessments and multiple sources in and over time.

The **effectiveness study** will be a quasi-experimental design (QED) to meet WWC group design standards without reservations , providing moderate evidence of effects. The evaluation will employ a longitudinal case study design (Yin, 1994) to collect quantitative and qualitative data on the program participants embedded with a quasi-experimental design to compare the progress ofMoACT new teachers to those comparable non-paiiicipating new teachers hired at the same time. This methodology allows the PT to use multiple data collection and analytical strategies that lead to deeper understanding ai1d more robust findings (Yin, 1994). Within this case study design, the evaluators will employ a mixed-methods approach. A mixed-methods approach to conducting evaluation is different from using multiple methods or a combination of methods in that data from one type of method (Quantitative or Qualitative) is merged, connected or embedded with data from other types of methods (Creswell, 2006). The use of a mixed-methods evaluation approach provides a richer data set and allows for better triangulation of data.

Baseline Equivalence: For each outcome, there will be a natural baseline measure, i.e. the same outcome at baseline and at post-test. The outcome will be measured at the school-level and the baseline measure will represent the average performance of an earlier student group in the same school, the year prior to the start of the intervention . To meet WWC standards for a QED, ABC will ensure all analyses for each outcome meets WWC standards for baseline equivalence (differences less than or equal to 0.25 standard deviations). ABC understands if baseline differences are between .05 and .25 standard deviations, the baseline measure will need to be included in the analytic model. If baseline differences are less than or equal to 0.05 standard deviations, the inclusion of the baseline measure is not necessary in the analytic model, however will likely still be included to increase precision.

Extent to which methods of evaluation will provide valid and reliable performance data

The evaluation plan incorporates both qualitative and quantitative data for summative and fom1ative purposes. To determine the overall effectiveness ABC will conduct a fmmative and summative evaluation utilizing object performance measures to triangulate data on the intended project outcomes (Table 5). Formative evaluation activities will asce11ain and improve the project's successful attainment of stated objectives and focus on assessing the quality of TRs' training and associated activities. Summative activities will assess the degree to which the stated objectives are attained, including recruitment, retention, certification, placement of residents and the quality of TRs as teachers. The project evaluation will yield data that will provide sufficient information on the impact of the project on student achievement once employed as new teachers in a high-need rural school.

Formative evaluation will be coordinated with the project team and will serve the additional function of describing the processes that lead to project outcomes. This information will prove helpful in interpreting outcome data and supporting arguments for attribution. Based on formative and summative information gathered throughout the project, a final report will be issued at the end of the project period.

The summative portion of the evaluation assesses the extent the project goals (Table 5) are met. The Logic Model (Table 3) illustrates how the resources, activities and outputs of the program connect to the expected outcomes. In approaching the evaluation, we will uses a wide variety of data sources, including 1) TR application & Readiness Assessment; 2) MoGEA results; 3) Certification, placement and retention data; 4) Survey results; 5) Structured interviews with TRs, Mentors and partnering districts; and 6) Student achievement scores. ABC has secure

data sharing agreements with all partnering LEAs to ensure data may be collected. Districts are comfortable with ABC handling sensitive data and have an established trust and respect.

Phase I-Development Phase: Piloting with Coh01i 1, ABC will conduct evaluation on **1)** Ce1iification and 2) PD (Pre-service) activities providing information to make improvements to the Model (Table 9). Adaptations will be based on feedback from TRs, MTs and district administrators on: 1) Effectiveness of the Certification and Pre-Service Seminars and 2) Suggestions for improving implementation. ABC will help grantee obtain feedback through surveys and focus groups. Data collection will pilot test the measure; finalizing the measure of fidelity of reform and provide another source of feedback to the PT about pre-service seminars and PD and challenges to full implementation. Assessments will also be based on 1) pre/post assessments; 2) locally co-constructed and district classroom observations; 3) nationally validated standardized teacher licensure exams; 4) competency-based micro-credentials reviewed by WGU and LEAs and validated by ABC. Internal consistency reliability coefficient will be calculated and are expected to be at least .80.

Phase 2-Effectiveness Phase (Impact Study): The QED will use district-specific benchmarks to compare outcomes for MoACT new teacher candidates to a matched group of comparison schools that have not had a new teacher participate in the MoACT. The impact study will begin in Year 3, after Cohort **1** begins their teaching position. The impact study will look at effects on average district-specific benchmark performance of students at the end year **1** and 2. In addition to benchmarks, MAP data will be included for students in grades 3-12 (students in K-2 are not tested). For each outcome, baseline equivalence of analytic sample of treatment and comparison schools will be established immediately prior to the intervention year. The design holds potential to meet WWC standards *with reservations*.

2. Extent to which methods of evaluation are thorough, feasible and appropriate to goals, objectives and outcomes

Evaluations will be conducted by ABC based on I) Data collected through formative and summative assessments from the Project model (Table 9); 2) Impact on students based on surveys, interviews, focus groups, pre/post evaluations; 3) Teacher hiring, retention and performance data from LEAs and identified GPRA measures; and 4) Student achievement data based on MO Leaming Standards (MLS) and Missouri Assessment Program (MAP) data. The alpha level for significance tests will be set at .05 and appropriate effect size indices will be calculated to estimate the magnitude of program effects on outcomes. Student outcomes will be conducted with hierarchical linear modeling and regression analysis when appropriate. Annual reports will provided to the MoACT paiiners to address progress, barriers, outcomes and implications for improvement.

Project Implementation Study: TPP Reform has 3 key components (Table 6): *Certification, Pre-Service Seminars* and *Induction.* These are hypothesized to producing highly qualified and effective teachers and increasing student achievement outcomes. Evaluation will assess the degree key components were implemented with fidelity. Year 1, ABC will work closely with the PT and ET to finalize measures with specified thresholds to assess whether intervention was implemented with acceptable fidelity. Fidelity measures will rely on several data sources to assess acceptability of implementation, including: coaching logs and grantee reports. Data will be collected from Cohort 1 (Yrs 1-2) a11d Coh0112 (Yrs 3-4). **Comparison Condition:** Comparison schools will be those that do not participate in the project and instead offer business-as-usual instmction. Up to five matched comparison schools from multiple non-paiiner distlicts through the state will be included in analysis. Evaluation will use school-level data from the state of MO to match comparison schools to treatment schools on

baseline test scores, race/ethnicity, economic disadvantage and selected school characteristics (e.g., rmal , Title I eligibility). Year 1, ABC will obtain state data and use it to develop matching algorithm. The algorithm will be refined until there is balance on baseline characteristics and pre-treatment outcome measures. Year 5, ABC will obtain final data and run, test and refine the algorithm to identify the final analytic sample.

GRPA evaluation requirements are used by the US Department of Education (USDOE) to evaluate the overall effectiveness of the project, as well as the TQP program as a whole.

Table 15 Government Performance and Results Act (GPRA) Performance Measures

Certification and Licensure	85% of the TRs will persist to graduation. Among the completers, 100% will pass MO Teaching Licensure exam and receive bachelor's degree. Data will be collected from Title II report and state personnel records
STEM Graduation	20% of cohort will be graduates in a STEM field. l 00% of all graduates will have training in STEM strategies that enhance learning in all competencies (Table 9). 100% of new teachers certified will be trained to integrate teclmology effectively in all content areas. Data will be collected regarding new teacher achievement as measured by LEAs.
1-year Persistence	95% of the TRs who are enrolled in a Cohort and do not complete the requirements in a grant report period will persist in completion and complete the requirements during the next grant reporting period. Data will be collected by transcripts tracking progress of attainment of degree.
1-year Employment Retention	85% of graduates will be hired upon completion and will persist in teaching, be retained for three years from hire. Data will be collected from high-need LEA hiring records, WGU program exit and follow up surveys and new teacher induction surveys.
3-year Employment Retention	85% of graduates will be hired upon completion and will persist in teaching and be retained for three years from hire. Data will be collected from high-need LEA hiring record, WGU program exit and follow up surveys and new teacher induction surveys.
Student Learning	TRs will demonstrate positive impact on student learning in comparison to their peers in ELA. Data will be collected from MAP assessments.
Efficiency Measure	The Federal cost per program completor. The data will be available the final year of the project period.

COST EFFECTIVENESS: The costs defined in the Budget Narrative are adequate in relation to the requirements of MoACT innovation and objectives. The costs reflect specify front-end investments in building capacities to design and deliver a teacher residency powered by innovative thinking. The costs further reflect efforts to engage in research and development

by creating a next generation competency-units systems with added supports to make the project successful and increase student achievement.

Broader Impacts: Upon completion, **MoACT** will share project results, data and resources to promote the development of a more effective TPP that yields teachers who enter the classroom ready and prepared to teach in our rural, high-need districts long term. IHEs will begin to look at alternative ways to educate teachers that leave their programs highly qualified and prepared for classroom that increase student achievement.

REPORTING and DISSEMINATION: ABC will work in close collaboration with the Project Team (PT) to ensure a process of continual improvement over the duration of the program. This will involve frequent electronic and in-person communications between ABC and the PT and ongoing collaboration with the Project Director, who will oversee the internal evaluation. Quarterly Memos and Annual Reports will be issued to key project stakeholders and the US Department of Education as the granting agency, highlighting important data trends as well as major findings regarding the fidelity of implementation, processes, strategies and outcomes of MoACT.

SWC Executive Board of Directors (BOD): The SWC BOD approve the submission and implementation of the TQP grant proposal. They will provide guidance of fiscal assurance and share promising practices to advance MoACT throughout the state. MoACT's positive impact will establish a TPP model to prepare and sustain highly effective teachers that not *only_fill* the openings, but *remain* in the district for a long period of time.