

Bowie State University
STAR: *Superb Teachers Achieve Results*

TABLE OF CONTENTS: PROJECT PRIORITIES

Absolute Priority1 - 2
1 - Create model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience..... 1 - 2
2 - Ensure that participants are able to receive a Master's Degree and full teaching certification or licensing with 18 months.....1 - 2
3 - Provide participants with a living stipend or salary for 12 months in exchange for an agreement to serve in a high-need school of a partner high-need LEA for not less than three years 1 - 2

Competitive Preference Priority 1.....2 - 3
Project designed to improve students achievement or other educational outcomes in computer science by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computed science, through recruitment, evidence-based professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields2 - 3

Invitational Priority 1.....3
1 - Propose to serve children or students who reside, or attend TQP project schools, in a qualified opportunity zone as designed by the Secretary of the Treasury under section 14002-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act.3

TABLE OF CONTENTS: PROJECT NARRATIVE

A. Quality of the Project Design3 - 29
(1) The extent to which the proposed project demonstrates a rationale.....3 - 6
(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable6 - 9
(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.....9 - 15
(4) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements 15 - 29

B. Adequacy of the Resources.....29 - 32
(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization29 - 31
(2) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.....31 - 32

C. Quality of the Management Plan32 - 40
(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks 32 - 40

D. Quality of the Project Evaluation.....40 - 49
(1) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes40 - 46
(2) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.....46 - 49

Demonstrates Rationale (Logic Model).....50

Absolute Priority: Bowie State University (applicant and fiscal agent) is one of the oldest, most respected and highly rated *Historically Black Colleges and Universities* (HBCUs) in the country. As a leader in teacher preparation, Bowie State University College of Education and the Bowie State University College of Arts and Sciences is committed to advancing the field of teacher education and improving the preparation of educators serving high-needs students. Recognizing a need to improve the process through which novice teachers are prepared to educate high-needs students, BSU professors and academics critically assessed its Master's Degree programs in an effort to better meet the learning needs of pre-service, aspiring educators and align teacher education programs with the evolving educational priorities of K - 12 teaching and learning. Bowie State University - through its College of Education and College of Arts and Sciences - proposes **STAR: *Superb Teachers Achieve Results*** as a competency and evidence-based teacher education program that prepares new educators to utilize an equity lens in facilitating continuous improvement in the following ways: (1) to take an inquiry-stance which identifies clear outcomes and indicators, along with, short iterative cycles of improvement; (2) improve student outcomes that are predictive of high school graduation and postsecondary success; (3) use evidence-based methods to identify, test and refine solutions that target problems of practice; (4) execute root cause analyses and engage high-leverage data to inform their practice; (5) identify and access the data, research and measurements to drive significant improvements and accelerations in student learning; and (6) use data-informed reflection practices to achieve the designation of becoming an "accomplished" educator who is results-oriented, as well as, "equity-driven, data-centered and student focused" in their pedagogy. **STAR** meets the Absolute Priority of the *Teacher Quality Partnership* grant by (1) creating a teacher residency program that links academic study with experiential learning through teacher apprenticeships in partner high-needs public school districts; (2) launching a graduate program in Teacher Leadership that enables high-achieving undergraduate students in teacher preparation fields of study to attain a Master's Degree in 18 months; (3) supports pre-service, novice teachers enrolled in advanced study with a living stipend as a strong incentive to dedicate themselves to advanced degree attainment and (4) providing induction support for new teachers. **STAR** is a multi-layered project - validated by research that meets *What Works Clearinghouse* Strong Evidence of Effectiveness standards - that empowers pre-service educators to align their graduate study to demonstrate the future instructional competencies needed to improve student outcomes that are predictive of high school graduation and post-secondary success through a micro-

credentialing model that promotes the mastery of critical 21st Century teaching and learning skills leading to the attainment of a Master's Degree and full licensure / certification (see *Project Design* for details):

STAR Framework			
<u>Component 1: STAR</u> Procedures	<u>Component 2: Academic</u> Learning Credentials	<u>Component 3: Teacher</u> Residency	<u>Component 4:</u> Replication Strategies
Candidate Selection	Core Credential	Equity Learning Intensive	Networked Educator Excellence Platform
Enrollment Agreement	21 st Century Learning Credential	Instructional Rounds	
Fellow Stipend	Instructional Excellence Credential	Virtual Coaching Credential Colloquia	
Master of Teacher Leadership	STEM/Computer Science Credential	Fellow Assessment Fellow Portfolio	Instructional Excellence Clearinghouse
Teacher Certification	Equity in Postsecondary	White Papers	
Placement / Induction	Attainment Credential	Degree Finale	

Competitive Preference Priority 1: Bowie State University will offer *STAR* Fellows a field-tested STEM/Computer Science Micro-Credential that prepares educators to effectively integrate STEM and Computer Science concepts and teaching / learning strands throughout grade levels, academic subjects and supplemental school experiences (clubs, elective courses, etc.). The STEM/Computer Science Micro-Credential (see *Project Design* Component 2) will provide a year-long, intensive learning experience offering hands-on opportunities to align teaching and learning to STEM / Computer Science content and instructional practices. The curriculum, supported by virtual coaching, will focus on instruction, culture and equity in learning topics critical to effectively integrating STEM and Computer Science education strategies into daily K-12 classroom instruction. The STEM / Computer Science Micro-Credential will allow aspiring educators to self-select intensive study in STEM and Computer Science instructional competencies to prepare them to effectively engage students in vital STEM / Computer Science education. The *STAR* STEM / Computer Science Micro-Credential, designed as a component of a Master of Teacher Leadership degree, offers the added benefit of serving as a stand-alone micro-credential that can help current educators increase mastery of STEM and Computer Science instructional competencies as a professional development tool. Implementation of the STEM / Computer Science Micro-Credential as a

professional development program will broaden the impact of the project beyond the preparation of *STAR* Fellows to improve instructional practice of current teachers in need of enhanced STEM and Computer Science instructional skills.

Invitational Priority: Bowie State University will partner with three high-needs public school districts that serve numerous Federal Opportunity Zones - Prince George's County, Dorchester County and District of Columbia Public Schools. Several of the schools that will be served in this *TQP* grant are located inside Maryland and District of Columbia Opportunity Zones, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act (Pub. L. 115-97). There are 25 Opportunity Zones in Prince George's County, 2 Opportunity Zones in Dorchester County and 25 Opportunity Zones in the District of Columbia.

- The census tract numbers of the qualified opportunity zones for which *STAR* proposes to serve District of Columbia students are: 11001010900 (48.7% poverty rate and 27.4% unemployment) and **11001006804 (90.8% poverty rate and 54.2% unemployment)** - see map in Appendix for zones.
- The census tract number of the qualified opportunity zone for which *STAR* proposes to serve Prince George's County students is: 24033807200 (72.2% poverty rate and 9.6% unemployment) - see map in Appendix for zones.
- The census tract numbers of the qualified opportunity zones for which *STAR* proposes to serve Dorchester County students are: 24019970400 (23.3% poverty rate and 7.8% unemployment) and 24019970600 (22.1% poverty rate and 12.1% unemployment) - see map in Appendix for zones.

STAR will give priority placement to individuals who choose to teach in schools that are located in Qualified Opportunity Zones. Furthermore, Dorchester County Public Schools includes federally designated Rural Low-Income Schools.

(a) Quality of the Project Design (up to 40 points).

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

Established in 1865, Bowie State University (BSU) is the oldest *Historically Black College and University* (HBCU) in the state of Maryland. Bowie State University is a comprehensive university that offers a wide array of undergraduate, graduate and professional programs serving a diverse student population and provides educational opportunities that enable students to function in a highly technological and interdependent world. BSU honors its heritage of providing access to higher education for under-

represented populations with a continuing commitment to African Americans. Bowie State University remains a leader in the graduation of African Americans in teacher education and technological fields. According to a new ranking by U.S. News & World Report, Bowie State University graduate education programs are ranked among the finest in the nation for their exceptional quality in preparing educators for advanced roles. Bowie State University College of Education offers diverse graduate education programs, including numerous Master Degrees (Elementary Education, Reading Education, Secondary Education, Special Education, Teaching and School Counseling). Continuing its commitment to improving the quality of education in high-needs schools and providing expanded access to high-quality education for under-represented groups, Bowie State University (applicant and fiscal agent) proposes ***STAR: Superb Teachers Achieve Results***, a *Teacher Quality Partnership* grant serving three partner high-needs school districts in the greater Washington, DC metropolitan area (Prince George's County Public Schools, Dorchester County Public Schools, District of Columbia Public Schools). Implementation of *STAR* will enable Bowie State University and partner public school districts to launch and sustain an innovative teacher preparation program that provides high-performing undergraduate students enrolled in Bowie State University College of Education and College of Arts and Sciences elementary and secondary teacher education programs with the opportunity to enroll in a Master of Teacher Leadership degree program that includes accelerated (18 month) attainment of a Master's Degree linked to a schoolyear teacher residency / teacher apprenticeship experience in partner high-needs schools. *STAR* will promote the development of highly effective teachers prepared to teach high-needs students in one of several high-demand K - 12 content areas - STEM and Computer Science (see *Competitive Priority # 1*); Special Education; and Foreign Languages. Implementation of *STAR* will benefit both Bowie State University and partner school districts by creating a pipeline of high-achieving undergraduate students into BSU College of Education graduate degree programs and creating a pipeline of well-prepared novice teachers to fill vacancies in high-demand content areas in partner school districts. *STAR* will restructure the traditional Master's Degree model from lecture based, theoretical study into a competency-based, experiential learning model that engages pre-service teachers in academic study, extensive teacher apprenticeship and intensive embedded classroom-based instructional coaching. *STAR* is grounded in peer-reviewed, validated research that meets *What Works Clearinghouse* standards for Strong Evidence of Effectiveness and will lead to advancements in the field of pre-service teacher preparation while simultaneously creating multiple

professional learning products that can improve the practice of both novice and seasoned educators across all grade levels and content areas (see *Project Design Sections iii* and *iv*). Two randomized control studies, aligned to significant project components, verify the validity of the *STAR* approach:

Strong Evidence of Effectiveness	
Educator Impact - Professional Development and Coaching	
Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children's Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.	
Study Strength	<ul style="list-style-type: none"> • Meets <i>What Works Clearinghouse</i> Standards Without Reservations • At Least One Statistically Significant Positive Finding
Study Summary	<ul style="list-style-type: none"> • Randomized control trial analyzing professional development and coaching strategy.
Overlap with STAR	<ul style="list-style-type: none"> • Study provided sustained professional learning that coupled seminar-based content knowledge workshops with classroom embedded coaching to increase the instructional excellence / effectiveness of educators in high-needs, low-performing urban schools.
Key Findings	<ul style="list-style-type: none"> • Research adds to the evidence that providing teachers with coaching and professional development focused on pedagogical content knowledge can lead to positive changes in teachers' practice and students' achievement.
Student Achievement - Postsecondary Education Attainment	
Oreopoulos, P., & Dunn, R. (2012). Information and college access: Evidence from a randomized field experiment (NBER Working Paper No. 18551 Retrieved from http://www.nber.org/papers/w18551)	
Study Strength	<ul style="list-style-type: none"> • Meets <i>What Works Clearinghouse</i> Standards Without Reservations • At Least One Statistically Significant Positive Finding • ESSA Tier 1: At Least One Finding Shows Strong Evidence of Effectiveness
Study Summary	<ul style="list-style-type: none"> • Randomized field experiment analyzing college access outcomes of high school students.
Overlap with STAR	<ul style="list-style-type: none"> • Study compared outcomes of students in disadvantaged urban high schools who received college access and readiness programming compared to the college attainment rates of disadvantaged urban students who did not receive college access information and supports.

Key Findings	<ul style="list-style-type: none"> • Key finding demonstrates students who receive college access programming and supports are statistically more likely to expect and pursue postsecondary education enrollment.
---------------------	--

STAR was designed by a Planning Task Force that includes Bowie State University professors, highly effective school district educators (both administrators and teachers), experts in teacher development and pre-service teacher candidates seeking to enter the field of K - 12 education. The Planning Task Force designed a multi-layered project aligned to a proposed project goal, multiple objectives and measurable short-, mid- and long-term outcomes. The STAR Logic Model demonstrates a clear rationale for the proposed project - [REDACTED].

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project

Bowie State University - a *Historically Black College and University (HBCU)* located in Bowie, Maryland - will implement **STAR: Superb Teachers Achieve Results** in collaboration with three public school district partners. STAR will improve the competency and preparation of novice educators serving high-needs youth enrolled in Prince George's County (Maryland), Dorchester County (Maryland) and District of Columbia Public Schools. **Needs Assessment:** STAR will serve 20 pre-service educators per year and reach more than 700 high-needs students per year (students enrolled in ESSA Comprehensive Support or Targeted Support Schools or students enrolled in schools with Economically Disadvantaged Rates exceeding 50%) through improved instructional practice. During the five-year grant, STAR will provide a Master of Teacher Leadership to 100 novice educators serving approximately 3,500 students. Partner school district demographics and achievement data, summarized below, demonstrate significant academic need (all data from Maryland / DC Departments of Education School Report Cards, 2018):

School District	Student Enrollment	Non-white Students	% Low Income	Graduation Rate	ELA Proficient	Math Proficient
Prince George's	132,322	95.8%	60.1%	78.47%	33.4%	19.7%
Dorchester	4,767	56.8%	70.3%	81.68%	40.9%	27.8%
District of Columbia	48,144	85.0%	77.0%	69.0%	35.0%	30.0%
Totals / Averages	185,233	91.2%	64.8%	76.3%	34.0%	22.6%

- District of Columbia Public Schools includes nineteen (19) ESSA Comprehensive Support Schools (bottom 5% of all statewide schools).

- Prince George's County Public Schools includes three (3) ESSA Comprehensive Support Schools (bottom 5% of statewide schools).
- Prince George's County Public Schools includes eighty-one (81) ESSA Targeted Support Schools.
- Dorchester County Public Schools includes six (6) ESSA Targeted Support Schools.
- Prince George's County Public Schools Hispanic student Graduation Rate is 58.7% -- nearly 30% below statewide graduation rate of 87.1%.
- Dorchester County Public Schools designated *Rural Low-Income Schools*.
- **District of Columbia Public Schools Graduation Rate achievement gap demonstrates inequity in learning opportunity - 90% White Graduation Rate; 68% Black Graduation Rate.**

In addition to addressing significant student achievement challenges, *STAR* reflects a shared need across partner public school districts for increased educator capacity as documented by comprehensive needs assessments. Both partner Maryland school districts and District of Columbia Public Schools are impacted by teacher shortages (see *Appendix* for Needs documentation):

- Teacher turnover in Maryland school districts is a persistent problem - 40% of all first-year teachers leave profession within five years (Maryland Department of Education, 2019).
- Dorchester County identified by *Maryland Teacher Staffing Report* as geographic area impacted by teacher shortage (MDE, 2018).
- Prince George's identified by *Maryland Teacher Staffing Report* as geographic area impacted by teacher shortage (MDE, 2018).
- Dorchester County Public Schools impacted by teacher / student demographic gap: Teachers 89.1% White; Students 56.8% Black (MDE, 2018).
- Prince George's County Public School impacted by a lack of traditionally underrepresented educators - 6.1% of teachers are Black males (MDE, 2018).
- Both Prince George's and Dorchester County schools have double statewide average of Conditional Certificate educators: Maryland- 1.5%; Prince George's- 3.2%; Dorchester- 3.8%; (MDE, 2018).
- 36% of educators teaching in District of Columbia high-poverty schools are teaching without certification (DCPS School Report Card, 2018).
- 33% of educators teaching in District of Columbia high-poverty schools are teaching outside of their

certification (DCPS School Report Card, 2018).

STAR - an innovative Master of Teacher Leadership degree combining academic study in a Core Credential, elective Micro-Credentials and a full schoolyear Teacher Residency - is grounded in evidence-based / peer-reviewed research and is designed to meet and exceed the following goal, objectives and measurable outcomes:

STAR: Measurable Goal, Objectives and Outcomes		
GOAL	To raise the academic achievement of high-needs students by improving educator effectiveness.	
Objective 1	Improve academic achievement in high needs schools.	Measures / Data Source
Outcome 1.1	Increase ELA, Math, Science proficiency of students of <i>STAR</i> Fellows.	MD / DC Assessment Scores
Outcome 1.2	Increase the high school graduation rates of students of <i>STAR</i> Fellows.	High School Grad Rates
Outcome 1.3	Increase postsecondary enrollment rates of students of <i>STAR</i> Fellows.	Postsecondary Enroll Rates
Objective 2	Equip educators with the skills to promote 21st Century Learning in high-needs schools.	Measures / Data Source
Outcome 2.1	Increase effectiveness of participating educators.	MD / DC Rubric Rating
Outcome 2.2	Expand # educators implementing 21 st Century Learning strategies.	Credential Completer Rates
Outcome 2.3	Expand # educators implementing Instructional Excellence strategies.	Credential Completer Rates
Outcome 2.4	Expand # educators implementing STEM/Computer Science strategies.	Credential Completer Rates
Outcome 2.5	Expand # educators implementing Equity in Postsecondary Attainment strategies.	Credential Completer Rates
Objective 3	Increase the number of educators who attain advanced graduate degrees in education.	Measures / Data Source
Outcome 3.1	Launch and sustain Master's Degree model that increases the education attainment of novice, pre-service teachers.	Graduate Degree Completer Rates
Outcome 3.2	Increase number of educators from traditionally underrepresented groups who attain Master's Degrees and licensure / certifications.	Graduate Degree Completer Rates
Objective 4	Increase the impact of <i>STAR</i> through effective replication and scaled impact strategies.	Measures / Data Source

Outcome 4.1	Launch and sustain a web-based Networked Educator Excellence Platform to disseminate <i>STAR</i> tools.	Platform Operational Dates
Outcome 4.2	Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate <i>STAR</i> best practices.	White Paper Publication

Ongoing evaluation of the *STAR* goal, objectives and outcomes - conducted by an experienced, external evaluation team with oversight from a highly qualified Co-Principal Investigator - will include (1) assessment of six required program measures embedded in the grant solicitation, (2) evaluation of indicators that address evaluation requirements in section 204(a) of the HEA (20 U.S.C. 1022c(a)) and (3) measurement of project-specific indicators (see *Evaluation* section for Measures / Indicators).

(iii) The extent to which the proposed project is designed to build capacity and yield results that

A Planning Task Force - comprised of Bowie State University professors / academics from the Colleges of Education and Arts and Sciences, highly effective public school district educators (administrators / teachers), experts in teacher development and pre-service teacher candidates seeking to enter the field of education - designed *STAR* to meet both the needs of aspiring educators enrolled in teacher preparation programs and high-needs, K - 12 students enrolled in partner school districts. Implementation of *STAR* during the five-year grant period and beyond will: (a) build capacity to address evolving K - 12 education priorities; (b) yield lasting results that strengthen the instructional competencies of novice teachers; and (c) improve the academic outcomes of high-needs students. The *STAR* Framework meets the Absolute Priority and Competitive Priority # 1 through comprehensive programming components and strategies:

STAR Framework

Component 1: STAR Procedures	Component 2: Academic Learning Credentials	Component 3: Teacher Residency	Component 4: Replication Strategies
Candidate Selection	Core Credential	Equity Learning Intensive	Networked Educator Excellence Platform
Enrollment Agreement	21 st Century Learning Credential	Instructional Rounds	
Fellow Stipend	Instructional Excellence Credential	Virtual Coaching	
		Credential Colloquia	
		Fellow Assessment	

Master of Teacher Leadership	STEM/Computer Science Credential	Fellow Portfolio	Instructional Excellence Clearinghouse
Teacher Certification	Equity in Postsecondary	White Papers	
Placement / Induction	Attainment Credential	Degree Finale	

Building Capacity: During the five-year *TQP* project, *STAR* will provide professional learning opportunities for 100 aspiring K-12 educators, serving high-needs students in Prince George's County, Dorchester County and District of Columbia Public Schools. Implementation of *STAR* will test the effectiveness of a Master's Degree teacher residency model designed to improve educator performance in relation to problems of practice that impact student outcomes. Bowie State University academic professors and researchers from the Colleges of Education and College of Arts and Sciences propose an 18-month Master of Teacher Leadership program that links academic study with a teacher residency in high-needs public schools. *STAR* Fellows - high-achieving undergraduate students who apply for and are admitted into the Master's Degree program - will complete a Core Credential of foundational coursework and one of four Micro-Credential courses of study aligned to emerging education priorities: (1) 21st Century Learning Credential, (2) Instructional Excellence Credential, (3) STEM/Computer Science Credential and (4) Equity in Postsecondary Attainment Credential. Combined, the Core Credential and Micro-credential courses of study will provide an opportunity for a fully-immersive, in-depth, experiential learning residency that is embedded in highly-effective teacher practice focused on equity and acquiring the efficacy needed to significantly improve (and differentiate) learning for all students. Implementation of *STAR* will contribute significant knowledge and understanding to educational problems and test the effectiveness of strategies designed to address problems of practice. Contribution of *STAR* to the field includes, but is not limited to, the following capacity building strategies:

- Engaging Traditionally Under-Represented Groups:** Bowie State University, as an HBCU, is uniquely positioned to engage traditionally under-represented groups in teaching and learning by targeting the preparation of minority group educators, particularly Black men, to fill instructional roles in high-needs schools and in high-priority academic content areas, including STEM / Computer Science, Special Education and Foreign Languages. The overwhelming majority of BSU graduates are students of color (83% Black / 96% non-white enrollment). By providing advanced graduate degree attainment and

teaching certification, *STAR* will help expand the pool of highly-effective minority group educators, particularly Black men and women, prepared to successfully compete for and retain classroom teaching positions. Furthermore, the STEM/Computer Science Credential will improve the quality of STEM and Computer Science education in high-needs partner schools - all of which are characterized by majority non-White K - 12 enrollment (Prince George's - 95.8%; Dorchester County - 56.8%; District of Columbia - 85.0%; Partner District Average - 91.2%) - and catalyze increased minority student interest in STEM/Computer Science courses of study and future careers through improved educational experiences.

- **Inquiry-Based Educator Development:** *STAR* proposes a restructured Master's Degree strategy that connects a Core Credential of foundational courses in equity, instructional differentiation, education theory, data analysis and classroom management to one of four competency-based micro-credentials that Fellows can choose to complete based on their interests and anticipated instructional roles. All *STAR* Master's Degree components - Core Credential, 21st Century Learning Credential, Instructional Excellence Credential, STEM / Computer Science Credential and Equity in Postsecondary Education Attainment Credential - will engage *STAR* Fellows in inquiry-based learning that demands clear demonstration of competency and mastery of content aligned to problems of practice. The *STAR* model reimagines the educator preparation concept to demand demonstrated growth in skills rather than more traditional Master's Degree experiences that simply attempt to distribute information and theory with no requirement of students to attain mastery / competency. By adopting an inquiry-based model for educator preparation that links academic learning to the root-cause analysis of problems of practice through a teacher residency in a high-needs school, *STAR* will show that a competency- and inquiry-based approach to novice teacher education provides a more effective pathway to develop the skill-set needed for aspiring teachers to become accomplished educators. Through inquiry, aspiring teachers develop the "growth mindset" requisite to more effectively deconstruct problems of practice and conduct root cause analyses, which yields lasting positive change in student outcomes compared to more traditional, non-competency based graduate programs.
- **Advancing Equity in Education:** The *STAR* Core Credential and each Micro-Credential course of study will include an intensive exploration of barriers impeding equal access to education across K - 12 student demographic subgroups and an inquiry-based analysis of strategies that deconstruct equity barriers in elementary and secondary education. With an emphasis on improving equity in education for traditionally

underrepresented student subgroups, particularly students of color and students impacted by poverty, *STAR* will empower novice teachers to enter classrooms as equity leaders at all levels of K - 12 education prepared to break down barriers that create equity gaps and achievement gaps in teaching and learning. Students will develop the insight and skill to differentiate instruction, not just as strategy for best practice but as a tool to for ensuring restorative social justice, so that every student is equipped with the support they need to achieve and flourish socially and academically.

- **Promoting Inquiry-Based Instruction:** *STAR* will prepare aspiring, novice educators to identify problems of practice, conduct root-cause analysis of problems, identify strategies to overcome problems and implement interventions to increase equity in education. The Core Credential and Micro-Credential courses of study will prepare new teachers to apply inquiry-based strategies to all facets of their professional practice, not just the concepts embedded in micro-credential programs. *STAR* will facilitate continuous improvement by catalyzing a transition to data-driven, inquiry-stance problem-solving in high-needs schools as novice educators become better prepared to address the changing needs of students through root-cause analysis of problems that constantly shift as school conditions change.
- **Adding to the Field Definition of Micro-Credential Concept:** *STAR* will advance knowledge in the field pertaining to the concept of micro-credentials and the role they play in the ongoing effort to improve educator effectiveness. While the credential concept has received significant attention in recent years, a clear understanding of what a micro-credential is and what a micro-credential can do remains elusive among some facets of the broader education community. *STAR* clearly defines through practice what micro-credentials are and provides four priority micro-credential courses of study that will demonstrate the potential benefit micro-credentials add to the educator preparation and development field. While Bowie State University, through implementation of *STAR*, proposes a Master's Degree model that links foundation courses to one of four specific micro-credentials, practitioners in the field can expand micro-credential courses beyond those proposed by BSU in the future to reflect educational needs in other learning environments by adapting content to diversify professional growth opportunities. Implementation of *STAR* will demonstrate that micro-credentials are powerful change agents allowing aspiring, novice and experienced educators to increase knowledge and competency through intensive study of targeted education topics that deconstruct barriers impeding student success and perpetuating cycles of inequality in K - 12 education access / opportunity.

- **Increasing Capacity of Professional Development Opportunities:** *STAR* empowers graduate students to customize learning through diverse micro-credential options. While *STAR* micro-credentials are primarily designed to be components of a larger Master of Teacher Leadership degree, the Planning Task Force was intentional in its mission to design micro-credentials that can simultaneously stand alone as intensive professional learning experiences. Each *STAR* micro-credential has the potential to be a valuable professional development tool that educators can utilize to improve competency and address problems of practice. *STAR* includes four critical micro-credentials - 21st Century Learning Credential; Instructional Excellence Credential; STEM / Computer Science Credential; Equity in Postsecondary Attainment Credential - to both diversify Master's Degree curriculum options as well as expand capacity and diversity of professional development tools. The micro-credential concept is an innovative new approach to professional learning that can be customized to address a range of educational priorities, including but not limited to cultural relevancy, social/emotional learning, urban education, mental health and school climate. *STAR* will expand capacity of professional learning by adapting micro-credentials - designed as components of a Master's Degree program - to serve as high-quality professional development opportunities for educators in the field of K - 12 teaching and learning.
- **Micro-Credential Pathway to Graduate Degree Attainment:** *STAR* will broaden the utility of micro-credentials and demonstrate to the education field that micro-credentials can provide a new pathway to advanced degree attainment in the field of education. *STAR* micro-credentials will grow the pool of future education leaders by allowing educators to pursue graduate degrees incrementally through completion of aligned competency-based micro-credentials. Incremental attainment of an advanced degree in education will increase accessibility of a Master's Degree by providing graduate students with the option to complete advanced study in stages as time and financial resources permit. **While *STAR* Fellows will complete the Master's Degree program in 18 months per Absolute Priority requirements**, future graduate students who choose to pursue a Master's Degree at Bowie State University will have the opportunity to engage in advanced study in stages by designing a Master's Degree that links multiple, discrete micro-credentials into a customized Master's Degree curriculum. Students will be able to complete their individualized degree program at a pace that meets their individual needs and thereby reduces time obstacles and financial burdens that prevent educators from pursuing graduate study. The *STAR* Master's Degree model will allow non-participating educators currently teaching in K - 12 classrooms and professionals seeking to

transition into a career in teaching an incremental pathway to a Master's Degree that allows for an incremental completion pace and facilitates advanced degree attainment through a more flexible schedule.

- **Building Networks for School Improvement:** *STAR* will facilitate growth of Networks for School Improvement in high-needs partner schools and prepare educators to embrace the collective learning paradigm that serves as the foundation for the Network for School Improvement concept. Based on the work of The Carnegie Foundation for the Advancement of Teaching and its *Six Core Principles of Improvement* (Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P., 2015), *STAR* will expand the impact of micro-credential courses of study beyond their direct influence on participating Fellows through the creation and continual expansion of Networks for School Improvement. Empowered to adopt an inquiry-based approach to improvement, *STAR* Fellows, upon placement in K - 12 teaching positions, will lead school efforts to conduct root-cause analysis of problems of practice and leverage the collective wisdom of peers to implement interventions that promote continuous improvement. As Networks strengthen and expand, their influence will facilitate positive change across entire school districts, networks of school districts and beyond.
- **Expanding Evidence-Based Practices:** *STAR* will increase access to evidence-based educator preparation / improvement practices by launching, improving and scaling an innovative educator development model that is both cost effective and exportable via technology to meet the needs of aspiring, novice and experienced educators across the nation. In recent years, there has been a strong push in education toward evidence-based programming and results. While considerable research related to educator quality exists, few studies meet the *What Works Clearinghouse (WWC)* Standards of Strong Evidence of Effectiveness (Tier I experimental studies without reservations) or *What Works Clearinghouse* Standards of Moderate Evidence of Effectiveness (Tier II experimental studies with reservations). *STAR* is designed to enhance evidence-based educator development efforts and expand capacity of evidence-based educator development initiatives through scalable replication strategies. The *STAR* Co-Principal Investigator (see *Management Plan*) will provide guidance and oversight of project evaluation processes and evaluation tools to ensure protocols yield objective, replicable data integral to the validity of scientific research aligned to *WWC* standards.

Education Research Confirms Impact of Educator Quality on Teaching and Learning

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

- **Expanding Capacity to Serve Highest-Needs Schools:** To increase the likelihood that innovative school improvement and educator preparation efforts reach and serve schools and students with the highest needs, *STAR* will adopt a Tiers of Priority Placement strategy (see Component 1 below) to ensure Fellows, upon graduation from the Master of Teacher Leadership program, fill teaching positions in high-needs schools:

***STAR* Comprehensive Support, Targeted Support and High-Needs Schools**

Tier 1 - Comprehensive Support Schools: schools within Prince George's County, Dorchester County and District of Columbia Public Schools that have a state-designated ESSA Comprehensive Support growth label (schoolwide score among lowest 5% of schools in state) located in a Federal Opportunity Zone.

Tier 2 - Targeted Support Schools: schools within Prince George's County, Dorchester County and District of Columbia Public Schools that have a state-designated ESSA Targeted Support growth label (student subgroup score among lowest 5% of schools in state) located in a Federal Opportunity Zone.

Tier 3 - High-Needs Schools: schools within Prince George's County, Dorchester County and District of Columbia Public Schools that have a schoolwide Free or Reduced Lunch / Economically Disadvantaged rate exceeding 50% of student enrollment.

(iv) The extent to which the proposed project represents an exceptional approach for meeting

Bowie State University will implement a five-year project in alignment with a *STAR* Framework that

reflects *Teacher Quality Partnership* grant program requirements and includes four components:

STAR Framework			
<u>Component 1: STAR Procedures</u>	<u>Component 2: Academic Learning Credentials</u>	<u>Component 3: Teacher Residency</u>	<u>Component 4: Replication Strategies</u>
Candidate Selection	Core Credential	Equity Learning Intensive	Networked Educator Excellence Platform
Enrollment Agreement	21 st Century Learning Credential	Instructional Rounds	
Fellow Stipend	Instructional Excellence Credential	Virtual Coaching	
		Credential Colloquia	
Master of Teacher Leadership	STEM/Computer Science Credential	Fellow Assessment	Instructional Excellence Clearinghouse
Teacher Certification	Equity in Postsecondary Attainment Credential	Fellow Portfolio	
Placement / Induction		White Papers	
		Degree Finale	

COMPONENT 1 - STAR PROCEDURES: *STAR* is designed to provide an annual cohort of 20 high-achieving undergraduate students - students entering their final (Senior) year of undergraduate study - enrolled in elementary or secondary education teacher preparation programs with an accelerated pathway to a Master of Teacher Leadership Degree. Implementation of the initiative will follow an annual administrative process that includes: (a) Candidate Selection; (b) Enrollment Agreement; (c) Fellow Stipend; (d) Master of Teacher Leadership; (e) New Teacher Licensure / Certification and (f) Classroom Placement. Twenty (20) students selected from an annual pool of applicants will transition into graduate study during the final semester of their undergraduate degree program. The 18-month Master's Degree program begins during the final semester of a Fellow's Senior year of undergraduate enrollment and concludes during the summer of their fifth year of matriculation in Bowie State University.

- **STAR Candidate Selection:** *STAR* will provide graduate study for up to 100 Fellows during the five-year grant period - a total of 20 aspiring educators per year. *STAR* grant managers will market the program and recruit aspiring educators from the BSU College of Education undergraduate elementary and secondary teacher education programs and aligned College of Arts and Sciences programs. Aspiring educators motivated to improve their instructional competencies and earn a Master of Teacher Leadership degree will apply for admission into the program. A review team of Bowie State University College of

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

- **Enrollment Agreement:** Each STAR Fellow admitted into the program will be required to fulfill the conditions of an enrollment agreement. STAR will provide participants who successfully complete the project with a Master of Teacher Leadership Degree at zero cost to selected Fellows. Furthermore, Fellows will receive a living wage stipend (see below) during the final 12 months of each cohort experience. The incentives for participation are substantial, which should lead to a competitive selection process that allows STAR to serve the best and brightest undergraduate students aspiring to launch a career in K - 12 education. Given the value of the program for participants, each Fellow will be required to complete a minimum of three full school years of instruction in a high-needs school (**High-Needs School: school in which a minimum of 50% of enrolled students are eligible for free or reduced lunch or are designated as economically disadvantaged per state standards**). STAR Fellows who complete the Master's Degree program but fail to complete the minimum three-year service agreement in a high-needs school will be subject to repayment of the degree program costs (tuition, books, fees) and the living wage stipend.
- **Fellow Stipend:** In accordance with *Teacher Quality Partnership* grant requirements, Bowie State University will provide each STAR Fellow with a living wage stipend during the final 12 months of the 18-month Master of Teacher Leadership degree. Each STAR Fellow will receive a monthly stipend of \$1,500 (total of \$18,000 stipend for 12-month period, see *Budget*) to offset the costs of continuing education compared to graduating undergraduate programs and pursuing employment. Fellow stipend subject to repayment terms outlined above (see Enrollment Agreement).
- **Master of Teacher Leadership:** STAR - designed by a Planning Task Force of Bowie State University professors from the College of Education and College of Arts and Sciences, highly effective public school

district educators (both administrators and teachers), experts in teacher development and pre-service teacher candidates seeking to enter the field of K - 12 education - will launch and sustain a new, innovative Master of Teacher Leadership degree program that restructures graduate learning and replaces lecture-based theoretical study with a competency-based approach to new teacher preparation that grounds academic learning in practice through an immersive teacher residency. Upon enrollment in the program, each Fellow will complete Component 2 - Academic Learning and Component 3 - Teacher Residency prior to attainment of a Master of Teacher Leadership degree and teacher certification / licensure.

- **New Teacher Licensure / Certification:** Upon successful completion of the *STAR* Fellowship, Fellows will be granted full K - 12 teacher licensure and certification from the Maryland Department of Education and / or District of Columbia to serve as fully-certified classroom teachers across all K-12 grades.
- **Placement / Induction:** Based on the terms of the *STAR* Fellowship, newly certified teachers will complete a minimum three-year tenure as an educator in a high-needs public elementary, middle or high school (partner districts will provide Induction support upon placement through existing new teacher support strategies - match). **Placement:** Newly licensed / certified teachers will be placed in high-needs partner district schools to the maximum extent possible based on availability of teaching positions aligned to the expertise of *STAR* Fellows. Fellow placement will follow a Tiers of Priority approach to ensure highly-trained educators equipped with the skills to adopt an inquiry-stance to teaching and learning and implement continuous improvement strategies impact students with the greatest needs:
 - **Tier 1 Priority: Partner District Comprehensive Support Schools:** *STAR* teachers will be placed in state-designated ESSA Comprehensive Support schools in partner school districts located in Federal Opportunity Zones, to the maximum extent possible, based on availability of positions.
 - **Tier 2 Priority: Partner District Targeted Support Schools:** *STAR* teachers not placed in Tier 1 schools will be assigned to state-designated ESSA Targeted Support schools in partner districts located in Opportunity Zones, to the maximum extent possible, based on availability of positions.
 - **Tier 3 Priority: Partner District High Poverty Schools:** If the number of annual *STAR* teachers exceeds the availability of positions in Tier 1 and Tier 2 schools, teachers will be placed in partner district high-needs schools with a minimum 50% poverty index (based on Free/Reduced Lunch rates and / or Economically Disadvantaged rates) that failed to meet academic growth targets and are at risk of becoming ESSA Comprehensive Support or Targeted Support schools.

Induction: All three partner school districts provide well-established New Teacher Induction supports to help novice teachers and teachers new to the district succeed in instructional environments. Partner school district Induction strategies extend for two full school years and include: (1) Mentor Teacher assignments with experienced, highly-effective educators; (2) New Teacher professional learning community to build team support and promote sharing of best practices; (3) Specialized professional development to familiarize new teachers with district curricula, instructional strategies and assessment protocols and (4) New Teacher orientation prior to first year to help new educators master district and school policies. Professors from the BSU College of Education will collaborate with districts to support New Teacher professional learning communities through workshops and seminars.

COMPONENT 2 - ACADEMIC LEARNING CREDENTIALS: Implementation of *STAR* will provide high-achieving undergraduate students enrolled in Bowie State University elementary and secondary education programs with the opportunity to complete an intense, highly-efficient Master of Teacher Leadership that prepares aspiring teachers to adopt an inquiry-stance to K - 12 instruction and allows them to identify problems of practice, conduct root cause analysis of problems of practice and implement interventions to improve student outcomes in high-needs schools. *STAR* combines (1) foundation learning in education theory and practice through a required Core Credential (12 graduate credits - first six months of program); (2) elective, evidence-based Micro-Credential courses focused on 21st century education priorities (12 graduate credits - final 12 months of program) and (3) a full schoolyear Teacher Residency in a high-needs school (6 graduate credits - final 12 months of program) to create a competency-based educator development model that prepares new teachers to implement continuous improvement strategies. A critical component of the 18-month Master's Degree program is customized study. Each *STAR* Fellow (20 Fellows per year) will complete the required Core Credential and one of four Micro-Credentials self-selected by participants:

- **Core Credential:** The Core Credential is the foundation of the *STAR* educator preparation model. All *STAR* Fellows will successfully complete the Core Credential as a requirement of the Master's Degree during the first six months of the program (final semester of undergraduate study and summer study prior to teacher residency). The Core Credential is comprised of classes that teach aspiring educators critical foundation skills and builds the content knowledge of aspiring educators prior to engaging in elective micro-credential courses of study (see below) and teacher residency apprenticeships (see Component 3).

The Core Credential includes the following graduate courses:

STAR Core Credential	
(6-month course of study leading to a credential and 12 graduate school credits)	
ESAS 731: School Curriculum Development	Course emphasizes management skills needed to analyze, categorize, generalize, hypothesize, synthesize, deduce and make inferences about curriculum practices. Skills will be honed by involving students in activities and exercises that require the application of curriculum design theory to practice in a culturally diverse K-12 educational environment.
PSYC 739: Dynamics of Group Behavior	Course emphasizes individual motivation, perception, and sensitivity as factors of behavior. The theoretical research basis for these areas and such related concepts as status, roles, systems, and interpersonal relations are examined. The course is designed to assist teachers, administrators, managers, and curriculum workers.
EDUC 501: Learning & Teaching	Course emphasizes (1) review of effective teaching based on an understanding of human development and the nature of learning, (2) topics of learned behavior, reinforcement, motivation, interest, retention, and concept formation, (3) analysis of research that has contributed to the knowledge of learning and teaching, (4) factors which facilitate learning, and (5) the role for the teacher in the learning environment.
ESAS 713: Curriculum & Instruction	Course emphasizes strategies for change in the school curriculum with respect to (1) methodologies of teaching, (2) personalized instruction, (3) curriculum designing, and (4) teacher roles.
EDUC 539: Curriculum Appraisal	Course emphasizes an appraisal of the concepts and principles of new curricula, kindergarten through grade 12, with consideration given to content, teaching methods, and materials of current curriculum projects and published materials.
EDUC 544: Techniques of Reading Instruction	Course emphasizes student's knowledge and understanding of the reading process and its development at various levels of schooling. Special attention is given to the development of competencies required for diagnostic/prescriptive instruction in reading in classroom situations. Students explore the use of computers and reading instruction.

- **Elective Micro-Credentials:** Following completion of the required Core Credential, each *STAR* Fellow will select one of four elective micro-credentials that they will complete simultaneously with their teacher residency (see Component 3 below). *STAR* micro-credentials reflect emerging education priorities and

will prepare new teachers to address the 21st Century learning needs of K - 12 students.

- o **21st Century Learning Elective Credential:** The 21st Century Learning Credential will engage aspiring educators in an innovative approach to education committed to the growth of 21st Century skills among K - 12 learners. Credential themes, content and study includes:

21st Century Learning Credential Components	
(8-month course of study leading to a credential and 12 graduate school credits)	
Visionary Leadership - A Clear Vision and Plan for 21 st Century Outcomes is Established	<ul style="list-style-type: none"> • Deepens awareness and understanding throughout school community around shared 21st century learning aspirations for all students • Develops a strategic plan to actualize the vision • Models and promotes a culture of learning and continuous improvement • Builds internal school capacity to implement and sustain the vision
Caring, Responsive Culture - There is Consensus and Ownership from All Stakeholder Groups	<ul style="list-style-type: none"> • Provides leadership and assurances for equitable practices and outcomes tied to 21st century learning vision and plan • Engages and elevates the voices of students, parents, and teachers • Builds and reinforces student awareness, identity and agency
21 st Century Learning - Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> • Establishes guaranteed, viable curriculum • Equips educators with skills and resources to integrate rigorous content w/21st century skills in critical thinking, collaboration, creativity, communications
Empowered Workforce - Teachers/Staff/Administrators Capable of Implementing 21 st Century Teaching & Learning	<ul style="list-style-type: none"> • Engages in practices that attract/support a diverse educator workforce • Builds collective efficacy • Creates conditions where staff are meaningful contributors • Cultivates an inclusive environment and global, cultural fluency
Thriving Ecosystem - Aligned Strategies, Structures, Practices	<ul style="list-style-type: none"> • Identifies and leverages community and internal assets and opportunities for realizing a 21st century learning vision and creating shared ownership • Participates in networked improvement systems within and across schools
Impactful Service and Stewardship - Accountability Processes and Metrics	<ul style="list-style-type: none"> • Establishes a more holistic definition of student success • Designs and implements a balanced, comprehensive assessment framework • Practices fiscal responsibility to leverage / maximize resources for students

- **Instructional Excellence Elective Credential:** STAR Fellows will complete an Instructional Excellence Credential designed by Bowie State University to elevate teaching and learning in traditionally-underserved and low-performing schools. The Credential includes:

Instructional Excellence Credential Components (8-month course of study leading to a credential and 12 graduate school credits)	
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction • Uses high-yield, evidenced based strategies to differentiate instruction and identify student indicators for mastery learning • Uses "equity" lens, identify/deconstruct problems of practice (develop, test, refine solutions) • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive "on-track" indicators that lead to improved outcomes) • Creates countermeasures to improve student learning / teacher efficacy
Instructional Rounds	<ul style="list-style-type: none"> • Uses protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve teacher efficacy and student learning • Provides critical feedback to improve teacher practice and promote instructional collaboration as a driver for school-wide transformation • Develops mastery in facilitating rounds, while learning from observing rounds facilitated in high-poverty/high-performing schools in the state of Maryland and District of Columbia
Rigorous Teaching and Learning	<ul style="list-style-type: none"> • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21st century skills and assessment conceptual framework • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Uses "lesson studies" to strengthen instructional delivery / collaboration / learning • Designs observation and feedback tools for practitioner "peer review" from accomplished teachers to foster instructional excellence and create a culture of competency

- **STEM/Computer Science Elective Credential:** The STAR STEM/Computer Science Credential will prepare educators to invigorate classroom and school programs with STEM content and study in Computer Science to enrich core curriculum with advanced learning tools that nurture the growth of

vital STEM and Computer Science competencies in students. The Credential includes:

STEM / Computer Science Credential Components	
(8-month course of study leading to a credential and 12 graduate school credits)	
Curriculum Development	<ul style="list-style-type: none"> • Designs and integrates STEM and Computer Science Curricula • Integrates STEM/Computer Science learning tools across curricula/enrichment programs • Creates STEM/Computer Science differentiated learning pathways / project-based learning • Develops multi-disciplinary proficiency in the use of technology to master standards in CORE subjects (English/Language Arts, Math, Science and Social Studies)
Effective Teaching Practices	<ul style="list-style-type: none"> • Promotes effective teaching in STEM/Computer Science across grade levels and subjects • Enhances technology-based teaching and learning • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes • Implements and executes school / classroom-based interventions for targeted learning
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students - minority students and girls - in STEM and Computer Science programs of study • Reduces achievement gaps among subgroups in STEM / Computer Science
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21st learning skills using blended learning and computer technology

- **Equity in Postsecondary Attainment Elective Credential:** The Equity in Postsecondary Attainment Credential will help educators create a college-going culture in high-needs schools, prepare educators to support students and families as they pursue postsecondary education (many students from partner schools will be first-generation college students) and engage all educators - administrators, classroom teachers, school counselors, specialists and support staff - in efforts to motivate youth to graduate high school and enroll in postsecondary study:

Equity and Postsecondary Attainment
(8-month course of study leading to a credential and 12 graduate school credits)

<p>Closing Equity Gaps</p>	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.
<p>Using Data and Learning Supports to Ensure Post-secondary Success</p>	<ul style="list-style-type: none"> • Explores and identifies targeted academic/social/financial supports that keep students on a pathway to high school completion and empower them for postsecondary success. • Uses robust data from middle grades through high school to identify and counteract challenges, which deter high school completion.
<p>Tools for Students and Underserved Families</p>	<ul style="list-style-type: none"> • Examines ways to empower students to develop a "growth mindset" while adopting a values-driven, decision-making process. • Equips students and families with the knowledge, tools and resources needed to successfully plan for postsecondary education while in high school. • Connects personal interests and values to college majors and careers. • Empowers students and families with the research skills to identify and access financial resources for postsecondary attainment.

COMPONENT 3 - TEACHER RESIDENCY: The *STAR* Core Credential and Micro-Credential courses of study will provide educators with opportunities to engage in focused academic learning that prepares new teachers to enter into classrooms with advanced knowledge of 21st Century educational priorities. The full schoolyear Teacher Residency will provide aspiring teachers with a competency-based learning laboratory during which they can improve their practice and refine their inquiry-stance approach to teaching and learning with guidance from highly effective Mentor Teachers and extensive coaching support. The *STAR* Teacher Residency will include:

- **Week-long Equity in Learning Intensive:** Each *STAR* teacher residency will commence with a week-long intensive boot camp on the Bowie State University campus - prior to the beginning of the school year at partner school districts - that prepares Fellows to identify problems of practice that impact student achievement, conduct root-cause analysis of identified problems of practice to promote professional improvement and increase equity in learning for all students regardless of race, gender, socio-economic

status, religion, sexual orientation, gender identity, age, achievement level, disability or other factor. The weeklong boot camp will ground continuing study of specific micro-credential content in the context of promoting equity in learning for all students while targeting the individualized professional growth needs of each *STAR* Fellow as identified during the problem of practice assessment process.

- Instructional Competency Rounds / Mentoring:** Completion of the schoolyear teacher residency will provide Fellows with instructional mentoring from Mentor Teachers as Fellows complete Instructional Competency Rounds. Fellows will rotate through three instructional competency rounds - supported by highly effective Mentor Teachers - during the residency (beginning and ending with a classroom placement). Mentor teachers will support Fellows through coaching, team teaching, observation of performance, completion of lesson plans and feedback to promote growth of instructional competencies (Mentor Teachers will provide induction support upon classroom placement of Fellows per existing district strategies). Rotations reflect critical learning needs at each level of K - 12 education and include:

STAR Instructional Competency Rounds			
Aspiring Elementary School Teachers			
Rotation 1: Elementary classroom rotation focused on data-driven instruction, classroom management, equity in learning.	Rotation 2: Literacy rotation with district Literacy Specialists to ensure new teachers can effectively promote student proficiency in critical literacy skills.	Rotation 3: Math rotation with district Math Specialists to ensure new teachers can effectively promote student proficiency in critical math skills.	Rotation 4: Elementary classroom rotation focused on data-driven instruction, classroom management, equity in learning - second classroom rotation emphasizes integration of specialized literacy and math teaching and learning skills.
Aspiring Middle / High School Teachers			
Rotation 1: Core Content classroom rotation focused on data-driven instruction, classroom	Rotation 2: Literacy rotation with district Literacy Specialists to ensure new teachers can effectively promote	Rotation 3: Technology rotation with district Technology Specialists to ensure new teachers can	Rotation 4: Core Content classroom rotation focused on data-driven instruction, classroom management, equity in learning - second classroom rotation

management, equity in learning in future core content subject.	student proficiency in critical literacy skills aligned to core subjects.	effectively promote integration of STEM and Computer Science into core academic learning.	emphasizes integration of specialized literacy and STEM / Computer Science teaching and learning skills.
--	---	---	--

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

 - **Baseline Observation of Practice:** Upon completion of the introductory equity intensive and prior to monthly Credential Colloquia, virtual coaches will complete baseline observations of Fellows. Observations will assess initial instructional mastery and provide data needed to monitor progress and evaluate competency growth and acquisition of specialized micro-credential knowledge / skills during the yearlong teacher residency experience.
 - **Mid-Term Observational Feedback / Coaching:** Virtual coaches will utilize a customized observation rubric that reflects state-approved educator evaluation protocols to assess problems of practice and strengths during the mid-point of the yearlong residency. Feedback will be provided to Fellows during debrief sessions and through observation reports embedded in each Fellow's *STAR* portfolio (see below). Mid-Term Observations will allow for course correction to ensure Fellows meet elevated competency and content knowledge standards upon completion of the Master of Teacher Leadership program.
 - **Final Observation of Practice/Feedback:** During the final month of school, prior to the completion of the 18-month degree program, practitioners will conduct a final observation of Fellows to assess growth aligned to identified problems of practice and evaluate progress compared to Baseline and Mid-Term Observations.
- **Credential Colloquia:** During the 12-month teacher residency - as participants continue academic study

in one of four specialized micro-credentials - Fellows will complete a series of ten, multi-day seminars (Friday evening and full-day Saturday workshops) taught by professors / adjunct professors from Bowie State University College of Education. Each multi-day seminar will focus on specific content areas that reflect the themes of the *STAR* micro-credentials. Professional learning during the school year will facilitate integration of new concepts, content and pedagogy strategies into immediate practice thereby promoting improvement and providing opportunity for reflection, self-analysis, and refinement of skills and further discussion of newly acquired expertise with professors, mentor teachers and among a Network for Improvement comprised of *STAR* Fellows enrolled in each micro-credential course of study.

- **Fellow Assessment:** *STAR* Fellows will be subjected to rigorous assessment of skills, knowledge and effectiveness. Professors will utilize state-adopted educator evaluation tools to assess each Fellow. Fellows will be assessed across the same performance domains used to measure the effectiveness of all educators per Maryland / District of Columbia protocols. Professors will conduct independent assessments of Fellows using validated tools to reduce evaluator bias and increase diversity of feedback provided to Fellows. Use of the rubrics will align progress in the micro-credential course of study to the effectiveness standards Fellows must attain to meet professional performance expectations. *STAR* professionals will supplement state rubric assessments with a proprietary teacher leadership assessment developed by BSU College of Education to evaluate Fellow competency across core education domains, micro-credential content and 21st Century Learning aims. Assessment will facilitate objective progress monitoring to inform Fellows of progress in earning the Bowie State University Master in Teacher Leadership degree.
- **Fellow Portfolio:** Fellows will create individual portfolios during the teacher residency to aggregate products, lesson plans, observation results and assessment results. Portfolios will include materials that reflect content of each micro-credential so that Fellows may disseminate information to future colleagues in placement schools (upon graduation from the program and employment in a high-needs school) to promote development of Networks of Improvement (see Component 4) that catalyze student growth and achievement. Portfolios will serve as a critical component of review during the culminating weeklong Degree Finale. Professors will review each portfolio and provide feedback that reflects professional growth outcomes and individual growth toward overcoming challenges related to problems of practice.
- **Instructional Excellence White Papers:** Each *STAR* Fellow will co-author an Instructional Excellence White Paper with oversight / guidance / research support from one or more members of the *STAR*

Instructional Team (see *Management Plan*). White Papers will empower Fellows to contribute to the body of knowledge in the field, reflect on identified problems of practice, conduct root-cause analysis of problems of practice and share effective strategies learned during residency / academic study that promote continuous improvement. White Papers, reviewed and vetted by the *STAR* Instructional Team, will be published via the *STAR* Instructional Excellence Clearinghouse (see Component 4 below) to expand impact of programming through dissemination of best practices. Members of the *STAR* Instructional Team will be encouraged to research, author and publish, peer-reviewed, scholarly papers related to implementation and outcomes of *STAR*.

- **Degree Finale / Network for School Improvement Intensive:** *STAR* will culminate in a weeklong intensive that includes: (1) Building Networks for School Improvement and (2) Fellow Defense.
 - **Building Networks for School Improvement** - The final instructional component of *STAR*, delivered during the weeklong Degree Finale, will empower Fellows to create and sustain Networks for School Improvement in placement schools as they begin their professional careers as teachers and work towards fulfillment of their three-year service agreement. Informed by the work of The Carnegie Foundation for the Advancement of Teaching and its *Six Core Principles of Improvement* (Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P., 2015), *STAR* Networks will embrace a process of disciplined inquiry combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Led by *STAR* Fellows who have completed the Master of Teacher Leadership program, Networks for School Improvement will promote continuous improvement and accelerate learning in key areas of education. *STAR* Networks - launched by Fellows in their placement schools - will expand the impact of *STAR* beyond individual educator growth to catalyze systems change yielding lasting, positive outcomes.
 - **Fellow Defense** - Each Fellow will meet with their advising professor to review their portfolio, discuss progress / strengths / ongoing challenges and provide an oral defense of their final micro-credential project (which will vary across each micro-credential). Fellow Defense will complete the Master of Teacher Leadership course of study and lead to attainment of both a Master's Degree and a micro-credential accredited by Bowie State University.

COMPONENT 4 - REPLICATION (SCALED IMPACT) STRATEGIES: Bowie State University and collaborating district partners will form a Replication Support Team (RST) to expand the reach of

STAR, maximize the impact of federal funding and sustain efforts beyond the grant period. The RST will promote scalability and replication in diverse settings:

STAR Fellowship Framework	
Component 4: Replication (Scaled Impact)	<ul style="list-style-type: none"> • Networked Educator Excellence Platform
Strategies	<ul style="list-style-type: none"> • Instructional Excellence Clearinghouse

- **Networked Educator Excellence Platform:** The Replication Support Team, in collaboration with web developers from BSU, will launch and sustain an Educator Excellence Platform (web-based portal) accessible to STAR participants, networked LEAs and the broader regional / national education community. The Platform will serve as a searchable database promoting dissemination of STAR products, evaluation reports, implementation guides, case studies and Instructional Excellence Clearinghouse White Papers to facilitate replication of strategies, lessons learned and best practices leading to scalable impact through a strong commitment to the creation and support of Networks for School Improvement.
- **Instructional Excellence Clearinghouse:** STAR will launch and sustain an online Instructional Excellence Clearinghouse of White Papers that promotes dissemination of best practices and supports the growth of an expanded Network for School Improvement in partner LEA schools and beyond as resources impact educators across rural, suburban and urban schools around the country. The Clearinghouse will serve as a searchable online library of White Papers, co-authored by STAR Fellows with oversight / guidance / research support from the Instructional Team, that reflect upon problems of practice, root-cause analysis of problems, use of data to inform instruction and the improvement of practice resulting from strategies learned during the teacher residency and academic study. Each participating STAR Fellow will co-author a White Paper as a mandatory component of the program to grow the diversity and increase the relevance of the Instructional Excellence Clearinghouse collection.

(b) Adequacy of Resources (up to 20 points).

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from

STAR was designed by a collaborative Planning Task Force that combined the expertise of Bowie State University with partner school districts to increase the likelihood of success and take advantage of diverse resources needed to support implementation. Members of the Planning Task Force will continue to shape the project during the five-year grant period as representatives of the STAR Advisory Board (see

Management Plan). As lead applicant, Bowie State University will contribute significant resources and match to expand the capacity and impact of *STAR*. BSU, with support from partner school districts, has pledged match resources equal to 100% of requested Federal funds in accordance with grant program requirements. Bowie State University and school district partners will host numerous grant activities to share the burden of indirect operating expenses, thus easing the BSU in-kind commitment. Adequacy of Bowie State University (applicant organization) resources supporting implementation of *STAR* will include, but not be limited to, the following:

- **Grant Management:** The Bowie State University Office of Research and Sponsored Programs provided administrative support during the planning of *STAR* and will continue to provide administrative leadership facilitating efficient and timely implementation of the project. The Office of Research and Sponsored Projects will offer fiscal management, coordinate filing of required project reports, manage demonstrated match and provide human resources support for grant personnel.
- **Expertise:** Bowie State will enrich *STAR* with expertise that improves student access to education. BSU - a respected *Historically Black College and University* - provides aspiring teachers with a highly-regarded graduate education in teacher preparation leading to multiple Master's Degree options. The newly designed Master of Teacher Leadership will draw from numerous College of Education graduate degree tracks (Master of Education in Reading; Master of Secondary Education; Master of Elementary Education; Master of School Counseling) and link professors from multiple program areas and university colleges into a single, learning experience for aspiring educators. Combined expertise across programs and expertise across micro-credential content (21st Century Learning; Instructional Excellence; STEM / Computer Science; Equity in Postsecondary Education Attainment) will provide aspiring educators with a deeper understanding of current education priorities impacting K - 12 student outcomes. Further, Bowie State University intellectual resources will serve as valuable assets for partner school districts seeking to implement continuous improvement strategies and competency-based professional learning opportunities. Ancillary project outcomes supporting both aspiring teachers and partner school districts - including but not limited to the development of Networks for School Improvement; strong university / district partnerships; a pipeline of traditionally underrepresented teachers for high-needs schools and expanded opportunities for professional development for district educators (see *Project Design*) - will directly benefit from the expertise and academic resources contributed to the project by Bowie State University.

- **Learning Resources:** *STAR* will connect Fellows and partner school district educators with learning resources typically out of reach for elementary and secondary school teachers and students. Through strong university / public school district partnerships, educators and students will benefit from access to technologically-advanced facilities; robotics labs; advanced computer science labs, university library media centers and other learning venues that promote exploration of diverse content and reinforce partner school district efforts to align K - 12 teaching and learning with postsecondary education programs of study. Expanding access to university resources will help districts create and sustain a college going culture among high-needs students and increase equity in learning for all youth.
- **Technology Resources:** Bowie State University maintains robust technology infrastructure that supports online learning, facilitates undergraduate and graduate student / academic research, broadens access to university resources through digital dissemination and empowers growth and development of new university programs through expandable capacity of systems. Technology resources will allow for the creation and growth of a Networked Educator Excellence platform and an Instructional Excellence Clearinghouse that will disseminate grant products beyond partner schools to benefit educators, students and the greater field of education.
- **Facilities:** Bowie State University will expand aspiring educator access to academically-aligned facilities to promote thorough and timely implementation of *STAR*. Facilities, provided in-kind as match, will enable both BSU and partner districts to host workshops, expand academic enrichment programs and increase technology-based learning opportunities for novice educators serving low-income youth.

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the

Bowie State University will partner with three public school districts to implement *STAR*: Prince George's County Public Schools (Maryland), Dorchester County Public Schools (Maryland) and District of Columbia Public Schools. To demonstrate support, each partner school district offers significant resources and match that will support the thorough, efficient and successful implementation of the five-year grant project. District match will boost likely success of the project by supporting Federal funds with district resources to provide aspiring educators with the supports needed to enhance elementary and secondary education achievement for high-needs students. Partner school district commitment - contributed by each of three districts - includes current personnel / programs funded from district budgets:

(1) Leadership from *STAR* building principals, coaches and mentor teachers will provide valuable supports needed by aspiring and novice teachers as they serve their Teacher Residencies; (2) supplementary reading and math programs for struggling readers (to be expanded to serve additional students) will support efforts to close academic achievement gaps; (3) existing Lead Science / Math / Literacy Specialists will expand roles to assist aspiring and novice teachers / students as they integrate new learning experiences into classroom activities; (4) extensive facilities will provide venues for school-day, afterschool, weekend and summer programs; (5) technology resources will increase student and teacher technology competencies; (6) fiscal management expertise from a seasoned finance department will support efficient expenditure of grant funds; (7) valuable administrator, teacher and support staff time provided, in-kind, will enhance *STAR* efforts and (8) two years of new teacher induction support per existing district strategies. Further, *STAR* funds will support employment of grant personnel who will manage implementation as well as build district and community capacity to sustain program elements by strengthening partnerships and establishing supportive community linkages. The *STAR* Principal Investigator will lead the creation of a Sustainability Committee comprised of diverse stakeholders - Bowie State University professors, partner school district educators / administrators and graduate students enrolled in the BSU College of Education - that establishes and maintains a mechanism to sustain replicable components, activities and learning experiences for educators and students beyond the grant period to expand positive impact of the program.

(c) Quality of the Management Plan (up to 20 points).

Bowie State University (lead applicant / fiscal agent) will implement a structured grant management plan to ensure thorough, timely, efficient implementation of the project with fidelity to the *STAR* model. Grant management procedures include: (1) Equal Access; (2) Timely Completion; (3) Responsibilities / Timelines / Milestones; (4) Budget Oversight; (5) Management Procedures; (6) Highly Qualified Personnel; (7) Demonstrated Commitment; (8) Future Expansion. **(1) Equal Access:** Bowie State University will provide equal access for participation across all services regardless of age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. *STAR* programming will be administered to guarantee equal treatment and opportunity for all participants. BSU will fully comply with regulations outlined in the General Education Provisions Act, section 427. **(2) Timely Completion:** BSU will initiate *STAR* immediately upon funding and will manage all grant activities - to the maximum extent possible - in accordance with the *STAR* Timeline (see below). Grant

personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *STAR* Logic Model (see *Appendix*). Evaluators will develop a FORECAST Model of *STAR* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project (see *Evaluation*). Projected annual milestones (see Timeline below) will help grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(3) Responsibilities / Timelines / Milestones:** Successful execution of this *TQP* project will achieve four key objectives: (1) Improve academic achievement in high-needs schools; (2) Equip educators with the skills to promote 21st Century Learning in high-needs schools; (3) Increase the number of educators who attain advanced graduate degrees in education; and (4) Increase the impact of *STAR* through effective replication and scaled impact of strategies. The following Timeline summarizes the five-year implementation plan and identifies responsible parties:

STAR: Implementation Timeline and Responsible Parties				
October 1, 2019 - September 30, 2024 (Five Year Project)				
Responsible Party Key: (BSU) Bowie State University; AB (Advisory Board); PI (Principal Investigator); Co-Principal Investigator (CP); SF (STAR Fellows); IT (Instructional Team); ET (Evaluation Team); RST (Replication Support Team); PD (Partner School Districts); VC (Virtual Coaches); Mentor Teachers (MT)				
STAR Grant Administrative Activities				
<i>Implementation Activity</i>	<i>Responsible Party</i>	Implementation Timeline / Milestones		
		<i>Year 1</i>	<i>Year 2</i>	<i>Years 3 - 5</i>
• STAR Advisory Board Meetings	PI,SF,IT	Quarterly	Quarterly	Quarterly
• Evaluation Progress Monitoring/Conferencing	ET,PI,CP	Monthly	Monthly	Monthly
• Outcome Data: Collect/Analyze/Monitor/Adjust	ET,CP	Ongoing	Ongoing	Ongoing
• STAR Marketing / Recruitment of Fellows	PI,IT,SF	Ongoing	Ongoing	Ongoing
• Annual selection of STAR cohort	PI,IT,CP	Nov 2019	Nov 2020	Nov 2021-23
• Evaluation Site Visits and Monitoring	ET,PI	Ongoing	Ongoing	Ongoing
• Annual Performance Reporting	ET,PI,IT,CP	July 2020	July 2021	July 2022-24
• Annual Baseline Data Collection	ET,PI,IT,CP	October 2019	August 2020	Aug 2021-22

• Final Performance Report	ET,PI,IT,CP	-	-	Dec 2024
----------------------------	-------------	---	---	----------

STAR Fellowship Framework - Cohort Implementation Timeline

Component 1 - STAR Procedures

<i>Implementation Activity</i>	<i>Responsible Party</i>	Implementation Timeline / Milestones		
		<i>Cohort 1</i>	<i>Cohort 2</i>	<i>Cohorts 3 - 5</i>
• Establish annual Fellow application process	AB,PI,CP	October 2019	Sep 2020	Sep 2021-23
• Recruit and select STAR Fellows	PI,IT	Oct-Dec 2019	Oct-Dec 2020	Oct-Dec 21-23
• Complete annual Fellow enrollment agreement	PI,SF	Dec 2019	Dec 2020	Dec 2021-23
• Distribute 12-month Fellow living stipends	PI,BSU,SF	Aug-Jul 20-21	Aug-Jul 21-22	Aug-Jul 22-24
• Confer Master of Teacher Leadership degree	PI,BSU,SF	July 2021	July 2022	July 2023-24
• Confer state teacher certifications	PI,BSU,SF	July 2021	July 2022	July 2023-24
• Place Fellows in district teaching positions	PI,BSU,SF,PD	Aug 2021	Aug 2022	Aug 2023-24
• Monitor compliance w/ 3-yr service agreement	BSU,PD,SF	Annual 21-24	Annual 22-25	Annual 23-27

Component 2 - Academic Learning Credentials

<i>Implementation Activity</i>	<i>Responsible Party</i>	Implementation Timeline / Milestones		
		<i>Cohort 1</i>	<i>Cohort 2</i>	<i>Cohorts 3 - 5</i>
• Assemble annual Instructional Team	AB,PI, BSU	October 2019	October 2020	Oct 2021-23
• Finalize annual Core Credential Curriculum	PI,CP,IT	Oct-Dec 2019	Oct-Dec 2020	Oct-Dec 21-23
• Finalize annual Micro-Credential Curriculum	PI,CP,IT	Oct-Dec 2019	Oct-Dec 2020	Oct-Dec 21-23
• Offer Core Credential instruction	PI,CP,IT,SF	Jan-Jul 2020	Jan-Jul 2021	Jan-Jul 22-24
• Offer four Micro-Credential course instruction	PI,CP,IT,SF	Aug-Jun 20-21	Aug-Jun 21-22	Aug-Jun 22-24

Component 3 - Teacher Residency

<i>Implementation Activity</i>	<i>Responsible Party</i>	Implementation Timeline / Milestones		
		<i>Cohort 1</i>	<i>Cohort 2</i>	<i>Cohorts 3 - 5</i>
• Conduct week Equity in Learning Intensive	PI,CP,IT,SF	Aug 2020	Aug 2021	Aug 2022-24
• Rotate schoolyr quarterly Instructional Rounds	PI,PD,MT,SF	20-21 schoolyr	21-22 schoolyr	22-24 schoolyr
• Offer ongoing schoolyear virtual coaching	PI,CP,VC,SF	Monthly	Monthly	Monthly

• Conduct baseline instructional observation	PI,CP,VC,MT	Sep 2020	Sep 2021	Sep 2022-24
• Conduct mid-term instructional observation	PI,CP,VC,MT	Jan 2021	Jan 2022	Jan 2023-24
• Conduct final instructional observation	PI,CP,VC,MT	May 2021	May 2022	May 2023-24
• Complete 10 schoolyear Credential Colloquia	PI,IT,CP,SF	20-21 schoolyr	21-22 schoolyr	22-24 schoolyr
• Conduct Fellow rubric instructional assessment	PI,CP,VC,MT	April 2021	April 2022	April 2023-24
• Launch / maintain Fellow portfolios	PI,CP,MT,SF	20-21 schoolyr	21-22 schoolyr	22-24 schoolyr
• Complete annual Fellow White Papers	PI,IT,SF	June 2021	June 2022	June 2023-24
• Conduct week Degree Finale Intensive	PI,CP,IT,SF	June 2021	June 2021	June 2022-23
Component 4 - Replication (Scaled Impact) Strategies				
<i>Implementation Activity</i>	<i>Responsible Party</i>	Implementation Timeline / Milestones		
		<i>Cohort 1</i>	<i>Cohort 2</i>	<i>Cohorts 3 - 5</i>
• Establish Replication Support Team	PI,AB	May 2020	Ongoing	Ongoing
• Launch Educator Excellence Platform	RST	December 2020	Ongoing	Ongoing
• Form Instructional Excellence Clearinghouse	RST	December 2020	Ongoing	Ongoing
• Publish annual White Papers	RST	January 2021	Ongoing	Ongoing

(4) Budget Oversight: The Planning Task Force designed the budget to meet program goals and objectives, ensure equal access and promote long-term sustainability of grant strategies. Each line item is linked to one or more grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming (including external evaluation). The Principal Investigator (PI) and Bowie State University Grants Accounting Office will manage expenditures in accordance with Maryland and US Department of Education regulations and will prioritize allocations to ensure completion of the project. The PI and Advisory Board will identify complementary LEA / partner programming and funds that expand the reach of *STAR* and sustain strategies initiated during the grant period. Bowie State University will ensure 100% matching of Federal funds in accordance with grant requirements (see *Adequacy of Resources / Budget*). **(5) Management Procedures:** Well-defined grant management procedures will support efficient achievement of the project goal and objectives on time and within budget (see *Evaluation* for goal, objectives and performance measures):

STAR Management Procedures

Initiate Grant	• BSU will hire or designate staff and host briefing with partners to launch <i>STAR</i> .
Implement Records Protocol	• Principal Investigator will maintain records to document implementation, evaluation, fiscal milestones - grant award through completion.
Implement Fiscal Protocol	• BSU Grants Accounting Office will establish a system of accounting, cost management, reporting, auditing to promote efficient expenditure of funds.
Implement Matching Protocol	• BSU Grants Accounting Office will establish a system of documentation / recording of in-kind contributions to ensure annual matching of 100% of Federal funds.
Implement Action Model	• Principal Investigator / Evaluation Team will develop FORECAST action model of <i>STAR</i> , aligned to Timeline and Logic Model, to ensure project completion.
Implement Purchasing Protocol	• BSU will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations.
Implement Evaluation Plan	• Staff will sustain ongoing evaluation to measure outcomes and collect feedback to promote iterative improvement of <i>STAR</i> during grant period and beyond.
Disseminate Results	• Principal Investigator, Replication Support Team, evaluators, grant personnel will present outcomes / data / progress to stakeholders and the public through reports, presentations and outreach to increase transparency and engage stakeholders.
Sustain Programs	• BSU, grant personnel and Advisory Board will initiate sustainability plan to ensure continuation of effective strategies and replicability in other settings beyond funding.

(6) Highly Qualified Personnel: Through strong management and clearly defined responsibilities for project personnel - Advisory Board; Principal Investigator; Co-Principal Investigator; Instructional Team, Mentor Teachers, Project Support - BSU will ensure the success and continued improvement of *STAR*.

- **Advisory Board:** An Advisory Board - comprised of the Principal Investigator, Co-Principal Investigator, BSU College of Education and College of Arts and Sciences professors, partner school district administrators / teachers and BSU teacher preparation students - will meet quarterly during the five-year project to oversee implementation progress, monitor evaluation results and recommend project changes to promote continuous improvement of *STAR*. The Advisory Board will ensure that implementation of equal access protocols will promote equity for all participants. The Advisory Board will serve as a critical management oversight structure that provides stakeholders with a voice. Members from traditionally underrepresented subgroups will ensure a diversity of perspectives influence the

planning, implementation and continuous improvement of *STAR*. The Advisory Board will report outcomes and progress to increase transparency within the communities the project is designed to serve.

- **Principal Investigator (PI) / [Project Director]:** BSU will hire a full-time Principal Investigator to serve as primary grant administrator responsible for completion of the project. Dr. Wilbur Parker, BSU Chair, Department of Educational Studies and Leadership, will serve as Interim Principal Investigator until a candidate is selected (see *Appendix* for resume). The Principal Investigator / Project Director will possess the following qualifications and will be responsible for the following duties:

Position	Qualifications	Job Responsibilities
<p>Principal Investigator (Project Director) (1.0 FTE)</p>	<ul style="list-style-type: none"> • Doctor in Education • Experience in undergraduate or graduate teaching • Experience collaborating with K - 12 public schools • Experience in differentiated instruction, instructional coaching, teacher leadership, assessment, teacher evaluation • Experience in graduate degree curriculum development • Experience in grants/budgeting 	<ul style="list-style-type: none"> • Coordinate all components of <i>STAR TQP</i> grant. • Manage fiscal resources to ensure timely expenditure of funds / sufficient non-federal match. • Lead Advisory Board to encourage <i>STAR</i> collaboration. • Coordinate multi-component <i>STAR</i> programs and services to assigned Fellows serving in high-needs schools. • Supervise grant personnel to ensure quality of services. • Coordinate Teacher Residencies in partner school districts. • Review applicants / select annual cohort of <i>STAR</i> Fellows • Sustain / expand partnerships to increase <i>STAR</i> support. • Lead sustainability efforts to promote long-term outcomes. • Conduct outreach to promote scaled impact. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports, disseminate results.

- **Co-Principal Investigator (CP):** BSU will contract with Dr. Thomas Maridada to serve as Co-Principal Investigator (see *Appendix* for resume) providing expertise and oversight of Fellow observation, assessment, coaching and evaluation strategies.

Position	Qualifications	Job Responsibilities
<p>Co-Principal Investigator</p>	<ul style="list-style-type: none"> • Doctorate in Education Leadership, University of 	<ul style="list-style-type: none"> • Work with PI to coordinate components of <i>STAR TQP</i> grant. • Serve on Advisory Board to encourage <i>STAR</i> collaboration.

<p>Thomas Maridada, Ed.D.</p>	<p>Pennsylvania / Post-Doc Harvard University</p> <ul style="list-style-type: none"> • 10 + years in education leadership • Experience leading education partnerships • Experience managing complex federal grants • Experience designing innovative learning models 	<ul style="list-style-type: none"> • Collaborate with evaluation team on evaluation design • Manage virtual coaching and Fellow assessment • Assist in coordination of multi-faceted <i>STAR</i> programs and services to Fellows serving in high-needs schools. • Participate in <i>STAR</i> instruction, assessment, coaching. • Cultivate partnerships to increase <i>STAR</i> support. • Promote replicability and sustainability efforts that result in long-term outcomes and <i>STAR</i> success. • Conduct outreach to stakeholders to promote scaled impact. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports, disseminate results.
--------------------------------------	--	---

- **Instructional Team (IT):** A team of respected Bowie State University professors / adjunct professors from the College of Education and College of Arts and Sciences will provide instruction across the required Core Credential / elective micro-credential courses of study and collaborate with Fellows to co-author White Papers that highlight the successes and best practices of *STAR* (see *Appendix* for Resumes).

Instructional Team	Qualifications	Responsibilities
Dr. Julius Davis	Ed.D., Morgan State University	<ul style="list-style-type: none"> • Co-develop, with Principal Investigator and Co-Investigator, all content for Master of Teacher Leadership degree. • Teach all Core Credential and Micro-Credential courses. • Participate in <i>STAR</i> support strategies, including feedback and coaching. • Review applicants / select annual cohort of <i>STAR</i> Fellows • Collaborate with PI / CP to align feedback and coaching with academic content. • Co-author White Papers with Fellows
Dr. Sean Coleman	Ph.D., Howard University	
Dr. Ann Hilliard	Ed.D., George Washington University	
Dr. Renee Foose	Ed.D., University of Delaware	
Dr. Lynne Long	Ed.D., George Washington University	
Dr. Akeda Pearson	Ed.D., Cambridge College	
Dr. Wilbur Parker	Ph.D., University of Pennsylvania	

- **Mentor Teachers (MT):** BSU grant managers, in collaboration with partner school districts, will select a team of Mentor Teachers to serve as learning partners with *STAR* Fellows. Mentor Teachers from all grade levels and instructional specialists (Reading, Math, Technology Coaches) will provide daily guidance, support and leadership for *STAR* Fellows as they complete Instructional Rounds during their Teacher Residency (see *Project Design* Component 3). Mentor Teachers will provide induction support - following existing district strategies - upon placement of Fellows in district schools (match). Mentor Teachers will be selected from a pool of educators at each district - teaching in high-needs schools (50% or higher Economically Disadvantaged enrollment) - who have maintained three consecutive years (or more) of the highest effectiveness level per state teacher effectiveness rating protocols.
- **Project Support:** In addition, an **Administrative Assistant** (0.5 FTE) and **Graduate Assistant** (hourly rate) will coordinate day-to-day activity, providing planning, logistics, fiscal, implementation, technology and evaluation support during the five-year project.

(7) Demonstrated Support: Bowie State University is committed to advancing the ideas and programming that will be tested during implementation of *STAR*. Completion of the *STAR* Master of Teacher Leadership degree will provide Fellows with 30 hours of graduate credit split between a required Core Credential (12 credits), an elective Micro-Credential (12 credits) and a schoolyear Teacher Residency (6 credits). The commitment of BSU to develop and offer a specialized Master of Teacher Leadership degree specifically for this proposal demonstrates the importance of this project to the future direction of the College of Education and confirms the commitment of the University to sustain and expand the effort beyond the grant period. Willingness of public school district partners to support a full schoolyear Teacher Residency and provide the supports needed to nurture the growth of outstanding new teachers indicates the value the project provides as a pipeline for new teachers to fill hard-to-fill teaching vacancies in high-needs schools (see *Appendix* for Letters of Support).

(8) Future Expansion: BSU is excited to plan Phase 2 of the project to test the efficacy of *STAR* outside of our initial partner school districts, increase impact of the graduate degree elective micro-credentials by offering them as stand-alone professional development tools for experienced K - 12 teachers and explore future micro-credential areas of study to diversify learning options for future graduate students and / or K - 12 educators. A final phase will scale the program by offering virtual micro-credentials that can be earned at times convenient to the learner. Bowie State University will prioritize continued support for and

expansion of micro-credentials in the future. New realities in a fluid and dynamic higher education landscape will increasingly put pressure on institutions to reach broader, more diverse audiences and BSU will be on the leading edge, finding solutions to challenges that extend beyond the field of education.

(d) Quality of the Project Evaluation (up to 20 points).

(i) The extent to which the methods of evaluation will provide valid and reliable performance data

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

- **Evaluation Oversight:** The *STAR* Co-Principal Investigator (see *Management Plan* and *Appendix* for resume) will provide evaluation oversight to ensure methods and processes facilitate objective evaluation of *STAR* that meets the rigorous WWC standards and allows for the completion of scholarly research supported by scientifically valid data. The Co-Principal Investigator will review annual evaluation plans, annual FORECAST Action Models, data collection tools, data collection procedures and data analysis strategies to elevate the rigor of evaluation to WWC standards and promote the publication of scholarly, peer-reviewed articles if relevant. The Co-Principal Investigator possesses extensive education research and programming expertise and is a nationally-recognized and respected leader in the field of education

leadership and continuous school improvement.

- Evaluation Methodology:** Evaluators will utilize the research-based *FORECAST* Model (*FOR*mative *E*valuation, *C*onsultation, and *S*ystem *T*echniques) as an objective evaluation structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). Four tiers of evaluation provide a validated framework:

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

Use of the *FORECAST* model will provide Evaluators, the Principal Investigator, Co-Principal Investigator and Advisory Board with feedback regarding the unique effects of specific program elements. Evaluation of *STAR*, guided by the *FORECAST* Model, will help evaluators and grant personnel answer the following **RESEARCH QUESTION** (see below for Treatment / Control group definitions):

<i>STAR</i> Research Question
Do students of <i>STAR</i> graduates academically outperform the students of traditionally-trained novice teachers?

- Design Meets *What Works Clearinghouse* Standards:** Evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group educators. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet WWC standards with reservations. The evaluation will examine outcomes for *STAR* Fellows and their students upon placement of *STAR* Fellows in partner school district classroom (Years 3, 4 and 5 of the

project). *STAR* is estimated to reach 20 aspiring educators annually who will be placed in high-needs classrooms across three partner school districts upon successful completion of the 18-month Master of Teacher Leadership degree - Prince George's County (Maryland), Dorchester County (Maryland) and District of Columbia Public Schools. ESI will use administrative records from these districts to create a matched sample of comparison classrooms taught by novice teachers (new educators entering their first year of teaching the same year as *STAR* Fellows) who did not participate in *STAR* but are otherwise similar on key characteristics - to the extent possible, matching will occur at grade level across Tiers of Priority schools and within the same district, and if possible, within the same school. Other factors to be considered will include: school size, pre-intervention student achievement in ELA, math and science, and the proportion of economically disadvantaged students, students of color, and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet *WWC* standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet *WWC* standards with reservations. Once comparison schools are matched to treatment schools, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist, see *Mediators* chart below) between control and treatment groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). For *STAR*, evaluators will use an effect size of 0.25 as the threshold to meet "Practice with Rigorous Scientific Evidence" standard. Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *WWC* "substantively important" threshold. Cross-Contamination:

Evaluation will assess cross-contamination of control / treatment groups and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results and correlation of variables.

- Objective, Measurable Performance Indicators:** Implementation of the FORECAST Model, which includes Process Evaluation, Outcome Evaluation, Data Collection, Evaluation Tools Aligned to Objectives, Data Analysis and Reporting, will provide a structured evaluation methodology promoting objective analysis of *STAR* throughout the grant. The FORECAST Action Model will outline an evaluation process and Timeline for completing key evaluation tasks to ensure data is collected consistently across participating Fellows and the schools / districts in which they are placed. Consistent, replicable evaluation protocols will protect the integrity of data collected each year of the grant - with oversight from the Co-Principal Investigator (see *Management Plan*) - to ensure viable comparison of results between Treatment / Control groups and across years of implementation in compliance with *What Works Clearinghouse*. The Goal, Objectives, Outcomes and Performance Indicators chart and the *STAR* Logic Model (see *Appendix*) identify anticipated short-term, mid-term and long-term outcomes aligned to each objective. Baseline and continuation data will be collected for Performance Indicators, including six required program measures embedded in the grant solicitation and indicators that address evaluation requirements in section 204(a) of the HEA (20 U.S.C. 1022c(a)):

STAR Goal, Objectives, Outcomes and Performance Indicators (10 / 1 / 2019 - 9 / 30 / 2024)
GOAL: To raise the academic achievement of high-needs students by improving educator effectiveness.
Performance Measure 1: Certification/Licensure. The percentage of program graduates who have attained initial State certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.
Performance Measure 2: STEM Graduation. The percentage of math/science program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.
Performance Measure 3: One-Year Persistence. The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting period.

Performance Measure 4: One-Year Employment Retention. The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year.

Performance Measure 5: Three-Year Employment Retention. The percentage of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment.

Performance Measure 6: Student Learning. The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers. These data can be calculated using student growth, a teacher evaluation measure, or both. (This measure is optional and not required as part of GPRA reporting).

Objective 1: Improve academic achievement in high-needs schools.

Outcome 1.1: Increase statewide ELA, Math and Science proficiency rates of students of *STAR* Fellows.

Indicator 1.1a: Increase % of students of <i>STAR</i> Fellows who achieve proficiency on state ELA assessments a minimum of 12% by end of grant, 10/1/19 - 9/30/24.	MD / DC Assessments
--	------------------------

Indicator 1.1b: Increase % of students of <i>STAR</i> Fellows who achieve proficiency on state Math assessments a minimum of 12% by end of grant, 10/1/19 - 9/30/24.	MD / DC Assessments
---	------------------------

Indicator 1.1c: Increase % of students of <i>STAR</i> Fellows who achieve proficiency on state Science assessments a minimum of 12% by end of grant, 10/1/19 - 9/30/24.	MD / DC Assessments
--	------------------------

Outcome 1.2: Increase the high school graduation rates of students of *STAR* Fellows.

Indicator 1.2: Increase graduation rate of students of <i>STAR</i> Fellows a minimum of 5% by end of grant, 10/1/19 - 9/30/24.	School Grad Rates
---	----------------------

Outcome 1.3: Increase the postsecondary enrollment rates of students of *STAR* Fellows.

Indicator 1.3: Increase postsecondary enrollment rates of students of <i>STAR</i> Fellows a minimum of 12% by end of grant, 10/1/19 - 9/30/24.	Postsecondary Enroll Rates
---	-------------------------------

Objective 2: Equip educators with the skills to promote 21st Century Learning in high-needs schools.

Outcome 2.1: Increase effectiveness of participating educators.

Indicator 2.1: A minimum of 75% of <i>STAR</i> Fellows who complete the Master of Teacher Leadership degree will achieve highest educator effectiveness rating by end of grant, 9/30/24.	MD / DC Rubric
---	----------------

Outcome 2.2: *STAR* will expand the number of educators implementing 21st Century Learning strategies.

Indicator 2.2: A minimum of 90% of <i>STAR</i> Fellows will complete the 21 st Century Learning Credential each year of grant, 10/1/19 - 9/30/24.	Credential Completions
Outcome 2.3: <i>STAR</i> will expand the number of educators implementing Instructional Excellence strategies.	
Indicator 2.3: A minimum of 90% of <i>STAR</i> Fellows will complete the Instructional Excellence Credential each year of grant, 10/1/19 - 9/30/24.	Credential Completions
Outcome 2.4: <i>STAR</i> will expand number of educators implementing effective STEM/Computer Science strategies.	
Indicator 2.4: A minimum of 90% of <i>STAR</i> Fellows will complete the STEM / Computer Science Credential each year of grant, 10/1/19 - 9/30/24.	Credential Completions
Outcome 2.5: <i>STAR</i> will expand number of educators implementing Equity in Postsecondary Attainment strategies.	
Indicator 2.5: A minimum of 90% of <i>STAR</i> Fellows will complete the Equity in Postsecondary Attainment Credential each year of grant, 10/1/19 - 9/30/24.	Credential Completions
Objective 3: Increase the number of educators who attain advanced graduate degrees in education	
Outcome 3.1: Launch and sustain Master's Degree model that increases the education attainment of novice, pre-service teachers.	
Indicator 3.1a: Minimum of 90% of <i>STAR</i> Fellows will complete Master of Teacher Leadership degree each year of grant, 10/1/19 - 9/30/24.	Degree Completions
Indicator 3.1b: Minimum of 90% of <i>STAR</i> Fellows will attain state teacher certification each year of grant, 10/1/19 - 9/30/24.	State Certification
Indicator 3.1c: Minimum of 90% of <i>STAR</i> Fellows will complete a minimum of three consecutive years of teaching in a high-needs school, 10/1/24 - beyond.	Fellow Employment
Outcome 3.2: Increase number of educators from traditionally underrepresented groups who attain Master's Degrees and licensure / certifications.	
Indicator 3.2a: Increase % of <i>STAR</i> Fellows from traditionally underrepresented groups (men of color, women of color) who attain a graduate degree in education by 15% compared to annual Bowie State baseline graduate degree attainment rates, 10/1/19 - 9/30/24.	Degree Completions
Indicator 3.2b: Increase % of <i>STAR</i> Fellows from traditionally underrepresented groups (men of color, women of color) who attain state teacher certification by 15% compared to annual Bowie State baseline certification attainment rates, 10/1/19 - 9/30/24.	State Certification

<p>Indicator 3.2c: Minimum of 90% of <i>STAR</i> Fellows from traditionally underrepresented groups (men of color, women of color) will complete a minimum of three consecutive years of teaching in a high-needs school, 10/1/24 - beyond.</p>	<p>Fellow Employment</p>
<p>Objective 4: Increase the impact of <i>STAR</i> through effective replication and scaled impact strategies.</p>	
<p>Outcome 4.1: Launch and sustain a web-based Networked Educator Excellence Platform to disseminate tools.</p>	
<p>Indicator 4.1: Web-based Networked Educator Excellence Platform will be operational by Year 2 of grant project and beyond, 12/1/20 - 9/30/24.</p>	<p>Web-Portal Launch Date</p>
<p>Outcome 4.2: Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate best practices.</p>	
<p>Indicator 4.2: Minimum of 90% of <i>STAR</i> Fellows who complete degree will co-author an approved Instructional Excellence White Paper each year of grant, 10/1/19 - 9/30/24.</p>	<p>White Paper Publication</p>

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

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the

Upon funding, evaluators and project personnel will collect baseline data for all performance indicators to set annual benchmarks for each year of project, facilitate comparison of results and ensure thorough evaluation of *STAR*. Evaluators will solicit feedback from all stakeholder groups to ensure participants provide valuable data needed to thoroughly assess outcomes and inform decision-making procedures. Evaluation of goals, objectives and outcomes will include: **Process (Formative) Evaluation:** Process evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to monitor fidelity and promote timely, thorough completion of project services. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model (see *Appendix*), Timeline (see *Management Plan*) and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The *STAR* Timeline, Logic Model and

evaluation FORECAST Action Model will serve as process tools allowing evaluators to determine compliance with the scope / schedule of the proposed project. **Outcome (Summative) Evaluation:** The purpose of outcome evaluation is to assess the effectiveness of the project and the outcomes of implementation on the targeted population. Outcome evaluation will measure indicators that correspond to *STAR* Components to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *STAR* and will equip project managers with information needed to analyze results by component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of promising and effective practices. Process and Outcome evaluation methods promoting continuous and iterative project improvement and achievement of outcomes include:

- **Data Collection:** Evaluators will collect data to establish baseline values for each performance measure upon funding (see *Project Design* for partner LEA performance data). Annual data will be collected, analyzed, compared and reported using data collection tools aligned to project services / objectives.
- **Evaluation Tools Aligned to Objectives:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) Effectiveness Rubric: annual evaluation of *STAR* educators upon placement in teaching positions to assess performance (Objective 2; Outcome 2.1); (2) Student Performance Scores: annual state administered Reading, Math and Science assessment results, graduation rates and postsecondary enrollment rates compared to 2018-19 baseline (Objective 1; Outcome 1.1, 1.2, 1.3); (3) Site Visits / Focus Groups: multiple evaluation team conference calls and site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress (Objectives 1-4; Outcomes All); (4) Grant Stakeholder Surveys: grant personnel, participating Fellows and partner LEA school personnel will complete annual surveys to evaluate stakeholder perspectives regarding quality of activities / relevance of programming / perceptions of instructional quality / educator impact (Objective 1-4; Outcomes All) and (5) Enrollment / Completer Rates: annual degree / micro-credential completer data aggregated for the project and disaggregated across each of four micro-credentials (Objective 2, 3; Outcome 2.2, 2.3, 2.4, 2.5, 3.1, 3.2)
- **Data Analysis:** Evaluators will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement gap data.

Evaluators will collect data for Treatment / Control groups to facilitate matched comparison evaluation that will be overseen by the Co-Principal Investigator and meets *What Works Clearinghouse* standards:

TREATMENT GROUP (n = 20 per year)	<i>STAR</i> educators from Tier 1, Tier 2 and Tier 3 schools (see <i>Project Design</i>) in Prince George's County Public Schools, Dorchester County Public Schools and District of Columbia Public Schools.
CONTROL GROUP (n = 40 per year)	Random selection of matched non- <i>STAR</i> educators from Tier 1, Tier 2, Tier 3 schools in Prince George's County, Dorchester County and District of Columbia Public Schools.

- Reporting:** The Principal Investigator will submit required Annual Performance Reports to funding agency and share evaluator feedback / results with Advisory Board, stakeholders and the public via a *STAR* website portal to ensure transparency with partner personnel and interested stakeholders.
- Mediating Confounding Factors:** *STAR* evaluation is designed to control for the mediators / confounding factors that may impact the achievement of the project goal, objectives and outcomes. *STAR* grant planners identified external factors that could impact success and aligned those factors to project components, outcomes for each component and identified thresholds for acceptable implementation (benchmarks). Grant planners anticipate the potential impact of mediators on the success of *STAR* and propose rigorous yet attainable achievement benchmarks:

Project Component	Potential Mediators (Confounding Factors)	Outcomes	Threshold for Acceptable Implementation
Component 2: Academic Learning Credentials	<ul style="list-style-type: none"> Change in Assessment Exam Technology Failure Change in Classroom Teacher Language Barriers 	1.1	12% Increase
	<ul style="list-style-type: none"> Change in Graduation Requirement Student Attrition / Influx 	1.2	5% Increase
	<ul style="list-style-type: none"> Change in Enrollment Requirements Change in Entrance Exam 	1.3	12% Increase

	<ul style="list-style-type: none"> • Change in Financial Aid Requirements 		
	<ul style="list-style-type: none"> • Change in Evaluation Rubric • Change in Evaluation Process • Evaluator Bias 	2.1	75% Increase
	<ul style="list-style-type: none"> • Fellow Attrition • Personal Factors (illness, pregnancy, move, etc.) • Change of Financial Position 	2.2, 2.3, 2.4, 2.5	90% Completion
Component 3: Teacher Residency	<ul style="list-style-type: none"> • Fellow Attrition • Personal Factors (illness, pregnancy, move, etc.) • Change of Financial Position • Change in Mentor Teacher 	3.1	90% Completion
	<ul style="list-style-type: none"> • Fellow Attrition • Personal Factors (illness, pregnancy, move, etc.) • Change of Financial Position • Change in Mentor Teacher 	3.2	15% Increase
Component 4: Replication Strategies	<ul style="list-style-type: none"> • Technology Failure • Change in University IT Protocol 	4.1	Operational by 12/1/20
	<ul style="list-style-type: none"> • Fellow Attrition • Change in Instructional Team 	4.2	90% Completion

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

GOAL: To raise the academic achievement of high-needs students by improving educator effectiveness.

OBJECTIVES	INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Objective 1 Improve academic achievement in high needs schools.</p> <p>Objective 2 Equip educators with the skills to promote 21st Century Learning in high-needs schools.</p> <p>Objective 3 Increase the number of educators who attain advanced graduate degrees in education.</p> <p>Objective 4 Increase the impact of STAR through effective replication and scaled impact strategies.</p>	<p>Knowledge of Evidence-Based Strategies</p> <p>TQP Grant Funding</p> <p>1 ; 1 Matching Resources</p> <p>Bowie State University Expertise / Resources</p> <p>Expertise / Resources from Partnerships with Prince George's County Public Schools, Dorchester County Public Schools and District of Columbia Public Schools</p> <p>Expertise in Research, Methodology, Evaluation by Co-Principal Investigator and Evaluation Team</p>	<p>STAR Framework Component 1: Procedures</p> <ul style="list-style-type: none"> • Candidate Selection • Enrollment Agreement • Fellow Stipend • Master of Teacher Leadership • Teacher Certification • Classroom Placement_ <p>Component 2: Academic Learning Credentials</p> <ul style="list-style-type: none"> • Core Credential • 21st Century Learning Credential • Instructional Excellence Credential • STEM/Computer Science Credential • Equity in Postsecondary Attainment Credential <p>Component 3: Teacher Residency</p> <ul style="list-style-type: none"> • Equity Learning Intensive • Instructional Rounds • Virtual Coaching • Credential Colloquia • Fellow Assessment • Fellow Portfolio • White Papers • Degree Finale_ <p>Component 4: Replication (Scaled Impact) Strategies</p> <ul style="list-style-type: none"> • Networked Educator Excellence Platform • Instructional Excellence Clearinghouse 	<p><u>BSU Master of Teacher Leadership Degree</u></p> <p><u>Five exportable graduate credit micro-credentials:</u></p> <ul style="list-style-type: none"> • Core Credential • 21st Century Learning Credential • Instructional Excellence Credential • STEM/Computer Science Credential • Equity in Postsecondary Attainment Credential <p><u>Annual White Papers written by Fellows / Instructors</u></p> <p><u>Two scalable strategies</u> to grow 21st Century educators:</p> <ul style="list-style-type: none"> • Networked Educator Excellence Platform • Instructional Excellence Clearinghouse 	<p><u>OBJ 3:</u> Enroll 20 candidates to serve as STAR Fellows per annual cohort</p> <p><u>OBJ 3:</u> Provide Master of Teacher Leadership degree</p> <p><u>OBJ 1:</u> Place annual cohort of degree recipients in partner district high- needs schools using Tiers of Priority</p> <p><u>OBJ 2:</u> STAR Educators will attain Skilled or Accomplished performance standards</p> <p><u>OBJ 1-3:</u> STAR Framework will offer high-quality services and supports that meet educator needs</p> <p><u>OBJ 2:</u> Improved 21st Learning / STEM competency of novice teachers</p>	<p><u>OBJ 3:</u> Increase number of teachers from traditionally underrepresented groups in high-needs schools</p> <p><u>OBJ 1:</u> STAR will reduce the number of schools designated as Comprehensive Support / Targeted Support</p> <p><u>OBJ 1:</u> STAR students will meet or exceed statewide ELA, Math and Science proficiency standards</p> <p><u>OBJ 2:</u> STAR will increase student proficiency in 21st Century / STEM / Computer Science learning skills</p> <p><u>OBJ 1:</u> STAR students will demonstrate increase in graduation rates</p> <p><u>OBJ 1:</u> STAR students will demonstrate increase in postsecondary enrollment rates</p>	<p><u>OBJ 2,4:</u> BSU will adapt Master of Teacher Leadership micro-credentials as stand-alone professional development</p> <p><u>OBJ 2,4:</u> BSU will expand the number of micro-credential options / themes aligned to graduate degrees</p> <p><u>OBJ 1-4:</u> Two scalable strategies will prepare educators to serve as 21st Century instructional leaders in high-needs schools around country</p> <p><u>OBJ 1,2:</u> Partner districts will adopt STAR strategies to diversify educator preparation initiatives.</p> <p><u>OBJ 4:</u> STAR will disseminate effective practices to expand significance.</p> <p><u>OBJ 1-4:</u> Pipeline of students linking BSU under-graduate programs to Masters of Teacher Leadership program</p> <p><u>OBJ 1-4:</u> Pipeline of highly-trained novice teachers to partner school district high-needs schools</p>