

**Teacher Quality Partnership
Transforming Teacher Preparation for Duval County (TTPD)
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The College of Education and Human Services (COEHS) at the University of North Florida (UNF) will lead a partnership of three colleges at UNF in collaboration with a low-income LEA - Duval County Public Schools (DCPS)¹ - and a network of high-need elementary and secondary schools to implement **Absolute Priority: Partnership Grants for the Establishment of Effective Teaching Residency Programs**. Our proposed project - **Transforming Teacher Preparation for Duval County (TTPD) through Teacher Residencies** - is built on an existing, NCTR-approved model of Residency and, as such, is a cost-effective, yet also transformative approach to enhancing the recruitment, preparation, induction, and retention of elementary and secondary educators in a large, high-need, urban school district. TTPD is designed to achieve three primary goals: (1) Increase the number of teachers certified to teach high need subjects and grades; (2) Increase retention of highly effective teachers in DCPS high-need schools/subjects; and (3) Increase the motivation and performance of high-need DCPS students.

Built on a long-standing partnership between UNF and DCPS, the admissions goals and priorities for both Teachers in Residency (TIR) and Clinical Residency Mentors (CRM) are aligned with the needs of DCPS. In turn, DCPS is committed to hiring qualified graduates from the TTPD program. To address a DCPS priority, TTPD will make special consideration for applicants that reflect the Jacksonville communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession.

IHE Eligibility. The COEHS is uniquely qualified to submit an application under the

¹ U.S, Census Small Area Income and Poverty Estimates (SAIPE) for 2017 indicate 21.4% of Duval's school-aged children (ages 5-17) live below the poverty line.

TQP program. UNF College of Education and Human Services (COEHS) is committed to preparing teachers who exhibit strong performance on Florida Teacher Certification Examinations and meet high academic standards in coursework and intensive clinical experiences. According to the College's 2018 Council for the Accreditation of Educator Preparation (CAEP) review and site visit, **85% of 2015-16 graduates passed all of the State teacher certification examinations and demonstrated content knowledge in their intended licensure areas.** UNF's overall pass rate exceeded Florida's Pass Rate of 73% for all graduates of teacher education programs in 2015-16. The Florida State Report Card on teacher preparation programs² indicated that across all programs (Elementary/ESOL; English/ESOL; Mathematics; Middle Grades Math/Science), UNF's average was above average (3.2).

The COEHS implements **high academic standards for entry** into its teacher education programs. Each teacher candidate accepted into the College must have a cumulative GPA of 2.5 or higher for college-level work, successfully complete a pre-requisite course with a B or higher, and earn passing scores on the Florida General Knowledge Examination. COEHS' GPAs ranged from 3.00-3.53 for FTIC (first time in college) admits and 2.98-3.32 for transfer admits during the 2015-2017 academic years. These candidates complete a rigorous program aligned to the Florida Educator's Accomplished Practices (FEAPS) which requires participation in diverse, intensive clinical field experiences. School-based experiences are relevant to each program's objectives to ensure the development of teacher candidates' instructional skills. The COEHS works with partners to **design clinical experiences of sufficient depth, breadth, coherence,**

² Summary and Analysis of 2017 Annual Program Performance Reports Presented to the Florida Department of Education, January 2018.

and duration to ensure that candidates demonstrate their developing effectiveness and have a positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all PK-12 students. This criterion is required for successful completion of the teacher education program and all State of Florida Department of Education licensure and certification requirements from PK-12.

The UNF COEHS teacher education programs are confident that candidates possess the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in their certification field. In addition to the course-based and field-based assessments of teacher candidates, teacher candidates must pass all three teacher certification exams in order to graduate from the teacher preparation programs, as per COEHS Policies. The UNF COEHS is accredited through the Florida Department of Education and leads directly to teacher licensure in the state. Thus, all programs are aligned to FEAPS, which serve as the standards for teachers in the state.

Teacher Residency Experience and Demonstrated Effectiveness. In addition to meeting TQP requirements as an effective teacher preparation program, COEHS has an **existing, highly successful Teacher Residency Program** that meets the standards set forth by the National Center for Teacher Residencies (NCTR) for building highly effective teacher residency programs. Over the past 5 years, UNF and DCPS used National Science Foundation funding to develop the **first Teacher Residency program in Florida** - Jacksonville Teacher Residency (**JTR**) Secondary program, a partnership with NCTR. The JTR Secondary Program has served

six cohorts of teachers since 2013. The program meets all the basic requirements of an Eligible TQP Partnership (see Appendix A) and offers pre-service secondary teachers a Master of Arts in Teaching (MAT) leading to Florida DOE licensure in 6-12 Secondary mathematics, biology, physics, chemistry, environmental science; and 5-9 Middle Grades mathematics and science.

Since its inception, JTR has met both its **retention** and **diversity** goals. Regarding retention, 31 JTR completers are currently employed in eleven DCPS Title I schools. Twenty-three out of the 24 residents who began the program in the Fall of 2018 are in the process of completing their residency year and intend to sign open contracts with DCPS with the understanding that they will be placed in a Title I school. Regarding diversity, 32 percent of JTR teachers are male (as compared to 15% in traditionally-prepared programs); 42 percent are teachers of color (compared to 18% nationally); and 35 percent relocated to Jacksonville from other areas of the State.

The Transforming Teacher Preparation for Duval County (TTPD) through Teacher Residencies will build on JTR to address the Absolute Priority (Partnership Grants for the Establishment of Effective Teaching

Residency Programs). Across three cohorts

($n = 50$), and through expansion to

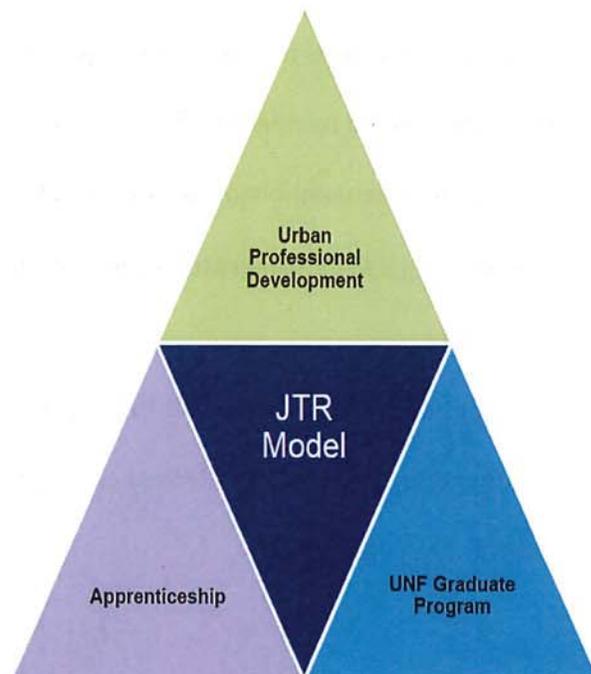
Elementary and Special Education teachers,

TTPD will address DCPS **critical shortage**

areas in: (a) content-areas of **math, science,**

and **ELA**; and (b) inclusion of instructional

practices for **Exceptional Student**



Education (ESE) and English Language Learners (ELL). Specifically, TTPD will:

- **Integrate inclusion practices** across the programs of study to address both ELL and ESE components through a program collaboratively designed by ESE faculty, Foundations and Secondary education faculty, College of Arts and Sciences (COAS) math and science faculty, and DCPS ESE and Secondary Education specialists and/or directors;
- **Infuse computational thinking** concepts for science and math competencies and certification areas, through curriculum integration with UNF College of Computing, Engineering, and Construction (CCEC), as well as hands-on professional development experiences provided by partners as Northeast Florida Center for STEM Education (NEF-STEM), Code.org, STEM2 Hub, and the UNF STEP Lab;
- Utilize resources of **Professional Development Schools** to provide enriched preparation, induction, and PD experiences for pre-service and in-service teachers;
- Emphasize the Pedagogy and Classroom Practice needs of pre-service **teachers from non-traditional backgrounds**

As such, **TTPD** is not simply an expansion of the existing JTR program – it is **transformative** in the manner in which Teacher Residency is conceptualized. That is, TTPD goes beyond the core components of traditional Residency models by:

- Implementing a **fully integrated Inclusion model** of Elementary and Secondary teacher preparation;
- Providing **intentional Advanced Preparation for Clinical Resident Mentors (CRMs)**, including opportunities for CRMs to engage in a newly developed Teacher Leadership graduate degree program;

- Supporting job-embedded feedback and intensive induction from **Faculty in Residence** (FIRs) to institutionalize a culture of academic inquiry, exploration, and achievement and prepare educators to understand and **use research and data to enhance classroom instruction**;
- Facilitating **advanced preparation for teachers in STEM and Computer Science**, including evidence-based PD, program and curriculum revisions, and enhanced certification opportunities; and
- Seeking and securing Florida DOE approval, resulting in **licensure upon graduation**, of MAT in Secondary Education, Elementary Education and ESE.

To target student achievement needs and meet State policy initiatives in Computer Science (CS), TTPD will address **Competitive Preference Priority 1 (Promoting STEM Education, With a Particular Focus on Computer Science)**. Merging the efforts of COEHS with the COAS, CCEC, NEF-STEM, STEM2 Hub, and the UNF STEP Lab, TTPD will integrate advanced student content knowledge in STEM and Computer Coding into its teacher preparation program. TTPD will embed STEM and CS into coursework, offer incentives like micro-credentialing for increased engagement with critical content-area courses, and provide teachers with evidence-based Code.org professional development.

(A) Quality of the Project Design

A1. The extent to which the proposed project demonstrates a rationale. The rationale for the TTPD Project is grounded on a Residency design that (a) specifically addresses the needs of the LEA and school partners; (b) is aligned with NCTR research on establishing effective residencies; and (c) transforms the core residency approach through a set of unique and distinguishing components.

(a) Addressing LEA and School Needs. UNF will use the TQP project to build on its existing relationship with the DCPS – a high-need urban school district. DCPS employs more than 8,000 educators serving over 129,000 students in 172 public schools, including 26 charter schools. It is the 7th largest school district in Florida and the 22nd largest in the U.S. Duval County Census records indicate over 21 percent of families with children are below the poverty line and 33 percent of persons over 25 have less than a high school degree³. Three of the five TTPD schools serve students who reside or attend schools in qualified opportunity zones **(Invitational Priority)**. These schools are: Andrew Jackson High School (census tract number 13); Lake Shore Middle School (census tract number 124); and Woodland Acres Elementary (census track number 155.02).

This collaborative program proposes to recruit prospective teachers and prepare them to function as high-impact elementary, secondary, and ESE teachers and leaders in urban Opportunity Zone schools characterized by high teacher turnover and low student achievement. Enrollment data by Race/Ethnicity indicate that 66% of students are from minority backgrounds. The number of Hispanic students in the district, including those who are ELL, is increasing rapidly (36% in the past 4 years), as are the number of students from other non-white backgrounds. This places even greater responsibility on teachers' ability to use data to differentiate instruction. At the same time, Duval has a higher percentage of ESE students (14.3%) than LEAs statewide (13.6%), once again requiring teachers to have skills in differentiation and the ability to work with ESE teachers – demands for which existing programs do not prepare them.

While Duval County students are becoming increasingly diverse and requiring teachers to

³ U.S. Census. 2017 American Community Survey

enhance their use of data to differentiate instruction, the number of Highly Qualified Teachers in the district lags considerably behind the Florida average. Fully 1 in 5 teachers in the LEA (versus 1 in 10 Statewide) is Not Highly Qualified and these teachers are responsible for over 100,000 courses taught each year (FLDOE Final Survey 3, 2017). For the past three years, DCPS has started the school year with an average of 185 instructional and instructional support vacancies. The highest vacancies by content area for the start of the 18/19 school year were in the areas of ESE (45), Elementary (41), and Math (18). In 2017-18, the number of instructional separations (1,377) far exceeded the number of new hires (1,134).

Meeting the needs of students in the Duval County LEA is compounded by an inability to recruit and retain highly qualified teachers in high need subject areas. As shown on Table 1, nearly one-quarter of all Duval teachers are teaching out of field and, while this percentage in elementary schools is somewhat lower, both Duval and the targeted high need schools demonstrate unacceptably high level of teachers out of field.

DCPS as a whole and the schools identified in the three cohorts targeted by TTPD serve some of the highest need students in the State. Data revealing need has been compiled for both the LEA and the targeted high need schools. Table 2 presents data on the percentage of minority students and those on free and reduced-price school lunches:

Table 1. Teachers Out-of-Field	
Region / School	% out-of- field
Florida	8.0%
Duval	24.9%
Cohort 7	20.5%
Andrew Jackson High	15.9%
Lake Shore Middle	29.2%
Terry Parker High	13.5%
Cohorts 8 & 9	18.3%
Woodland Acres Elem	18.2%
Kings Trail Elem.	18.5%
Source: Florida DOE, FY18	

- Duval schools **exceed the percentage of minority students** found throughout the State and represent over two-thirds of all students in Duval classrooms.
- Similarly, the percentage of students in the **Free and Reduced-Price Lunch (FRPSL)** program exceed State averages and represent over two-thirds of students in all Duval schools.
- Schools in the three TTPD cohorts show even higher levels of minority and FRPSL representation than DCPS district-wide.

Region/School	% Minority	% FRPSL
Duval	68.26	68.14%
Florida	62.43	62.70%
Cohort 7	83.87	97.23%
Andrew Jackson High	93.5	100.0%
Lake Shore Middle	80	100.0%
Terry Parker High	78.1	91.7%
Cohorts 8 & 9	81.00	100.00%
Woodland Acres Elem	76.7	100.0%
Kings Trail Elem.	85.3	100.0%
Source: Florida DOE, FY19		

Table 3, below, presents student performance. District-wide and at the targeted school-level, data indicate high-need as measured by performance on State assessments. While overall District scores in Social Studies exceed the statewide averages, scores in Math, Science and ELA lag behind their State counterparts by 4 to 13 percent. Even more pronounced are the differences between all State students and the students in the three TTPD cohorts.

As shown, students in the targeted middle and high schools included in Cohort 7 show achievement levels that trail their State counterparts by 13 to 41 percent. Students in the elementary schools targeted in Cohorts 8 and 9 lag behind the state in ELA, Math, and Science by 8 to 33 percent (NOTE: Elementary-level students are not tested in Social Studies).

TABLE 3. FY 2017 ELA, Math, Science, and Social Studies Achievement (% of Student Scoring at Proficiency or Higher)				
Region/School	ELA	Math	Science	Soc. S.
Duval	48.17	56.91	54.17	75.59
Florida	55.66	59.51	56.50	72.98
Diff. from STATE	-13.46%	-4.37%	-4.12%	3.58%
Cohort 7	33.00	44.00	49.33	62.67
Diff. from STATE	-40.71%	-26.06%	-12.69%	-14.13%
Andrew Jackson High	29.00	60.00	59.00	45.00
Lake Shore Middle	35.00	39.00	35.00	77.00
Terry Parker High	35.00	33.00	54.00	66.00
Cohorts 8 & 9	37.50	54.50	44.50	--
Diff. from STATE	-32.63%	-8.42%	-21.24%	--
Woodland Acres Elem.	30.00	53.00	50.00	--
Kings Trail Elem.	45.00	56.00	39.00	--

(b) Establishment and Design: How the Partnership will Prepare Teachers. Teacher preparation under TTPD is consistent with NCTR research on establishing effective teacher residency programs and based on the model currently employed through JTR. The current partnership with NCTR will continue in the new TTPD project.

Selection process and criteria for residency. TTPD’s selection process seeks to balance merit while enhancing diversity among DCPS classroom teachers. Prospective MAT residents must possess a baccalaureate degree with a college GPA of at least 3.0 and a degree in a content-related field for applicable teacher certification areas as determined by the respective COEHS

Departments. The Elementary Ed and ESE graduate faculty will determine which undergraduate degrees are applicable for a Florida professional license. As a highly competitive teacher preparation program with a rigorous screening and selection process, TTPD will require applicants to:

- Complete a Prospect Form. Interested prospects complete an online Prospect Form, which will be screened by the recruitment coordinator for minimum requirements of degree, GPA, and graduation date for rising undergraduate seniors;
- Complete an Application Packet. Qualified prospects are sent a full application packet, which requires a letter of intent, a cultural experiences essay, resume, transcripts, and three references;
- Review of Application Packet. Completed application packets undergo four stages of review. First, the recruitment coordinator will review application packets for completion, initial transcript review, and reference checks, and assigns each packet a preliminary score. Second, the two JTR Directors who oversee Residencies at COEHS will review and score each application packet. Third, application packets that receive an acceptable rating from the Residency review are sent to either the Elementary, Secondary, or ESE graduate Coordinator (depending on the applicant's degree and intended grade level/subject to be taught) who review the transcripts to ensure academic coursework meets requirements for both the intended content area to be taught. Finally, application packet transcripts may be reviewed by the COAS faculty for rigor of academic coursework;
- Attend Selection Day. Applicants who rate well under the previous criteria are invited to attend mandatory Selection Days (a two-day event) and advance as a Candidate. During Selection Days, candidates are rated on a series of activities that include a content area

teaching demonstration and reflection, a timed writing sample, focus group discussions, and overall attitude and professional dispositions. Residency administrators, UNF COEHS and COAS faculty, and DCPS administrators and teachers rate candidates on each activity using a rubric, and scores are tallied at the end of the two days; and

- Apply to the UNF Graduate School. Candidates who receive effective ratings for Selection Days are then invited to apply to the UNF Graduate School as Residency Finalists. Applications are reviewed by a committee of faculty in each teacher education department.

Rigorous recruitment, selection and intentional advanced preparation for Clinical Resident Mentors (CRM). As recommended by NCTR, TTPD will use a one-to-one mentoring model in which a CRM is assigned to each Teacher in Residency. CRMs will be selected on the basis on clear criteria related to the needs of DCPS and the targeted schools, including:

- currently assigned to teach or have specialized skills in teaching high-need content areas;
- classified as Effective or Highly Effective on DCPS's evaluation system;
- demonstrated ability to differentiate instruction to students of differing skill levels and learning styles;
- demonstrated ability to engage in professional collaboration with other teachers;
- certified in Clinical Educator Training;
- specialized training in the use of data to inform instruction;
- three years teaching experience with demonstrated effectiveness in the needed content areas;
- recommended by their Principal.

CRMs will be provided intentional, advanced professional development and, as discussed below, some will come from COEHS' new Masters in Teacher Leadership for Mentor Teachers program. This professional development will be delivered to complement the residency program

so that classroom clinical practice is tightly aligned with will serve as mentors for TIR residents and act as a teacher coach during the induction program for new teachers. CRMs may be relieved from some of their teaching duties as a result of such additional responsibilities.

CRMs will include graduates of a newly-developed **Graduate Degree in Teacher Leadership for Mentor Teachers**. Participants in this graduate mentoring program complete coursework in teacher inquiry, teacher decision making, adult learning and PD, multicultural urban education, and models of instructional strategies. In spring 2019, UNF's COEHS admitted its first cohort of Teacher Leaders. There are currently 16 DCPS teacher leaders who are pursuing their graduate degree in education at UNF and who will be recruited to serve as CRMs for TTPD residents.

Placement of teaching residents in rigorous graduate-level course work leading to a master's degree while undertaking a guided teaching apprenticeship. Residents will complete course work provided by the University of North Florida. UNF faculty, in collaboration with DCPS specialists, design coursework experiences closely integrated with the Residency and specific to the unique needs of the students in the targeted schools. Residents are required to attend other professional development seminars, conferences, service projects, and workshops. Once a month, Residents attend an Urban Professional Development Seminar. Seminars are held during the school day and are facilitated by Residency Program Directors.

To ensure that Teaching Residents are able to provide high-quality instruction that meets the needs of diverse, high-need students, they will complete a rigorous and field-tested curriculum leading to a Master of Arts in Teaching (MAT) from UNF. This Florida Department of Education state-approved MAT will certify Clinical Residents through a 30-hour teacher education program modeled after the current JTR MAT STEM Secondary residency. To facilitate the enactment of

these constructs, program will use the Teacher Education by Design (TEDD) learning cycle as a clinical model of integrating the pedagogy of coursework with the core practices of teaching. Based on the work of University of Washington researchers aiming to identify core practices of teaching and align teacher preparation with them (McDonald et al., 2013), TEDD includes four stages: (1) Introducing and learning an instructional activity; (2) Preparing and rehearsing the activity; (3) Enacting the activity with students; and (4) Analyzing the enactment and using lessons learned to strengthen future instruction.

In conjunction with completion of the degree program, teacher candidates in Residence will work side-by-side as an apprentice co-teacher with their CRM in the classrooms four days a week. During that time, Residents co-teach alongside their CRM, participate in all school-related professional development, and act as a professional agent of the school. Residents interact with students, communicate with parents, and attend extracurricular school-related activities as co-teachers. Their apprenticeship experience will also include two to three weeks of full-time teaching responsibilities.

Integration of pedagogy, classroom practice, and teacher mentoring. TTPD is composed of three strands, each of which complements and supports the other: (1) Graduate study leading to a Master of Arts in Teaching (MAT) from UNF; (2) Apprenticeship / Residency in the classrooms of master teachers (Clinical Residency Mentors; CRMs) in high-need urban schools; and (3) urban professional development and mentoring that will further equip TTPD residents to support students from diverse backgrounds in high-need schools. This model will remain central to the expansion of the Residency to prepare elementary, special education, and secondary teachers through a relevant, collaboratively designed inclusive graduate curriculum.

Residency agreement and repayments. All candidates accepted for TTPD will receive a

one-year living stipend in the amount of \$25,000 during their graduate school/Residency year, payable bimonthly. The stipend application will be part of the Residency Contract and state the terms of their receipt of TTPD-JTR living stipends. The TTPD-JTR Stipend Agreement will include all requirements as noted under this absolute priority. Residents will commit to (1) serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the MAT residency program; (2) teach in a DCPS high-need school and teach a designated high-need subject or area; (3) provide, upon completion of each year of service, to the Residency directors a certificate of employment; (4) meet all state certification and licensure requirements; (5) participate fully in the TTPD Induction professional learning community; and (6) comply with the Residency's repayment requirements if unable or unwilling to complete the service obligation, TTPD Residents shall provide COEHS a certificate from DCPS and the school in which the resident is employed which verifies the employment required upon completion of, each year or partial year of service.

The repayment policy will include the repayment of all or part of the living stipend if TTPD TIRs fail to maintain good academic standing, are dismissed for disciplinary reasons, withdraw before completion of the program, fail to comply with their teaching service commitments, or do not meet applicable State certification or licensing requirements. Terms and conditions will include a repayment schedule, a specified interest rate, and a pro rata repayment schedule based on deferral or termination due to health, incapacitation, inability to secure employment, activated to active duty status or other extraordinary circumstances. Any repayments received by TTPD will be recycled to support additional TIRs and/or CRMs.

Supporting new teachers through aligned induction. TTPD residents will experience ongoing support from the TTPD collaborative – specifically, their former CRMs, COEHS teacher

educators (content, ESE, ESOL), DCPS induction specialists, and a dedicated TTPD induction coach. Ongoing induction activities during the residents' first two years of teaching will help them persist with, and achieve success in, urban high-needs schools. The TTPD Residency Program will include a comprehensive two-year induction program for residents that will continue to equip them with high-level instructional skills and help them persist as teachers in high-need DCPS schools. The induction program will intentionally focus on teacher leadership development through current PDS initiatives.

Beginning teachers who are provided with multiple forms of support are less likely to leave teaching after the first year, and mentoring from peers in the same teaching field, common teaching time, most effective regular collaboration with other teachers, and being part of an external network of teachers are among highest-impact supports (Ingersoll and Smith, 2004). The scope and sequence of the TTPD Induction Program will be developed collaboratively during Year 1 of the grant based on DCPS retention data and a needs survey of current JTR novice teachers. It will incorporate elements of the JTR STEM Induction Program. Of the 40 teachers prepared by JTR (Cohorts 1-4), 76% are currently teaching and participate in a professional learning community (PLC) for novice educators that includes action research projects, book studies, coaching cycles, STEM professional development summer workshops, leadership development, conferences presentations of teacher inquiry work, and mentor training to equip graduate residents to themselves become urban mentors. The revised and expanded TTPD Induction Program will provide PD in equity, inclusive practices, culturally responsive teaching (CRT), and culturally responsive classroom management (CRCM) strategies to help educators be more effective with underserved students in high-needs schools.

Table 4 below illustrates the intended supports for the two years of induction. Each year will

include a combination of teacher inquiry/action research to facilitate deep understanding and leadership, coaching support, and professional development. In year 3 (post grant support), TTPD-DCPS teachers will complete FL DOE Clinical Educators' Training (CET) so they can mentor subsequent cohorts of residents and further hone their leadership capacities.

Table 4. Two-Year Induction Supports

Year 1	
Professional Learning Community (PLC)	<ul style="list-style-type: none"> • Teacher Inquiry/Action Research Project 1 • Monthly Urban Induction Sessions: <ul style="list-style-type: none"> ○ Book study relevant to 1st year teaching experience; ○ Culturally Responsive Teaching ○ Culturally Responsive Classroom Management
Coaching Support	JTR Clinical Observation cycles (4) completed by: <ul style="list-style-type: none"> • TTPD Induction Mentor • DCPS CRM • COEHS Program Faculty: content, ESE, ESOL
Professional Development	<ul style="list-style-type: none"> • Present at the COEHS PDS Teacher Inquiry Symposium • Summer COAS STEM & CCEC Computing Institutes • Serve as TTPD Peer Mentors (for incoming Residents)
Year 2	
Professional Learning Community (PLC)	<ul style="list-style-type: none"> • Monthly Urban Induction Seminars • Teacher Inquiry Project 2
Coaching Support	JTR Clinical Observation cycles (4) completed by:

	<ul style="list-style-type: none"> • TTPD Induction Mentor • DCPS CRM • COEHS Program Faculty: Content, ESE, ESOL
Professional Development	<ul style="list-style-type: none"> • Present at the COEHS PDS Teacher Inquiry Symposium, COAS Summer STEM Institute, Summer COAS STEM & CCEC Computing Institutes, and M. Ed. Teacher Leadership Program

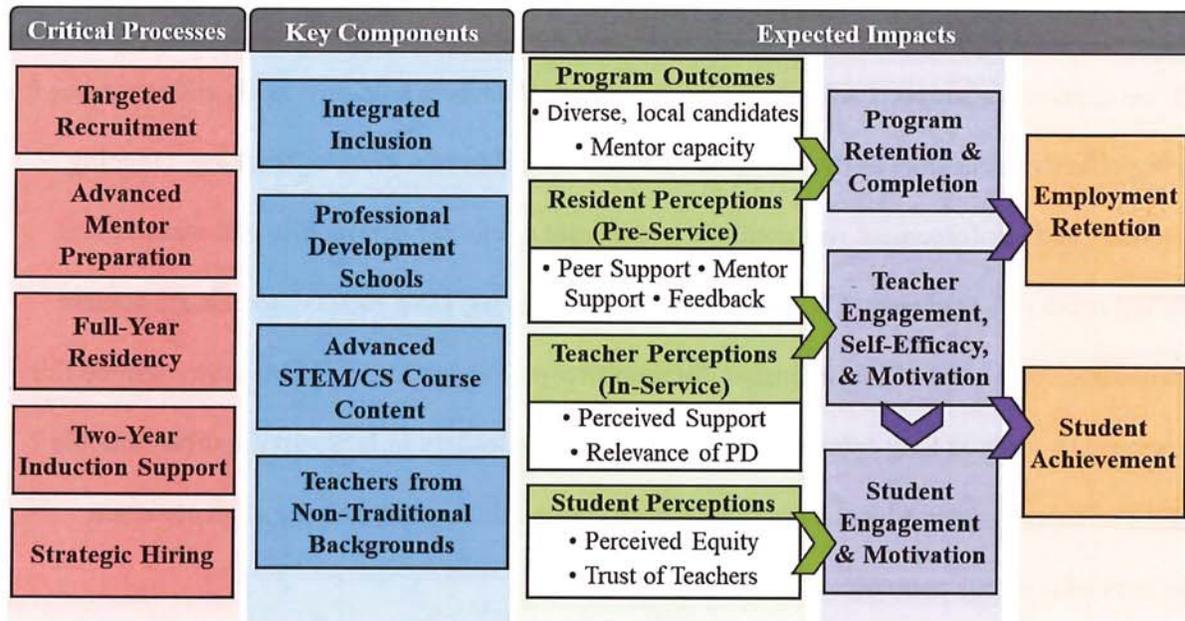
These interwoven supports will equip TTPD graduates/teachers with new skills and strategies for being effective educators as they progress through their first two years of teaching. Ongoing activities and reinforcement will continue to generate a sense of community and camaraderie among residents, graduates, CRMs, building administrators, UNF faculty, and DCPS content specialists. At the end of this intensive, focused two-year induction, TTPD teachers will be fully equipped to serve as long-term, highly effective teacher leaders in Jacksonville urban schools who can support other educators in their school communities while helping students attain mastery of rigorous content.

(c) Transforming the Core Residency Approach. The conceptual framework below (Figure 1) details the core components that distinguish TTPD from other approaches to teacher residency: Integrated Inclusion Practices, Professional Development Schools, Advanced STEM/CS Coursework, and explicit focus on Teachers from Non-Traditional Backgrounds. These components are interwoven into all project processes and are specifically designed to address the needs of DCPS.

Demonstrates a Rationale. The framework describes how project activities are proposed to impact (a) program outcomes, (b) pre-service teacher resident perceptions, (c) in-service beginning teacher perceptions, and (d) student perceptions. These perceptual changes, in turn,

impact teacher motivation, self-efficacy, and performance outcomes (i.e., student achievement and employment retention). The model also specifies the expected mediating effects of teacher motivation on the engagement and achievement of students. That is, changes in student outcomes are expected to be at least partially explained by the program’s more immediate impacts on teacher motivation outcomes.

Figure 1. TTPD Conceptual Framework (Theory of Change)



Operation of TTPD across the 5-Year TQP Grant Cycle. As shown in Table 5, TTPD will transform teacher recruitment, preparation, induction, and retention by:

- Preparing MAT graduates to address the needs of **fully integrated classrooms**, including those students with ESE designations as well as students learning to speak English.
- Recruiting three Cohorts of Teachers for participation in the TTPD MAT degree and Residency Program, including 10 secondary residents (Cohort 7) and 40 elementary residents (20 residents each in Cohorts 8 and 9).

- Recruiting 50 CRMs to receive professional development and advanced degrees and provide one-to-one mentoring to Teachers in Residency.
- Engaging Faculty in Residence (FIR) with DCPS professional development teams to enhance and refine a two-year Induction Program for all Teachers in Residence (TIR). Note that Induction for Cohort 9 will continue for one year after the grant period.

Table 5. TTPD Implementation Timeline

		2019-20		2020-21		2021-22		2022-23		2023-24	
		10/1-6/1	Summer	8/1-6/1	Summer	8/1-6/1	Summer	8/1-6/1	Summer	8/1-6/1	Summer
Cohort 7	Recruit	CRM PD	Res.		Induction						
		MAT Coursework									
Cohort 8			Recruit	CRM PD	Res.		Induction				
			MAT Coursework								
Cohort 9					Recruit	CRM PD	Res.		Induction		
						MAT Coursework					

A2. Clearly specified and measurable goals, objectives, and outcomes to be achieved. The

project is designed to achieve three primary goals, each aligned with the conceptual framework above. Tables 6-8 below present outcomes and measures (Program Performance measures in **bold**) for each Goal and its associated objectives. For detailed activities, immediate, intermediate, and long-term outcomes, see the Logic Model (Appendix G).

Goal 1. Increase the number of teachers certified to teach high need subjects and grades.

- Obj 1.1. Leverage partnerships between UNF colleges (COEHS, COAS, and CCEC), DCPS, NEF-STEM, STEM2 Hub, and UNF STEP Lab to maximize recruitment efforts, including recruitment of non-traditional teachers.
- Obj 1.2. Recruit 3 cohorts totaling 50 candidates from diverse backgrounds to enroll in TTPD MAT and residency program.
- Obj 1.3. Engage participants in graduate coursework leading to Master of Arts in Teaching.
- Obj 1.4. Seek and secure Florida DOE approval, resulting in licensure upon graduation, of MAT in Secondary Education, Elementary Education and ESE
- Obj 1.5. Provide PD, advanced content, and opportunities for additional Certifications in DCPS areas of need, including STEM and ELA.
- Obj 1.6. Provide on-going, job-embedded support from CRMs, IHE faculty (FIRs), and access to STEM resources.

Table 6. Process Outputs, Performance Outcomes, & Measures: Goal 1

Process Outputs	Performance Outcomes	Measures
<ul style="list-style-type: none"> • Partnerships are developed, strengthened, and sustained • Candidate pool is developed • 50 participants earn MAT • 50 participants earn Florida Professional Educator cert. • Participants engage in advanced STEM/CS PD, 	<ul style="list-style-type: none"> • Increased representation of diverse educators employed in high need schools • Increased number of teachers in who are certified in areas of need • Increased representation of candidates from STEM fields 	<ul style="list-style-type: none"> • % of diverse candidates • % of diverse candidates teaching STEM courses • % of residents from STEM/non-traditional backgrounds • 1-year persistence rate • Overall graduation rate • STEM graduation rate

coursework, and certification	<ul style="list-style-type: none"> Increased program persistence/completion rates 	<ul style="list-style-type: none"> Teacher certification rate (initial licensure and high-need areas) Cost per completer
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Goal 2. Increase retention of highly effective teachers in DCPS high-need schools/subjects.

- Obj 2.1. Provide CRMs with advanced preparation and opportunity to participate in Teacher Leadership graduate program
- Obj 2.2. Implement a 1-year Clinical Residency for participants at PDS (or schools with similar resources) where CRMs and FIRs provide on-site, job-embedded support.
- Obj 2.3. Provide teachers with an intensive, 2-year induction through CRM and FIR support.
- Obj 2.4. Provide all teachers in DCPS greater access to highly skilled mentors
- Obj 2.5. Empirically assess the effectiveness of the TTPD model on teacher motivation and effectiveness

Table 7. Process Outputs, Performance Outcomes, & Measures: Goal 2

Process Outputs	Performance Outcomes	Measures
<ul style="list-style-type: none"> Mentor capacity is enhanced across DCPS CRMs assume leadership roles in DCPS Residents are prepared as scientist-practitioners who 	<ul style="list-style-type: none"> Increased resident (pre-service) perceptions of: (a) peer support, (b) feedback, (c) mentoring/FIR support Increased teacher (in-service) perceptions of: (a) self-efficacy, (b) engagement, (c) motivation 	<ul style="list-style-type: none"> # of CRMs; # of FIRs % of participants who self-report peer support, feedback, CRM/FIR support as positive (4+ on 5-pt scale) % of teachers who self-report self-efficacy,

engage in inquiry and action research • Research findings are disseminated to support replication and expansion	• Increased employment retention	engagement, and motivation as positive (4+ on 5-pt scale) • 1- & 3-year employment retention rates • # papers/presentations
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Goal 3. Increase student performance of teachers graduating from TTPD.

- Obj 3.1 Provide new teachers with job-embedded PD on inclusive practices through professional collaboration with peers and support from CRMs and FIRs.
- Obj 3.2 Integrate inclusion practices across the programs of study to address both ELL and ESE in Elementary and Secondary teacher preparation.
- Obj 3.3 Provide teachers with opportunities for teacher leadership and advancement.
- Obj 3.4 Assess the effects of the TTPD model on student motivation and achievement.

Table 8. Process Outputs, Performance Outcomes, & Measures: Goal 3

Process Outputs	Performance Outcomes	Measures
<ul style="list-style-type: none"> • Teachers prepared to: <ul style="list-style-type: none"> ○ Promote equity and inclusion w/ high-need urban students ○ Engage all students in STEM/CS content • Results of motivation assessments disseminated 	<ul style="list-style-type: none"> • Increased relevance of PD • Increased student perceptions of equity and well-being • Increased student perceptions of equity and trust of teachers 	<ul style="list-style-type: none"> • % of teachers who report PD relevance at levels of 4 or higher (5pt scale) • % of students who report equity, trust, engagement, & motivation at levels 4+ (5pt scale) • % of teachers who show improved performance of lowest quartile students

	<ul style="list-style-type: none"> • Increased student engagement and motivation • Increased student achievement 	<ul style="list-style-type: none"> • % of students enrolled in STEM coursework • Student achievement on State-administered tests
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A3. The extent to which the proposed project is designed to build capacity and yield results that extend beyond the period of Federal financial assistance. The TTPD project is designed

to build on-going capacity in both the IHE and LEA partners in this initiative. Specifically:

- Curriculum revisions in the graduate program to involve **fully integrated inclusive practices and differentiated content** will become an ongoing component of the MAT program. These concepts will also become infused into UNF’s undergraduate teacher preparation programs for baccalaureate teachers.
- The project builds **mentorship and teacher leader capacity** through intentional, advanced preparation of Clinical Residency Mentors and the introduction of graduates from a new Master’s in Teacher Leadership into the high-need schools to be served by TTPD. CRMs will support DCPS teachers throughout the course of the TTPD program and beyond. Furthermore, those CRMs who choose to seek the graduate degree in Teacher Leadership will bring their knowledge of inclusionary education within an environment of advanced content (STEM and computer science) with them as they progress into higher leadership positions. Teacher leaders with this kind of intentional, advanced preparation will have a significant impact on instruction throughout their district in the years ahead.
- Teachers who have been prepared through the TTPD model are expected to take on increasing **leadership roles** over the course of their careers, expanding their impact on students across the LEA and over time.

- The TTPD project is uniquely focused on developing **teachers' abilities to motivate and engage diverse and struggling students**. While this will impact the classrooms in which they teach, this will concurrently result in broader impacts on the LEA and its climate of promoting achievement and excellence across all grade levels.

A4. The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. Through its **transformation of a successful Teacher Residency model**, TTPD is an exceptional, cost-efficient approach to supporting and developing educators in high-need, urban schools. It is distinguished by four key components, which are interwoven into all project activities and processes:

Integrated inclusion practices. TTPD will address the needs of Elementary and Secondary Education teacher candidates to ensure they have the skills necessary to work with ALL students with disabilities (eligible under any of the 13 disability categories) in their classroom as the regular classroom is considered the Least Restrictive Environment (LRE). Agreements between program partners will ensure that all Teachers in Residence will be able to participate in IEP meetings and work with the LEA and special educators (support facilitators and others) to address the needs of all of their students. In addition: TIRs will demonstrate the ability to select materials and tasks based on student needs; use relevant technology; and work with special education colleagues to make appropriate modifications to learning materials and instruction; TIRs will work closely with special education colleagues to incorporate explicit teaching of cognitive and metacognitive processing strategies to support memory, attention, and self-regulation of learning; TIRs will learn to systematically use schedules of reinforcement, providing frequent material reviews, and teaching skills that are reinforced by the natural environment beyond the classroom; and TIRs will learn co-teaching approaches and demonstrate

ability to use them appropriately in collaboration with special education colleagues to best meet students' learning and behavioral needs

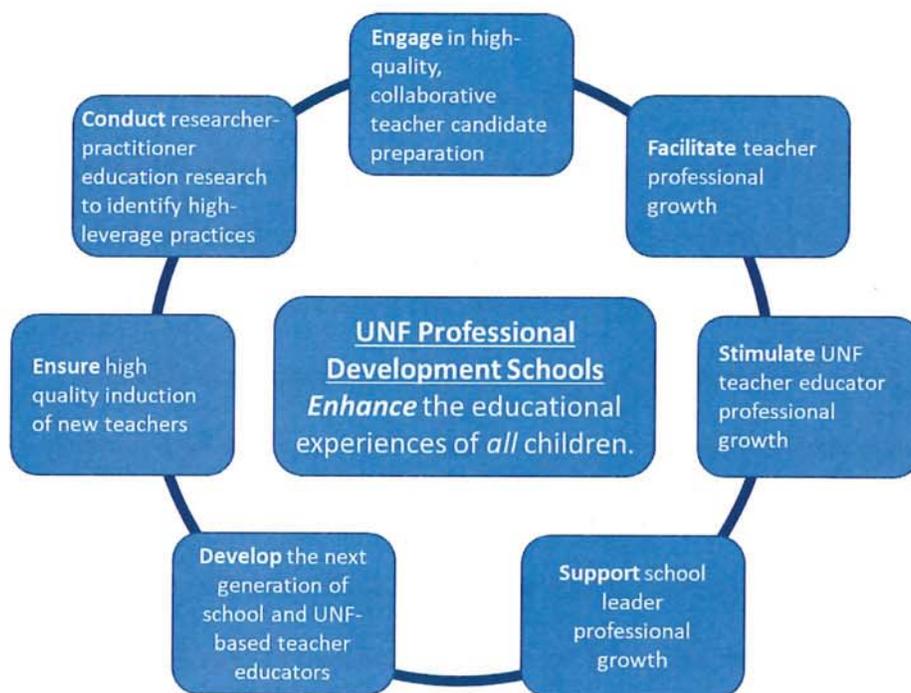
In addition, TTPD infuses and aligns research-based inclusion content and equitable instructional practices across the MAT curriculum for all licensure areas. Each course in the MAT program will be co-planned to ensure course content and assignments include current evidenced-based strategies that support children's learning needs across a continuum of service options and placements (AACTE, 2019).

Finally, four of the five schools planned for the project have been designated Professional Development Schools (see below). ESE Faculty will be working in the PDS as Faculty in Residence, providing professional development to ESE teachers, parareducators, general education teachers, and administration. A specific PD focus will include working with ESE teachers and general educators to promote co-teaching opportunities at the PDS.

Professional Development Schools (PDS). TTPD sustains a long-standing collaboration with DCPS through the PDS Model which provides faculty resources to Teachers in Residence not otherwise available to teachers of high-need, urban students. A majority of Teachers in Residency will be placed within one of four resource-enriched PDS in DCPS. Each PDS has a Resident Clinical Faculty (RCF) member as well as a Faculty in Residence (FIR) assigned to the school. These individuals work alongside teachers and administrators. Principals work collaboratively with the RCF and FIR at their school to identify the mentor teachers. Day-to-day mentor training takes place when the RCF and FIR work with the teacher candidates and mentor teachers during coaching cycles, while modeling and working collaboratively to plan lessons. The RCFs will meet one-on-one with the mentors at the beginning of every semester to go through the handbook and talk through the goals and expectations for the semester.

Teachers in Residency that are not placed within a PDS will be placed with other UNF teacher candidates at a school site that has been collaboratively determined by the district and university (i.e., Andrew Jackson High School). The teacher candidates at this non-PD school will be assigned a UNF supervisor who provides the same supports as the RCF at the PDS does.

Figure 2. Professional Development School Model



Advanced STEM/CS Course Content. TTPD will bring together the resources of three Colleges at UNF – COEHS, COAS, and CCEC. Through this collaboration, the program will provide advanced course content in STEM and Computer Science for all grade levels through curriculum revisions, Professional Development, and opportunities for enhanced certifications, with the ultimate goal of institutionalizing a culture of academic inquiry, exploration, and achievement. Furthermore, TTPD will engage additional resources specifically included to enhance the professional development of prospective teachers in STEM and computer science

areas: Northeast Florida Center for STEM Education, (NEF-STEM), Code.org, STEM2 Hub, and the UNF STEP Lab (Solve, Tinker, Explore, and Play).

Teachers from Non-Traditional Backgrounds. As part of its commitment to the community, UNF has developed multiple programs and resources that address the needs of urban school districts. Using the Center for Urban Education and Policy as the foundation of its efforts, UNF serves urban districts like DCPS by attending to both their teacher supply problems and curricular goals and instructional approaches. Using community partnerships, UNF has built a recruitment pipeline that steers individuals from non-traditional backgrounds toward becoming teachers through advanced studies which often make use of their content knowledge. TTPD specifically addresses teachers from non-traditional backgrounds by providing curriculum revisions emphasizing the Pedagogy and Classroom Practice needs of pre-service teachers without an educator background.

B. Adequacy of Resources

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

Funding for tuition. While Teachers in Residents will pay their tuition for enrollment in the MAT program and COEHA, those who choose to serve as JTR AmeriCorps members- full-time will receive an education award in the July before beginning coursework that is equivalent to the cost of a Pell Grant. The funds are awarded through a Volunteer Florida State Formula Grant administrated through the National Corporation for Community Service.

Recruitment resources. Through UNF's contacts with neighborhood and community resources, TTPD will allocate specific staffing and resources to recruit the teacher candidates from the local Jacksonville/Duval community, both furthering their credibility with students and

enhancing the likelihood they will remain as educators in Duval schools after their commitment period has ended.

Infrastructure Resources. Four of the five schools targeted in TTPD will also be provided the resources of **Professional Development Schools**. PDS are contexts where school and university educators collaborate to simultaneously prepare new teachers, provide practicing teachers with ongoing job embedded professional development, use inquiry to study and improve teaching practice, and resulting in enhanced student achievement (NCATE, 2001). Each PDS school will have at least one Faculty-In-Residence (FIR) assigned 0.25 FTE to the school. A similar allocation of faculty effort will be made to Jackson High School, the only school not planned as a PDS school in the project.

Both Teachers in Residency and in-service teachers will have continuing access to the NEF-STEM, STEM2 Hub, and the UNF STEP Lab. Housed within the College of Education and Human Services, the **Northeast Florida Center for STEM Education (NEF-STEM)** is a hub for Science and Technology Innovation that provides support for the improvement of teaching and learning in STEM through research, pedagogical activities, and partnerships. Within NEF-STEM are **STEM2 Hub**, which partners with schools, community settings, science centers, and museums to facilitate STEM-related learning opportunities for young people, and **Code.org**, which provides teachers with innovative PD in Computer Science teaching. NEF-STEM will have primary responsibility for proposing curriculum that incorporates STEM and Coding pedagogy into programs. **UNF STEP Lab** (Solve, Tinker, Explore, and Play) is a space that supports the work and professional learning of university faculty and students, regional preK-12 teachers and students, and other entities (e.g., government agencies, NGOs, corporate partners). This work allows individuals to understand the complex nature of STEM concepts and STEM

pedagogy in order to construct new understandings for themselves as teachers. The STEP Lab will have, as its primary responsibility, finding ways to link the technology in the lab with COEHS course curriculum.

The three collaborating colleges within UNF – COEHS, COAS, and CCEC – are committed to the maintenance and continuation of credentialing programs and building continued educator preparation through a culture of academic inquiry and exploration. The Office of Enrollment Services is committed to supporting the recruitment and marketing of the proposed cohort model program and will work with COEHS and the Center for Urban Education and Policy to support the recruitment efforts through community outreach and relationship building,

Video equipment will be purchased and installed in each participating school to assist teachers with self-reflection and virtual peer connections. In addition, recorded lessons will populate a video resource library to be used for continued educator development (e.g., coaching/modeling for teachers, observation PL for school leaders), and will be used by in the teacher preparation programs at UNF. In an article focusing on teacher educators, Lunenberg and Willemse (2006) recommend the use of self-study as an effective constructivist practice. They indicate that this form of reflective experience encourages 1) a systematic approach to understanding teacher practice, 2) attention to questions of generalizations and using professional literature to support findings, and 3) requires the discipline of noticing (Lunenberg & Willemse, 2006). Similar practices are recommended as part of the development of professional dispositions in preservice teachers (Biesta, 2009; Brook, 2009; Cornett, Yeotis, & Terwilliger, 1990; Darling-Hamond & Bransford, 2005; Zellermayer & Tabak, 2006).

The newly developed Masters in Teacher Leadership will provide not only an on-going supply of teachers trained in mentorship, but will offer leadership opportunities to new teachers

that graduate from TTPD. In addition, Teachers in Residency and in-service teachers will be provided with ongoing support through social media and alumni gatherings that are integrated with approaches to developing teacher leaders.

B2. The relevance and demonstrated commitment of each partner. As stated above, UNF's contribution, as the IHE partner will include the following:

- The commitment of the three collaborating colleges within UNF – COEHS, COAS, and CCEC – will ensure that advanced content is infused into all MAT programs.
- COEHS, the Center for Urban Education and Policy, and UNF's Office of Enrollment Services will support recruitment of both TIRs and CRMs through community outreach and relationship building, including developing articulation agreements with regional teacher preparation programs.
- The use of FIR and other UNF faculty resources at the PDS schools located in high need targeted schools within the LEA partner – DCPS.
- Targeting recruitment, stipends, and tuition supports available through the newly developed Graduate degree in Teacher Leadership to CRMs.

Recruitment and support for TIRs will be, in part, provided by use of resources through AmeriCorp – Teach for America and City Year – agencies that support recruitment through contributing to the tuition costs incurred by the TIR and CRM served in TTPD.

Curriculum design support and professional development related to incorporating advanced STEM and Computer Science coursework will be supported by NEF-STEM and STEM2 Hub. Curriculum design support will be sought from additional partners, specifically related to developing and implementing coursework that addresses both **Competitive Preference Priority 1** as well as addressing recent Florida policy initiatives that require

computer science be taught in every school throughout the State. **Code.org**, a non-profit dedicated to expanding access to computer science education and increasing participation by women and underrepresented students, will provide its evidence-based professional development program to TTPD teachers. The program has been found to be an effective resource for Elementary and Secondary teachers (Outlier Research and Evaluation, University of Chicago, 2016). Specifically, evaluation findings suggest that Code.org's Computer Science Fundamentals PD has positive impacts on teacher and student attitudes toward computer science. The PD program has shown statistically significant increases in its reach of female and underrepresented minority students. Evaluation findings of specific Code.org activities (i.e., "Hour of Code") show positive impacts on students' attitudes towards computer science and feelings of computer science self-efficacy. These relationships were found to be particularly evident for female students (Phillips & Brooks, 2016). See the Appendix G (Logic Model) for expected impacts of Code.org professional development as it will be implemented through TTPD, including increases in the extent to which teachers are prepared to engage all students in STEM and CS coursework and increases in teacher efficacy for teaching STEM/CS.

Duval County Public Schools (DCPS) will serve as the high need LEA (see commitment letter in Appendix) for the project. DCPS employs over 8,000 educators, roughly one-third of whom earned their teaching certifications from UNF. DCPS serves over 129,000 students in 172 public schools, including 26 charter schools. It is the 7th largest school district in Florida and the 22nd largest in the U.S. Enrollment data indicate that 66% of the District's students come from minority backgrounds. DCPS has a higher percentage of ESE students than LEAs throughout the State (14.3% to 13.6%) and its students score between 13 and 41 percent lower on State testing than students throughout Florida.

DCPS will offer classroom and office space to TTPD, as well as its professional development and leadership staff in each of the following schools:

1. **Terry Parker High** is a high need public school serving 1,613 students in grades 9-12.

During FY2017, over 78% of its students were minority and nearly 92% were on the FRLP. Terry Parker is one of four PDS in the UNF/DCPS partnership and will serve as host to pre-service teachers during their clinical experience. Terry Parker will house a Faculty-in Residence (0.25 FTE) position and Clinical Residency Mentors for each Teacher in Residency assigned to the school. Terry Parker has agreed to provide feedback from pre-service and in-service educators which will be captured through focus groups conducted by the program evaluators and used to further inform the PD and teacher preparation programs developed within UNF.

2. **Lake Shore Middle** is a high need public school serving 1,218 students in grades 6-8.

During FY2017, 80% of its students were minority and 100% were on the FRLP. Lake Shore Middle is one of four PDS in the UNF/DCPS partnership and will serve as host to pre-service teachers during their clinical experience. Lake Shore will house a Faculty-in Residence (0.25 FTE) position and Clinical Residency Mentors for each Teacher in Residency assigned to the school. Lake Shore has agreed to provide feedback from pre-service and in-service educators which will be captured by way of focus groups conducted by the program evaluators and used to further inform the PD and teacher preparation programs developed within UNF

3. **Kings Trail Elementary School**, a public school serving 653 students in grades PK-5.

During FY2017, over 85% (85.1%) of its students were minority and 100% were economically disadvantaged. Kings Trail Elementary is located in an area that is home to a significant population of recent immigrants and refugees into the United States. TTPD will

actively seek feedback from the Center for Language and Culture (CLC), a service center located at Kings Trail for refugee, immigrant and newly arrived families who speak a language other than English. The CLC offers homework assistance to students, evening language classes for parents, informational community sessions in various languages, and orientation to American schools for newly arrived families. Kings Trail will house a Faculty-in Residence (0.25 FTE) position and Clinical Residency Mentors for each Teacher in Residency assigned to the school to provide job-embedded coaching to pre-service and in-service teachers. Kings Trail has agreed to provide feedback from pre-service and in-service educators which will be captured by way of focus groups conducted by the program evaluators and used to further inform the PD and teacher preparation programs developed within UNF, especially as it relates to programming for diverse students for whom English is not their primary language.

4. **Woodland Acres Elementary School**, a public school serving 813 students in grades PK-5. During FY2017, over 76% (76.2%) of its students were minority and 100% were economically disadvantaged. Woodland Acres will house a Faculty-in Residence (0.25 FTE) position and Clinical Residency Mentors for each Teacher in Residency assigned to the school to provide job-embedded coaching to pre-service and in-service teachers. Woodland Acres has agreed to provide feedback from pre-service and in-service educators which will be captured by way of focus groups conducted by the program evaluators and used to further inform the PD and teacher preparation programs developed within UNF
5. **Andrew Jackson High School** is a public high school serving 447 students in grades 9-12. During FY2017, over 93% (93.5%) of its students were minority and 100% were economically disadvantaged. Andrew Jackson is the only school in TTPD not planned to be

a PDS. However, UNF has agreed to simulate the faculty support provided to PDS schools and the teacher candidates at the non-PD schools are assigned a UNF supervisor who provides the same kinds of supports for the mentor teachers as does the FIR at the PDS sites.

The National Center for Teacher Residencies (NCTR) has agreed to partner in the TTPD development by providing the following resources:

- NCTR will provide TTPD a customized cloud-based portal from which it can access content, utilize data collection and visualization tools, communicate with NCTR and peer network participants, and find other shared knowledge and resources to strengthen program design and implementation.
- NCTR will also provide guidance to the TTPD development by utilizing the outcomes and the indicators articulated in the Bill & Melinda Gates Foundation, Quality Drivers of Teacher Preparation, which align to the NCTR Standards, to collaboratively set program development goals, including:
 - Offering programming focused on program improvement aligned with NCTR Standards.
 - Using research and data to support state and national public policy advocacy efforts aimed at driving the sustainability and expansion of the teacher residency model.
- NCTR will also make available to TTPD the NCTR website to support Partner's efforts in the recruitment of high quality.

All partners in the program have provided support commitments (see Appendix I).

C. Quality of the Management Plan

TTPD will be led by Dr. Paul Parkison, Department Chair of Childhood Education, Literacy, and TESL at UNF, who will serve as Principal Investigator (PI). Support will be provided by Dr. Janice Seabrooks-Blackmore as Co-PI on this grant. She will maintain responsibility for

overseeing the development of the UDL, RTI, and inclusion pedagogies with the Teacher Preparation Foci. Dr. Wanda LaStrapes will serve as Co-PI on this grant. She will maintain responsibility for coordination of PDS relations, cohort recruitment, and mentoring.

The TTPD Project Advisory Team (PAT) will provide the Leadership Team with feedback and strategic recommendations for implementing and achieving project objectives. PAT members will include (a) experts in STEM, Literacy, and Urban Education, (b) educational researchers, (c) DCPS leaders, and (d) school leaders at the PDS. Letters of support are in Appendix I.

The Recruitment Team (REC) will be led by Dr. Rudy Jamison, Assistant Director of Urban Education and Community Initiatives at the Center for Urban Education and Policy (CUEP), Jade Yuen, the Coordinator of Outreach and Recruitment for the COEHS, and DCPS Directors of Human Resources and Professional Development. The REC team will also include representatives from AmeriCorp programs - Teach for America and City Year - as organizations with recruitment systems that can help feed the residency. REC will reach out to regional IHEs in the Jacksonville Area to develop articulation programs with their undergraduate education programs.

The Instructional and Credentialing Leadership Team (ICLT) will include representatives from NEF-STEM, Code.org, STEM2Hub, and the UNF STEP Lab; CCEC faculty; COAS-Mathematics faculty; COEHS faculty; Literacy, STEM, ESE, and ESOL program area leaders; DCPS; and the COEHS Director of Assessment.

The Evaluation Team (EV), led by Dr. Natalie Wright of CIC Planning Group, will oversee implementation, outcome, and impact evaluations, provide feedback to project teams, and disseminate findings via conferences and publications. The evaluation team is trained in

WWC Group Design Standards and has extensive experience in conducting research-based program evaluations, including grant-funded US Department of Education initiatives and privately-funded evaluations of educator professional development.

Table 9 details how project objectives will be achieved on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Table 9. Overview of Management Plan: Milestones, Responsibilities, & Timelines

Major Milestones	Responsible	Yrs	Timeline
<i>Engage key stakeholders to serve on the TTPD PAT, REC, ICLT, and EV teams.</i>			
Schedule monthly TTPD Project Advisory Team meetings (PAT)	PI, Co-PIs, PAT, EV	1-5	1 st Mtg Oct 15, 2019; Monthly thereafter
Schedule monthly TTPD Recruitment Team (REC) meetings	REC, Co-PIs	1-5	1 st Mtg Oct 15, 2019; Monthly in Year 1, quarterly thereafter
Schedule meetings of the Instructional and Credentialing Leadership Team (ICLT)	PI, Co-PIs, ICLT	1	1 st Mtg 10-15-19; Monthly
		2	Quarterly-Oct, Jan, Apr, Jul
		3-5	Semi-annually-Nov, May
Schedule quarterly Evaluation Team meetings	PI, Co-PIs, EV, PAT	1-5	Quarterly-Oct, Jan, Apr, Jul
Conduct performance feedback to PAT, REC, ICLT on a quarterly basis	EV	1-5	Quarterly-Oct, Jan, Apr, Jul
<i>Develop/implement infrastructure to support Recruitment.</i>			
Develop partnership with JTR Graduate and Undergraduate cohorts and leadership team.	REC, Co-PIs, Dr. Chris White, DCPS	1	Target date: Jan 15, 2020

Major Milestones	Responsible	Yrs	Timeline
Establish partnerships between communities and other IHEs to strengthen the teacher pipeline by promoting graduate level MAT-based residency teaching programs and “grow our own” teacher strategies in collaboration with regional alternative certification and lateral entry providers.	REC	1	Target date: Jan 15, 2020
Develop and maintain a comprehensive listserv database of all identified stakeholders in DCPS	REC	1-5	Target date: Jan 15, 2020, and ongoing
Develop program specific articulation agreements with regional IHEs to help individuals matriculate into license granting programs at UNF	REC; UNF Graduate School	1	Target date: Jan 15, 2020
Formalize degree program articulation for the Elementary Ed and ESE programs	REC; UNF Grad School	1	Target date: Jan 15, 2020
Identify eligibility requirements, funding levels, related to enrollment in the COAS graduate programs.	PAT; UNF Graduate School	1	Target date: Feb 1, 2020
Inventory existing scholarships and design a strategy to use them to help enrollment and retention	PAT; UNF Grad School; UNF Office of Enrollment	1	Target date: Dec 1, 2019

Major Milestones	Responsible	Yrs	Timeline
Develop communication plan regarding most effective ways to recruit program participants	REC; UNF Grad School; UNF Office of Enrollment	1	Target date: Dec 1, 2019
<i>Expand existing JTR program to meet requirements for FL-DOE Initial Teacher Prep Programs</i>			
Develop MAT Program portfolio for submission to the FL-DOE for Initial Teacher Preparation program approval.	ICLT; MAT Program Area Leader; REC	1	Target date: Dec. 1, 2019
Develop MAT Program proposals for submission to the FL-BOG in Elementary Education and ESE	ICLT; ESE, Elementary; Program Area Leaders; Curriculum Committee	1	Target date: March 1, 2020
Develop MAT Program portfolio for submission to the FL-DOE for ITP programs in Elementary and ESE	ICLT; MAT Program Area Leader; Dir. of Assessment	2	Target date: Dec. 1, 2020
<i>Prepare/revise curriculum and credentials for residents to deliver evidence-based instruction</i>			
Develop/define summer content knowledge professional development components for certifications integrating Literacy, STEM, CS/Coding, Cultural Competence	ICLT	1	Target date: Apr 1, 2020

Major Milestones	Responsible	Yrs	Timeline
Finalize commitments and scheduling with 5 PDS for one-year clinical residency	ICLT	1	Target date: Mar 1, 2020
Develop integration of MAT program coursework and clinical residency protocols	ICLT	1	Target date: Mar 1, 2020
Finalize Program Evaluation and Feedback processes, including focus groups, in conjunctions with DCPS and PDS	PAT, EV, Dir, of assessment; MAT Program Area Leader	1	Target date: Jan 15, 2020
<i>Identify in-service teachers, including those with alternative certifications, in need of mentoring and coaching PD, grades K-12</i>			
Identify new teachers at PDS schools for professional development summer offerings and Advanced (MED) degree opportunities for CRM preparation.	ICLT; UNF Grad School; PDS coordinator	1-5	Target date: Jan 1, 2020
Compile existing CRM teacher participation and performance feedback	EV	1-5	Semi-annually, Sep, Mar
Collect baseline academic, motivation, and social-emotional learning data on current students at PDS and comparison schools	EV	1-5	Semi-annually, Sep, Mar
Identify/assign CRMs to provide job-embedded coaching to inservice teachers	ICLT	1-5	Target date: Jan 1, 2020, on-going

Major Milestones	Responsible	Yrs	Timeline
<i>Provide PD and retain in-service teachers, including those with alternative certifications, to deliver integrated literacy, STEM, computational thinking instruction and serve diverse students in high need schools.</i>			
Conduct mentor teacher and clinical faculty inclusion and coaching strategies	ICLT	1	Jan-May
Provide virtual and job-embedded PD, including targeting teachers to assume leadership roles in high need schools: <ul style="list-style-type: none"> • Integrate inclusive practices • Infuse computational thinking concepts for science and math • Integrate UDL and Differentiated Instructional strategies 	ICLT, CUEP, COEHS Faculty; DCPS Specialists	1-5	Jan-May Sep-Dec
Deploy UNF STEM program coordinators to provide instructional coaching through formal observation cycles	ICLT	1-5	Jan-May
Provide Summer Induction Workshop Series	ICLT	1-5	June each year
<i>Establish a culture of excellence in partner high need schools.</i>			
Conduct summer institutes for new recruits and returning participants	ICLT; Co-PI; Dr. Chris White	1-5	Jun-Aug
	ICLT	1	Jan-May

Major Milestones	Responsible	Yrs	Timeline
Conduct mentor teacher and clinical faculty workshop on content area knowledge and pedagogy to meet classroom teacher needs (induction and continuing PD).		2-3	Ongoing
Design and hold Teacher Research Conference for participants	ICLT; Co-PIs	2-3	Planning: Aug-Mar; Hold in April (Year 2-3)
Attend regional and national conferences to share teacher prep practices and program outcomes	ICLT, EV	1-5	Ongoing

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

D1. The extent to which the methods of evaluation will provide valid and reliable

performance data on relevant outcomes. The TTPD evaluation employs a quasi-experimental design (QED) designed to meet What Works Clearinghouse (WWC) Standards with Reservations. The study will examine the impact of TTPD on: (a) program outcomes, including program retention and completion; (b) pre-service outcomes, including Residents' perceptions of support; (c) in-service teacher outcomes, including motivation, self-efficacy, and employment retention; and (d) student achievement outcomes. The study will also examine the mediating effects of teacher motivation on student engagement and achievement. Finally, the evaluation will examine implementation fidelity, identifying the factors related to maximum effectiveness.

The intervention will take place across three cohorts of teacher residents ($n = 50$). Propensity Score Matching (PSM) will be used to match participants in each cohort at baseline with non-residency teachers who will serve as a business-as-usual comparison (BAUC) group (n

= 50). By accounting for measured differences between treatment and comparison groups (Rosenbaum & Rubin, 1985), PSM will help ensure baseline equivalence that meets WWC's threshold (*Hedge's* $g < 0.25$; USDOE, 2017). Participants will be matched twice during their progression. First, a pre-service match will be made at the beginning of the Residency year. Using undergraduate grade point average, undergraduate degree program, race/ethnicity, and gender, Residents will be matched with non-residency graduate students in UNF's traditional teacher preparation Master's program. Second, an in-service match will be made at the beginning of Induction Year 1. Participants will be matched with non-residency beginning teachers in DCPS schools on: Student performance (prior-year student achievement on state tests); Student demographics (grade level, race/ethnicity, FRL status, English language learners); and Teacher demographics (gender, race/ethnicity).

Conservatively assuming a 15% attrition rate, we estimate matching 85 teachers (total in both conditions). **Power analysis**, in the context of a difference-in-differences design (described in Section D2) accounting for clustering of students within teachers and assuming 22 students per teacher, yields a minimum detectable effect size in the final impact study of 0.17 for student outcomes and .39 for teacher outcomes, estimated using PowerUp! (Dong & Maynard, 2013). Assumptions were: Power 80%; $\alpha = 0.05$; ICC=0.15; R2 at student and teacher levels=0.6 (using pre-treatment measures of student achievement and students/teacher demographics).

The evaluation is designed to address the following research questions:

- **RQ 1: Is the TTPD model an effective approach to teacher preparation?** Specifically, the evaluation aims to determine the extent to which: (a) the program results in expected program outputs (i.e., high-quality diverse candidates; mentor capacity; program retention, certification, and completion); (b) the intervention group exhibits increases in pre-service and

in-service teacher perceptions (i.e., perceptions of support/feedback; relevance of PD; engagement; self-efficacy; and motivation); and (c) the intervention group exhibits increases in performance outcomes (i.e., employment retention and student achievement).

- **RQ 2: How does the model impact the academic and social-emotional needs of high-need students?** The evaluation will assess the extent to which: (a) students of participants exhibit increases in perceptions of equity, engagement, and motivation; (b) students of participants exhibit increases in achievement on state-administered exams; and (c) student equity, engagement, and motivation mediate the program's effects on student achievement.
- **RQ 3: What variables impact and explain the effectiveness of the TTPD model?** The evaluation will assess the extent to which: (a) changes in resident/teacher perceptions mediate the relationship between program participation and performance; and (b) the impact of the program is moderated by individual teacher characteristics, cohort stability, and implementation factors (i.e., fidelity of implementation processes/activities).

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

Annual implementation evaluations and **impact analyses** will be conducted to provide fidelity assessment and annual evidence of effectiveness. **Sustained effects** will be assessed for Cohort 1 in Year 5. A **full-scale impact** study will be conducted in Year 5 based on the combined sample of teachers/students from Cohorts 1-3.

Implementation Evaluation. **Semi-annual formative evaluation** reports will provide a formal feedback structure to supplement regular communication between the Project and Evaluation teams. Formative evaluation will address **quantitative** and **qualitative** aspects of

program processes and activities as indicators of implementation fidelity and progress toward project goals (aligned with the Logic Model). Formative evaluation includes assessment of:

- Recruitment and selection processes, including the quality of the University-LEA partnership; the quality of community-based recruitment processes; program participation rates; and participant characteristics (e.g., # of participants recruited; % of local DCPS residents enrolled; % of diverse participants enrolled; % of participants from non-traditional/STEM backgrounds enrolled).
- Quality of the graduate program, including participant perceptions (measured through focus groups/interviews); number of high-need certifications completed.
- Mentor preparation processes, including mentoring participation (e.g., # CRMs certified in high-need areas; # CRMs participating in UNF's Teacher Leadership graduate program), school-level mentoring capacity (e.g., # of CRMs per school, # teachers served), and the quality of CRMs (measured through participant perceptions and mentoring observations).
- Residency/PDS processes, including the fidelity/quality of FIR support, STEM/CS professional development activities, peer/cohort collaboration, and teacher leadership, measured through teacher perceptions (focus group summaries and surveys) and observation (classroom/coaching/mentoring).
- Induction Support, including the fidelity/quality of induction activities, induction-year peer collaboration, job-embedded support, and feedback processes, measured through teacher perceptions (focus group summaries and surveys) and observation.

Qualitative and quantitative implementation data will form the basis for an evaluator-developed Implementation Fidelity Alignment (IFA) Tool, which specifies indicators and operational definitions of key project components, data sources, and rating criteria. Formative

data will be collected quarterly, with the exception of perceptual survey measures, which will be administered semi-annually to avoid survey fatigue and ensure valid, reliable responses. Formal focus groups will be conducted semi-annually to clarify responses from perceptual surveys and enrich program-informing feedback.

Impact Evaluation. In addition to ongoing evaluation of the program's process and implementation fidelity, **annual summative evaluation** will be conducted to provide ongoing assessment of the intervention's effectiveness (see Logic Model-Appendix A) and annual evidence of program effectiveness. In Year 5, a full-scale impact study will be conducted with the combined sample of teachers and students from all three cohorts.

Summative evaluation will assess the program's impact on **perceptual outcomes** (i.e., pre-service and in-service perceptions) for each cohort. Specifically, the impact of TTPD on teacher and student perceptions will be assessed using a difference-in-differences (DD) design. DD allows for examination of changes in treatment and BAUC groups before and after implementation of the intervention. DD designs yield valid causal inferences about intervention effectiveness and can meet WWC standards when they include a matched comparison group (Somers, Zhu, Jacob, & Bloom, 2012). Analyses will examine the extent to which program participation predicts increases in these perceptual outcomes, comparing effect sizes between intervention and BAUC groups and using longitudinal growth models to assess change over time.

The evaluation will also investigate the extent to which participation in the TTPD program impacts **performance outcomes**, including student achievement and employment retention. Because student outcome data are nested within teachers, a multilevel model (i.e., Hierarchical Linear Modeling [HLM]) will be used to assess the effect sizes of treatment variables

(Raudenbush & Bryk, 2002). Using a two-level HLM, the analysis will provide: (a) analysis of covariance for the variation associated with students (Level 1) and teachers (Level 2), and (b) the interaction effects of hypothesized moderators to examine the impact of TTPD on student and teacher outcomes.

Mediation analyses will be conducted to determine the extent to which performance outcomes are explained by pre-service and in-service teacher perceptions. Finally, analyses will test the **moderation effects** of participant characteristics, cohort stability, and implementation factors (i.e., fidelity).

Table 10 outlines Summative/Impact Measures for all variables in the theoretical model. GPRA and TQP Program Performance measures are shown in **bold**.

Table 10. Summative Evaluation/Impact Measures

Program Outputs	Summative Performance Measures
Quality/diversity of candidate pool	% of local resident educators placed in DCPS schools; % of diverse educators placed in diverse DCPS schools; % of newly hired and diverse teachers serving as teacher leaders; % of participants hired in high-need schools; % of participants teaching high-need courses
Teacher certification/licensure	# certificates completed; Participant achievement (GPA); % of teachers attaining certification/licensure within 1 year of graduation; % of Math/Science program graduates attaining certification/licensure within 1 year of graduation; % of teachers attaining certification who are from underrepresented groups; % of teachers attaining STEM certification; % of teachers attaining ESE/ELL certification; State certification exam pass rates; State certification exam scale score

Program persistence and completion	# CRMs who serve at least 3 yrs; 1-yr persistence ; Participant graduation rates; Cost per participant
Perceptual Outcomes	Summative Performance Measures
Pre-service (Resident): Quality of support; Quality of feedback; Self-efficacy	Pre-post change in resident-reported quality of support, feedback, and self-efficacy (Survey Measures)
In-service (Teacher): PD Relevance; Quality of induction support; Autonomy; Self-efficacy; Motivation; Collaboration	Pre-post change in teacher-reported PD relevance, induction support, autonomy/decision-making, self-efficacy, and motivation (Survey Measures); Pre-post increases in collaboration (DCPS observation tool- Professional Responsibilities domain)
Student: Perceived equity; Trust of Teachers; Engagement; Motivation	Pre-post change in student-reported perceptions of equity, trust of teachers, engagement, motivation (Survey Measures)
Performance Outcomes	Summative Performance Measures
Student achievement	Student achievement level, scale score, % proficiency in: Math, ELA, Science; Student Learning/Growth (Teacher-level Value-Added Model [VAM])
Teacher Retention	Overall retention (district-reported); Turnover Intentions Scale (TIS-6); % of highly effective (HE) teachers serving high-need students; % of HE diverse teachers serving high-need students; % HE STEM teachers serving high-need students; % highly effective diverse

	teachers who serve at least 3 years; 1- and 3-year employment retention rates
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Data Collection. Perceptual measures (e.g., perceived support, relevance of PD, teacher motivation, self-efficacy) and performance outcomes (i.e., retention and student achievement) will be collected from both the treatment and BAUC groups in the same format and on identical timelines. **Perceptual outcomes** will be collected utilizing established, reliable, and previously validated instruments to the extent possible. Internal consistency reliabilities (Cronbach’s alpha) for the **Teacher Sense of Efficacy Scale** (TSES; $\alpha = .91$; Tschannen-Moran & Woolfolk Hoy, 1998), **Turnover Intentions Scale** (TIS-6; $\alpha = .80$; Bothma & Roodt, 2012), and **Motivational Climate Assessment** (MCA; $\alpha = .83$; Pritchard, 2011), which provides assessments of motivation, engagement, autonomy, and feedback, exceed WWC standards. The **Student Motivational Climate Assessment** (sMCA; $\alpha = .83$; Wright, 2019) will assess student-level motivation, engagement, trust, and perceived equity.

Project-specific perceptions, including assessments of perceived **Quality of Support** and **Relevance of PD**, will be assessed using an evaluator-developed survey tool, ensuring that items are not over-aligned with the intervention itself to allow for valid comparisons between the treatment and BAUC groups. DCPS’ state-approved instructional practice observation tool (Collaborative Assessment System for Teachers [CAST]) will be used to assess teacher **collaboration and professionalism**, and used in conjunction with student assessment results to as an overall measure of teacher effectiveness.

Additional **quantitative performance outcomes** will be collected using school/district data (e.g., teacher evaluations, Value Added Model data, retention) and standardized assessments

(i.e., Florida Standards Assessment and End-of-Course exams), each of which meets WWC validity and reliability requirements.

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