

Teacher Quality Partnership
Western Michigan University Urban Teacher Residency Program

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Western Michigan University Urban Teacher Residency Program

Overview

Absolute Priority: Partnership grants for the establishment of teaching residency projects. Western Michigan University (WMU) will partner with Benton Harbor Area Schools (BHAS) in Census Tract 4 and Kalamazoo Public Schools (KPS) in Census Tract 2.01, both districts are designated Qualified Opportunity Zones, to recruit, prepare and retain teachers through the implementation of a residency program. Both districts have faced severe teacher shortages due to budget cuts and have had difficulty retaining teachers for high need positions. The National Center for Teacher Residencies will provide technical assistance to ensure that the partnership implements evidence-based strategies for recruitment, selection, mentoring and coaching for the teacher residency program. This partnership will address: **Competitive Preference Priority1 :Spurring investment in Qualified Opportunity Zones:** "to promote equity and excellence in education" by recruiting, preparing and retaining 100 high need teachers. The partnership between WMU, BHAS and KPS qualify for **Competitive Preference Priority 2: Applications from new potential grantees** because this partnership has not previously received a grant.

The goals of this project are:

Project Goals

1. Recruit more teachers of color by creating cohorts that are at least 20% racially diverse.
2. Increase the number of certified teachers in high need areas by at least 90 teachers over the 5 years of the project.

3. Increase 3 year-retention of certified teachers in high need areas.
4. Ensure that all program graduates have the professional development they need to be rated as effective teachers within 3 years.

WMU is serving as the qualified IHE. WMU's College of Education and Human Development and the College of Arts and Science will collaborate to offer 3 graduate pathways for teacher certification in elementary, secondary and special education. These programs have been approved by the Michigan Department of Education to use the teacher residency model that includes a year-long clinical experience with the required coursework for certification. The residents will be in cohorts and receive intensive coaching and feedback on their practice as they apply what they are learning in their coursework. Upon graduation residents will be placed in the district as a full-time teachers and receive comprehensive induction support for 3 years.

Quality of Project Design

Rationale

The purpose of this project is recruit and retain teachers in urban school districts that have a severe teacher shortage. Western Michigan University is partnering with Benton Harbor Area Schools and Kalamazoo Public Schools to implement the Urban Teacher Residency Program with technical support from the National Center for Teacher Residencies.

Needs assessment

Both districts have partnered with WMU to host interns in our undergraduate teacher education program and hire graduates from our program. To address the teacher

shortage, they have reached out to WMU to develop Grow-Your Own programs that will allow them to teacher assistants with bachelor's degree to earn teacher certification. Together we have developed a 12-18 month, teacher residency model to meet their needs to increase the number of racially diverse, effective teachers and mentors in elementary, secondary and special education.

Benton Harbor Area School's Needs: The population of Benton Harbor is 30,100. The residents of Benton Harbor are predominantly Black (57%), Hispanic (8%) and multi-racial (2%). The median income is \$29,932. There are 1,941 students in BHAS and 82 FTE teachers. **In 2019, the district had 24 long term substitutes teachers filling teacher vacancies. The 3-year teacher retention rate is less than 50%. They need to fill 16 general education K-12 teacher positions and 8 special education teacher positions. The BHAS teacher turnover rate is at 29.2% compared to the state average of 19.3%**

In this district 100% of the children are low-income. See list of schools in BHAS below.

Benton Harbor High School - Grades - 9-12

Arts and Communications Academy - Grades 6-8

Fair Plain East Elementary - Grades 3-5

Hull Elementary -Grades K-2

Discovery Enrichment Center - Preschool

BHAS is an under resourced school district in Qualified Opportunity Zone, Census Tract 4 that has made national headlines for its budget deficit of 16 million dollars. Due to this

budget deficit the state legislature voted to close the school district in 2018. The community opposed this decision and worked with Governor Whitmer to develop a plan to keep the school district open. To remain operational, they are under pressure to show that they have made gains in student achievement. The June 15, 2019 New York Times Article “Michigan Officials Say a Struggling School Should Close, Residents See Racism”, stated that only 3% of the 3rd graders were reading at grade level and only 3 high school juniors were deemed “college ready.” BHAS has identified the following professional development needs for their current teachers.

- **New teacher training**
 - **Classroom Management**
 - **Curriculum Mapping and Pacing Guides**
 - **Curriculum Training**
 - **ELA**
 - **Math**
 - **Academic Interventions**
 - **Thoughtful Classroom/Evaluation System**
 - **Safe and Civil Schools**
 - **Whole Child**
 - **Social-Emotional Learning**
 - **Trauma-Sensitive Care**
 - **Restorative Practices**
 - **Classroom Strategies**
 - **Adaptive Schools**

- **Kagan Cooperative Learning**
- **Special Education training**
 - **Compliance and Guidelines**
 - **IEP Development**
 - **IEP Implementation**
- **Disciplinary Processes and Due Process**

The resident, mentor and induction support will be designed to address these professional development needs.

Kalamazoo Public School's Needs: Kalamazoo is in an Opportunity Zone, Census Tract 2.01. The population of Kalamazoo is 111,232. The population of Kalamazoo includes White (66%), Black (19%), Hispanic (7%), Multiracial (6%) and Asian (2%) people. Kalamazoo Public Schools has 12,272 students and 731 FTE teachers. **The district has had many state budget cuts over the years that has impacted their ability to hire more teachers to meet the growing enrollment due to the Kalamazoo Promise.** The Kalamazoo Promise is a privately funded college tuition scholarship for graduates of Kalamazoo Public schools to attend public and private universities in Michigan. Students who live in Kalamazoo and attend KPS from K-12 are eligible to receive a 100% tuition scholarship for a 2 or 4 year degree. To ensure students are prepared for college, KPS has increased the number of Advancement Placement classes which requires more math and science teachers in the middle and high schools.

The district has teacher shortages in math, science, and special education. In any given year, the districts hires 10-15 teachers on emergency certification permits. Each of the schools below have a significant number of low-income children.

FREE & REDUCED LUNCH				
2019-20 (APRIL 2020)				
Site	Average Years of Teaching	Ranking for Average Years of Teaching	Free & Reduced Percentage	Ranking for Free & Reduced Percentage
Elementary School				
NORTHEASTERN	8.59	9	93	1
EDISON	8.11	15	92	2
LINCOLN	9.79	10	91	3
WOODWARD	12.99	4	90	4
SPR VALLEY	6.28	18	88	5
WASHINGTON	6.39	17	85	6
WOODS LAKE	9.75	12	83	7
ARCADIA	11.54	5	77	8

GREENWOOD	10.48	8	70	9
MILWOOD EL	8.71	14	68	10
EL SOL	7.61	16	63	11
NORTHGLADE	8.90	13	60	12
PR. RIDGE	11.10	7	59	13
PARKWOOD	11.41	6	54	14
INDIAN PR	13.05	3	48	15
WESTWOOD	16.06	1	42	16
WINCHELL	14.73	2	37	17
Middle School				
ALP	3.58	5	100	1
Milwood	7.84	4	74	2
Hillside	10.55	3	70	3
Linden Grove	11.69	2	60	4
Maple Street	11.83	1	58	5
Phoenix H.S.	10.93	1	76	1
Kalamazoo				
Central	10.19	2	61	2
Loy Norrix	9.29	3	56	3

In KPS, the professional development needs are below

- **Student Motivation/Engagement**
- **Trauma-Informed Teaching Practices**
- **Restorative Practices**
- **Instructional Technology**
- **Multi-Tiered System of Supports**

The resident, mentor and induction support will be designed to address these professional development needs.

Description of how the program will prepare prospective teachers and new teachers with strong teaching skills

Effective teacher residency: The UTRP at WMU will design and implement a program that (a) specifically addresses the needs of the BHAS and KPS as our LEA partners; and (b) is aligned with NCTR research on establishing effective residencies.

WMU started as a Normal school in 1903 to prepare teachers in this region. It has continued and expanded this work through programs in the College of Education and Human Development and the College of Arts and Sciences. The College of Education and Human Development was once among the top 5 producers of educational professionals in the country, graduating close to 1500 educational professionals a year. Due to external circumstances that have impacted the field of teacher education nationally our enrollment is much smaller. The decrease in high school graduates in our

region has decreased the enrollment in our undergraduate teaching programs by 60%. This has provided opportunities for us to explore new models of teacher preparation that focus on second career teachers. Over the past 3 year we have developed new MAT programs for working professionals to respond to the needs of the urban school districts.

Our new programs are based on the same mission as our undergrad program to prepare teachers who are committed to social justice and social change. Here's the statement from our website.

At Western Michigan University, our aim is develop educators who are committed to teaching for social justice. Therefore, your course work and field experiences are designed to support you in:

- 1. Understanding and expanding your personal worldview and beliefs.*
- 2. Increasing your knowledge of schools and social systems.*
- 3. Developing methods to respond appropriately to students from diverse backgrounds.*
- 4. Teaching content in culturally relevant ways to engage all students in the learning process.*

You will have in-class and out-of-class opportunities to interact with faculty and teachers in the field and your peers in professional learning communities throughout your time in the program. Upon graduation you will have the knowledge, experience, skills and a

supportive network to be an agent of social change in your classroom, school and district.

Effective Pre-service Preparation:

How activities are consistent with State, local and other education reform activities that promote teacher quality, and academic student achievement.

Our teacher education program has a strong track record of success. **In April 2020, we received a 7 year re-accreditation decision by CAEP.** To earn, this we met CAEP standards in all categories below. **We are in an elite group of teacher preparation programs that have passed a CAEP review with no Areas For Improvement and no Stipulations.**

CAEP STANDARDS INITIAL-LICENSURE LEVEL AND ADVANCED LEVEL

STANDARD 1/A.1: Content and Pedagogical Knowledge

STANDARD 2/A.2: Clinical Partnerships and Practice

STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity

STANDARD 4/A.4: Program Impact

STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement

At the state level we have been rated satisfactory for 2018-2019, which is the highest rating for teacher education programs in Michigan. To earn this rating, a minimum of 80% of our students must pass teacher certification grade level and content tests over the past 3 years. In addition, we must have a response rate of 85% or higher on the teacher candidate and candidate supervisor effectiveness survey. Lastly, our

employer effectiveness rating scores were also calculated into this rating. For 2019-19, 97% of our graduates were rated effective or highly by their employer (See reports in Appendix D).

Establishment and Design: Residency designed to meet the needs of the high-need partners

The new Urban Teacher Residency Program is designed to meet the critical teacher shortage needs in BHAS and KPS. **All residents will be placed and hired to work in BHAS and KPS.** WMU and BHAS and KPS will partner with the National Center for Teacher Residencies (NCTR) for program development, training and evaluation. The first year of this project is devoted to developing the teacher residency implementation plan, policies and procedures. WMU will work with NCTR to design a program based on more than a decade of research in best practices for teacher residencies described in the NCTR Standards for Effective Residences. The standards serve as guideposts for the development of high performing programs that prepare and retain effective teachers. All of NCTR's technical assistance and network programming is mapped to and from these standards and incorporates a third component a diagnostic tool, which identifies key implementation targets and evidence.

NCTR Standards

Competency Area 1: Partnership and Program Sustainability

Standard 1: Residency programs are partnerships among school districts, universities and stakeholders to prepare and retain effective teachers.

Standard 2: Residency programs are designed to achieve program impact and sustainability goals.

Standard 3: Residency programs are continuous learning organizations that use data to drive improvement.

Competency Area 2: Recruitment and Selection

Standard 1: Residency program training sites promote a culture of learning, achievement and growth for residents, teachers and students.

Standard 2: Residents learn from and with teacher educators who demonstrate the knowledge, skills and strategies of effective teachers, coaches and instructional leaders.

Standard 3: Residents demonstrate the competencies and knowledge requisite for entry into a teacher residency program.

Competency Area 3: Residency Year Experience

Standard 1: Residency programs prepare residents to become student-ready teachers of record.

Standard 2: Teacher educators prepare residents to become student-ready teachers of record.

Competency Area 4: Graduate Impact

Standard 1: Residency programs provide graduates support in job placement, induction and practice improvement either through direct support or a professional peer network.

Standard 2: Residency programs provide graduates with professional growth, support and encouragement to multiply their impact.

Rigorous Graduate-level coursework leading to MA and with guided teaching apprenticeship: Integration of pedagogy, classroom practice and mentoring

The WMU Urban Teacher residency Program will implement NCTR model to provide 3 certification options to KPS and BHAS. Teachers will be certified in elementary secondary and special education. **The 12- 18 month teacher certification programs have been approved by the Michigan Department of Education to meet the state standards for working with children with special needs and English Language Learners.** This content is embedded in the special education, diversity and child development courses. **These courses will provide knowledge on culturally relevant teaching and trauma-informed practices.** In addition, the Curriculum Design Team will have faculty who will ensure this content is integrated in the methods courses and seminars. **The content methods courses in math, literacy, science and social studies focus on teaching the grade level standards for the state. Finally, in the research methods and assessment classes, students will learn about and implement data-based decision making to plan instruction during their residency.** The coursework will be taken concurrently with their clinical experiences that start in August and end in June. **The NCTR residency model blends a rigorous full-year classroom apprenticeship by a teacher mentor for emerging teachers with a carefully aligned sequence of academic coursework with the institution of higher education.** Teacher residents experience extensive opportunities to learn how to teach by working alongside a teacher educator in the district in which they will eventually work. Coursework is tailored to district context, with residents learning the district's core instructional initiatives and curriculum during the training year, and for a minimum of 3 years, in addition to the year of training.

Below are the course sequence plans for elementary education, special education and secondary education.

WMU’s Urban Teacher Residency Program: Elementary Education

1. It starts in July and can be finished within 12 months.
2. The program requires 30 credit hours for certification in elementary education (The MA is 6 more credits).
3. Residents will use their job as teacher assistants for their clinical experience
4. The courses are offered online or in once a week, face -to -face evening sessions in the school district

Summer 2	Fall	Spring	Summer 1	Summer 2
ED 6760: Learning in social contexts ED 6040: Childhood learning and development	LS 6180 : Literacy acquisition and reading (online) MATH 6510: Studies in elementary school mathematics ED 7120: Practicum	ED 5020 - Science methods SPED 5300: Introduction to special education (online) ED 7120 - Practicum Seminar (Assessment)	ED 5020 – Social studies methods and diversity LS 6170: Reading in the content areas (online)	ED 6010: Introduction to research in educational settings ED 6790: Capstone seminar

	Seminar (Classroom Management)			
6 credits	9 credits	9 credits	6 credits	6 credits

WMU’s Urban Teacher Residency Program: Special Education

1. It can be finished within 18 months
2. The program requires 32 credit hours for a Learning Disabilities (LD) or an Emotional Impairment endorsement and 38 credit for a MA in Special Education (The MA is 6 more credits than the endorsement). If a teacher candidate is working on an Approval (3) credit hours of a clinical experience can be waived.
3. It focuses on one certification area (i.e., Learning Disability or Emotional Impairments)
4. The courses in the program can be delivered either online or hybrid (a combination of online and face-to-face).

Summer 1	Summer 2	Fall	Spring	Summer 1	Summer 2	Fall /Spring
SPED 5300 Introduction to Special Education	SPED 6610 Consultation & Collaboration in Special Education	SPED 5330 Introduction to Data-Based Decision Making	LD Only SPED 6356 Evidence- based Instruction 6-	SPED 6370 Research in Special Education	SPED 6040 or 6710 Field Experience in Special Education:	SPED 5080 Seminar in Special Education:

			12 ELA, Math, Science, and Social Studies- Learning Disabilities		Data-Based Decision Making and Effective Instruction K-5	Learning Disabilities SPED 7115 Capstone
SPED 6380 Applications of Behavior Analysis in Special Education		LD Only SPED 5340 Curriculum & Instruction in SPED- Evidence-based Decision Making in SPED	EI Only SPED 5700 Introduction to Emotional Impairments AND SPED 5750 Academic and Behavioral Interventions for students with EI		SPED 6815 or 6711 Field Experience in Strategic Interventions with High Incidence Learners: 6-12	SPED 6740 Intern Teaching in Learning Disabilities SPED 7115 Capstone
6 credits	3 credits	3-6 credits	3-6 credits	3 credits	6 credits	11 credits

WMU’s Urban Teacher Residency Program – Secondary Education

Upon admission, residents undertake an intensive program of study in the summer.

From late August to mid-June following the school districts schedules, the residents will

complete the yearlong clinical experience, while taking courses on campus, and a seminar in the field. During the following summer residents will complete and present their Masters project.

Summer 1	Summer 2	Fall	Spring	Summer 1
ED 5310 - Adolescent Learning and Development Credits: 3 hours ES 5200 - Education From a Socio-Cultural Perspective Credits: 3 hours ED 5450 - Curriculum and Assessment in Secondary Education Credits: 2 hours	LS 6870 - Secondary Literacy Across Disciplines Credits: 3 hours ED 6010: Introduction to research in educational settings	ED 6445 - Secondary School Field Experience Credits: 3 hours ED 6455 - Secondary School Internship Seminar Credits: 1 hour ED 6320 - Secondary Instructional Practice Credits: 1 hour SPED 6290 - Secondary ED Inclusive Practices Credits: 3 hours Content Methods and Seminar Credits: 3 to 4 hours	ED 6452 - Secondary School Internship Credits: 4 hours ED 6455 - Secondary School Internship Seminar Credits: 1 hour Content Methods and Seminar Credits: 1 hour	ED 6452 - Secondary School Internship Credits: 2 hours ED 6455 - Secondary School Internship Seminar Credits: 1 hour ED 6790 - Capstone Research Project Credits: 3 hours
7 credits	6 credits	12 credits	6 credits	6 credits

Resident Selection: Admission Goals and Priorities

The resident eligibility guidelines are: recent graduate of a 4 -year IHE or mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and submit an application to the teacher residency program. Efforts will be made to recruit racially diverse candidates who live in the school district areas. In year 1, the partnership will work with NCTR to develop the selection process. Here's the description of the NCTR selection process.

Residents are selected for what they've demonstrated in the past: academic achievement, leadership roles, and the ability to persevere. They are also selected for their vision of the future: their commitment to the community, their belief that children's learning is their responsibility, their dedication to teaching as a profession. Most notably, they are chosen because they demonstrate, in tangible ways during the selection process, that they can and set a timeline for doing so.

Resident Salaries and Stipends

BHAS and KPS have committed to paying a teacher assistant salary of \$30,000 to each resident. **The grant funds will be used to pay a stipend of \$20,000 to each resident to supplement the salary to the level of a new teacher (\$50,000) as an incentive to earn certification and commie to teaching in the district for a minimum of 3 years.**

The partnership will work NCTR to develop the stipend repayment policy that will be enforced if the resident does not earn certification and does not teach in the district for a minimum of 3 years.

Resident Cohorts to Facilitate Collaboration

The 3 cohorts will run simultaneously. The elementary education residency program was designed specifically for this project. Each cohort will have 10 people. The special education residency program will use the current special education courses at the university and will need to have 20 residents in the cohort to run. The secondary education residency program exists at WMU and there will be 5 spots reserved each year for the urban teacher residency cohort. See cohort schedule below.

Cohort Rotation Schedule

	Elementary	Special Education	Secondary
Year 1	Mentor training	Mentor training	Mentor Training
Year 2	Cohort 1 10 residents	Cohort 1 20 residents	Cohort 1 5 residents
Year 3	Cohort 2 10 residents	Cohort 1 Continues	Cohort 2 5 residents
Year 4	Cohort 3 10 residents	Cohort 2 20 residents	Cohort 3 5 residents
Year 5	Cohort 4 10 residents	Cohort 2 Continues	Cohort 4 5 residents
TOTAL	40 residents	40 residents	20 residents

Clinical Experience

The common thread in the programs is the year-long clinical experience in the same classroom. NCTR has summarized the effectiveness of this co-teaching model below.

Completing the residency program is not automatic; residents have to demonstrate both success in the classroom using performance-based assessments and in their coursework. By the time they do so, they will have accumulated about 1,400 hours of preservice experience—compared to 250 to 500 hours in a traditional preparation program and 40 to 50 hours in some alternative routes. Unlike these other approaches, the residency allows emerging teachers to experience the entire arc of a school year in the district (and sometimes the school) where they will ultimately work. Typical student teaching is usually divided between time observing and time taking full responsibility for the class—nothing in between. By contrast, a resident rarely just observes. She is sometimes only responsible for a few aspects of the classroom; at other points, she is an equal partner; and for a few weeks, she is the main teacher, receiving only minimal support from her mentor.

Mentoring Model

Mentor Selection

Mentors in the WMU UTR program will be teacher leaders who work with their colleagues at the school and across schools to focus on improving instructional practice.

WMU will collaborate with its partners BHAS and KPS to conduct a rigorous recruitment and selection process for mentors. Eligible WMU UTR mentors meet the following

qualifications: 1) demonstration of the knowledge and skills to be effective teachers with their students; 2) deep content knowledge in their certification area; 3) ability to plan and prepare instruction to improve student learning using district curriculum and student data; 4) engage diverse students using a variety of instructional strategies; and 5) collaborates with other teachers to use multiple sources of data to plan and teach

Nearly four in five principals who hosted residents in 2012-13 said in a NCTR network survey that the residency program improved student learning at their site, helped mentors grow as teachers, and positively impacted their school cultures. Year 1 of the project will focus on mentor professional development.

Teaching and learning alongside a trained mentor who aligns clinical practice to coursework and serves in the role as teacher leader and mentor to residents with release time to plan, prep and coach

Mentors will observe residents' practice and provide coaching to the resident to guide them to acquire the knowledge and skills they need to become effective teachers in BHAS and KPS. Mentors serve the role of clinical educator in the residency model. The role of mentor is to model and deconstruct effective practice and provide opportunities for rehearsal, practice and feedback as residents enact and take up effective practice. The instructional practices that mentors and residents focus on in the clinical setting align to the practices that residents are learning about in their coursework, such as High Leverage Teaching Practices, known as Core Teaching Practices in Michigan. Mentors will have 3 hours a week of release time to plan and prep with the site coordinator and conduct weekly coaching.

The description of the coaching and feedback model is below.

The innovation sites equip mentors with a toolkit of explicit coaching strategies that help a resident reflect on instructional practices that impact student learning. The foundation of the mentor-resident relationship is a coaching cycle of observation, feedback, and action steps. Feedback can come in spontaneous, brief conversations or daily check-ins regarding what went well, what did not, and next steps to take. Given the intense demands of the residency and the classroom, however, that's not enough; the innovation sites require, and facilitate, more in-depth collaboration. Residents and mentors are obligated to spend at least two hours each week in "sacred meeting time", where they debrief past lessons and plan future ones.

For instance, Aspire gives mentors a six-step script for providing feedback, instructing them to give precise praise, ask an open-ended question about a problem area, identify the problem and a new approach to resolve it, role-play how the resident could have done better, revise future plans to include the new approach, and set a timeline for doing so.

Induction Model

The partnership management team will use the New Teacher Center Model (NTC) to design the 3 year induction model that the graduates will receive to ensure they are effective in classroom. The comprehensive induction model has the following components.

New Teacher Center Training

NTC and the partnership management team will work together to schedule in person and virtual activities to develop program goals, contextualize professional learning, scheduling, and utilization of NTC tools including Learning Zone and Formative Assessment Tools. NTC collaborates for 22 days including the 8 in-field coaching sessions with site-based coordinators.

Professional Development for Mentors

NTC delivers four 2-day sessions for the year for up to 60 teacher mentors in each session for both elementary and secondary. (8 days total of PD)

NTC provides two 3-hour sessions to mentors in "Partnership for School Success" for 20-60 participants to be delivered on the same day in person. Two additional forums to provide ongoing support to mentors

Professional Development for School Leader

NTC provides two 3-hour sessions to school leaders in "Partnership for School Success" for 20-60 participants to be delivered on the same day in person. Two additional forums to provide ongoing support to school leaders.

Ongoing Mentor Support

NTC works with school leaders to schedule in person and virtual activities that include goals, engaging in-field coaching sessions, and consultation. (6 days including in-field coaching sessions with mentors)

Adequacy of Resources

School District Support (See letters of support in Appendix E)

Mentors – School districts provide release time for mentors.

Salaries/Stipends – School districts will provide \$30,000 a year teacher assistant salaries for the residents. The grant will pay \$20,000 per resident to supplement the salary to the rate of a new teacher.

Site-based coordinators – School districts will provide partial payment for site-based coordinator salaries.

Data support – The districts will provide the effectiveness and student achievement data for their residents.

University support

Project Director – Western Michigan University will provide 50% release time for the project director to manage the budget, run project meetings and write evaluation reports. The grant will cover the summer salary for the project director.

Curriculum Design Team – The Curriculum Design Team includes content faculty from the College of Education Human Development and College of Arts and Science. The grant will pay the faculty \$2,000 a year to review resident and progress and revise coursework as needed. (See letter of support in Appendix E)

Project Coordinatore- The grant will pay for the 100% of the project coordinator's salary to implement the communication plan, oversee the selection process, observe residents and lead the project seminars for residents, mentors and new teachers.

Faculty Instructors – WMU will pay the salaries of the faculty instructors of the courses in the MA programs.

Evaluation – The grant will pay 100% of the project evaluator's salary to collect and analyze data for evaluation reports.

Consultant Support by NCTR (See letter of support in Appendix E)

Recruitment and Selection Process – Grant funds during year 1 and 2 will be used to pay NCTR to help develop the resident selection process.

Mentor Training – Grant funds during year 1 and 2 will be used to for pay NCTR to help develop the mentor training program.

Induction Process - Grant funds will be used to pay for NTC training contracted by the school districts to help develop the induction program.

Technical Assistance – Grant funds in years 3-5 will be used to pay annual partnership dues to receive ongoing NCTR technical assistance to develop a financial sustainability plan to cover program expenses when the grant

Project Evaluation

Project Goals

Goal 1: Recruit more teachers of color by creating cohorts that are at least 20% racially diverse.

Objective: Develop recruitment and selection process designed to attract racially diverse candidates.

Outcome: There will be at least 10 new racially diverse teachers in each district.

Goal 2: Increase the number of certified teachers in high need areas by at least 90 teachers over the 5 years of the project.

Objective: Implement an urban residency program that focuses on culturally responsive teaching and trauma-informed practices.

Outcome: There will be at least 45 new teachers in each district that have the knowledge, dispositions and skills to implement culturally responsive teaching and trauma-informed practices.

Goal 3: Increase 3 year-retention of certified teachers in high need areas.

Objective: Implement a high-quality induction program that meets the needs of urban teachers and schools.

Outcome: There will be at least 45 new teachers in each district that stay for 3 years.

Goal 4: Ensure that all program graduates have the professional development they need to be rated as effective teachers within 3 years.

Objective: Develop a high quality induction program that meets the needs of urban teachers and schools.

Outcome: There will be at least 45 new teachers in each district that are rated as effective or highly effective by year 3.

The evaluation will include both formative and summative components. Core purposes of the evaluation will be to 1) assess effectiveness of strategies to recruit racially diverse residents; 2) determine the impact of programming on mentors, residents and new teachers; 3) provide evaluative information to improve programming; and 4) identify strengths and limitations of the project

Key Evaluation Questions

Based on project goals and intended outcomes, the evaluation will be framed by the following questions:

- 1) Is a residency model an attractive teacher preparation program to racially diverse aspiring teachers?
 - 1a) What has been the nature and extent of racially diverse residents', mentors' and new teachers' participation in the project?
 - 1b) Have recruitment, persistence, program completion rates, state licensure, and teacher employment retention goals been met?
- 2) Is the residency an effective model for preparing teachers for BHAS and KPS?
 - 2a) Have proposed teacher preparation curriculum improvements been implemented as

planned? 2b) How has the residency model contributed to residents learning culturally relevant practice and trauma informed practice?

3) What progress has been made in accomplishing long-term goals, short-term goals and program objectives? 3a) What has been the nature and extent of collaboration between the teacher preparation program and content area departments at WMU?

4) What have been the strengths and limitations of the project? 4a) In what ways will the urban residency effort be sustained after grant funding ends? 4b) In what ways can the project serve as a model or be applied in other situations and contexts?

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

Quantitative and qualitative data will be collected through a) documentation of the nature and level of participation levels including participant demographics, state licensure completion, persistence in the program, and retention in teaching positions at partner schools; b) participant research-based instructional practices surveys; c) participant and project staff interviews, d) observation of selected project activities; e) end-of-PD activity effectiveness and satisfaction questionnaires, f) interviews of a sample of residents; g) interviews of mentors; h) interviews with partner school administrators and WMU project management team members; and i) review of project-related documents and activities. The state licensure, persistence, and retention data will be collected in collaboration with the project evaluator and the WMU College of Education and Human Development Dean's Office. Research-based teaching survey data will be used to conduct a comparison study of participants entering the Urban

Teacher Residency program with a comparable non-participating group entering the current program of study. The evaluation chart below, organized around key evaluation questions, describes core measures, data collection procedures, and timelines to address project goals. Standard quantitative analysis methods will be used for participant surveys (pre/post), participant program satisfaction surveys, and participation data. Qualitative data from interviews, observations, and open-ended survey questions will be categorized and summarized.

Preliminary Evaluation Plan Chart

The chart on the next page provides a preliminary evaluation plan. A detailed evaluation plan will be created within three months of project funding that provides detailed measures, specific evaluation activities, and a timeline consistent with the project timeline.

<p>Evaluation Questions</p>	<p>Measures of Accomplishment</p>	<p>Data Collection/ Analysis Procedures</p>	<p>Time Line</p>
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<p>1)Is a residency model an attractive teacher preparation program to racially diverse aspiring teachers 1a) What has been the nature and extent of racially diverse residents', mentors' and new teachers' participation in the project? 1b) Have recruitment, persistence, program completion rates, state licensure, and teacher employment retention goals been met?</p>	<p>-Recruitment of racially diverse participants from as intended</p> <p>-Percentages of residents persisting, passing state licensure, and retained in teaching positions increasing</p>	<p>-Document participation levels, demographics</p> <p>-Document state licensure, persistence, and retention rates</p> <p>-Review recruitment materials/strategies</p> <p>-Mentor interviews</p>	<p>-On-going documentation of participation and program activities</p> <p>-Annual interviews</p>
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<p>2) Is the residency an effective model for preparing teachers for BHAS and KPS?</p> <p>2a) Have proposed curriculum improvements been implemented as planned? 2b) How has the residency model contributed to residents learning culturally relevant practice and trauma informed practice?</p>	<p>-WMU Urban Teacher Residency Program coursework</p> <p>-Collaborations with content area departments established as intended</p> <p>--Increased knowledge and understanding of research-based culturally relevant pedagogy and trauma-informed practices</p> <p>-Improved/enhanced dispositions related to culturally relevant pedagogy and trauma-informed practices</p>	<p>-Gather and document course changes</p> <p>-Program leadership and faculty interviews</p> <p>-Attendance at select program planning meetings</p> <p>--Pre, midpoint, post, delayed post teaching practices surveys</p> <p>-End PD session questionnaires</p> <p>-Mini-case studies based on sample of student participants and mentor teacher interviews and observations</p>	<p>-Observe during clinical experience and induction program</p> <p>-Survey beginning /end of school year and camps</p> <p>-Course data as available</p> <p>-Interviews clinical experience and induction program</p> <p>-Questionnaires as PD scheduled</p>
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<p>3) What progress has been made in accomplishing long-term goals, short-term goals and program objectives?</p>	<ul style="list-style-type: none"> -Recruitment goals met -Improved knowledge, dispositions and skills in culturally responsive teaching and trauma-informed practices -Retention goals met -Induction goals met 	<ul style="list-style-type: none"> -Synthesize all survey, interview questionnaire, participation, and other pertinent data -Draw conclusions about progress toward goals 	<ul style="list-style-type: none"> -Ongoing as various data is received

<p>4) What have been the strengths and limitations of the project? In what ways will the Urban Teacher Residency Program be sustained after grant funding ends? In what ways can the project serve as a model or be applied in other situations and contexts?</p>	<ul style="list-style-type: none"> -Strengths/ limitations and “lessons learned” identified -New/enhanced systems to encourage and support mentors and residents in place -On-going partnerships with participating schools and districts to sustain this model -Components applicable to other projects and schools identified 	<ul style="list-style-type: none"> -Interview management team, facilitators, key staff -Periodic lessons learned sessions -Document and review activities, materials, products -Review/revise logic model to assess and document program changes -Review/analyze all evaluative data 	<ul style="list-style-type: none"> -Periodic debriefing interviews -Review/ analyze as materials/data become available -Annual lessons learned sessions -Annual review of program logic model
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Valid and reliable performance data will be provided by the evaluation from surveys of research-based instructional practices and classroom observation. The instructional practices survey will be administered to each participant pre-program, at the midpoint, and post-program. It will also be given as a delayed post-test during the teacher induction program. The surveys will be validated through expert review and pilot study. A combination of classroom observation, interview, and survey data from a sample of program participants will be used to generate small case studies to document participants experiences. All measures mentioned in this section will provide data for the evaluation in addition to the research being carried out by the primary investigator of the project.

These evaluation efforts will meet the “What Works Clearinghouse (WWC) Evidence Standards with reservations.” The WWC guidelines with reservations require a quasi-experimental design with comparison groups. Control and intervention groups of participants will complete surveys focused on research-based instructional practices, a core component of the urban teacher residency program. A sample of both groups will also participate in interviews regarding their experiences. These data will allow comparisons to be made between the participants and nonparticipants.

An essential component of the project evaluation involves use of data to inform programming decisions. As data becomes available, it will be compiled and used by the

management team to improve programming and assess progress towards the project goals and associated objectives. The following data will be reviewed as it becomes available participation records; evaluator classroom observation data; post mentor teacher PD session questionnaire responses; and annual resident, mentor and district administrator interviews. There will also be regular management team meetings to engage in formative evaluation of the project, annual debriefing interviews of project PI and district-level mentors, and periodic “lessons learned” management team discussions. The program logic model will be continually updated as the project progresses and used as a tool for assessing progress toward goals Reports based on data from end-of-session program questionnaires, annual interviews of teacher facilitators, and annual interviews of school leaders will be reviewed by the management team.

Logic Model

Vision: To increase the recruitment and retention of racially diverse, effective teachers in urban school districts to address the teacher shortage

Needs	Strategies	Short Term Outcomes	Intermediate Outcomes	Long Term Outcomes
Professional development to recruit, prepare	-WMU Urban Teacher Residency	Comprehensive professional development	Increase instructional capacity by	Increase academic achievement for

and retain effective urban teachers that have the knowledge dispositions and skills to implement culturally responsive teaching and trauma-informed practices	Program that includes: effective recruitment and selection strategies; year-long clinical experiences with embedded coursework in a cohort model; mentors trained to provide coaching and feedback; and induction support to ensure effective teachers are retained for minimum of 3 years	model developed and implemented to address districts' needs for culturally responsive teaching and trauma-informed practices through partnership with WMU and NCTR	adding 45 new teachers in each district to address the teacher shortage in urban schools	students of color in urban schools
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Quality of the Management Plan

The Management Team

A management team will be formed for the proposed project. The team consists of:

Dr. Regena Nelson, Chair of the Department of Teaching, Learning and Educational Studies at WMU. She has a Ph.D. in Education and Psychology from the University of Michigan. She has been a teacher educator for 26 years and a Co-PI on over 2 million dollars in federal grants.

Dr. LaWanna Shelton, Chief of Schools in Benton Harbor Area Schools. Her role is to develop, train, and monitor the implementation of district-mandated processes, protocols, and procedures and ensure the District Improvement Plan and School Improvement Plans align with the overall strategic direction of the district. She has worked in higher education and been a public school administrator for over 25 years.

Steve Leland, Administrative Personnel Officer. His role is to lead and coordinates New Teacher Orientation and oversee the Danielson Evaluation process (Michigan law, forms, timelines, reviewing goals, etc.) for all 25 buildings. Lead and coordinate all recruitment and hiring for teaching positions. He has over 20 years of experience as a teacher and administrator in urban schools.

Xin Li, Project Evaluator is a doctoral student in education. Her doctoral research focuses on program evaluation and teacher development.

The project coordinator will be a full-time position hired by WMU. The coordinator qualifications will be MA or PhD. in education. Must have experience in teacher preparation, mentoring and 5 years of effective K-12 teaching experience.

Delineation of Responsibilities for the Management Team

Dr. Regena Nelson, Project Director: To function as the director to supervise the function of the project; to plan and coordinate the activities of the program; to report to the federal grant officer; to be in charge of financial matters.

Xin Li, Project Evaluator: To plan, coordinate, and carry out the evaluation, research, and dissemination of the project, and to assist with the program.

Project Coordinator (TBD): To coordinate the delivery of the program, including working with the mentors

Dr. Lawanna Shelton and Steve Leland, Project Management Team: To provide support to the program from the school district's perspective.

Delineation of Responsibilities for Other Key Project Members

The Team of Mentors: A team of mentors will be selected for each district. The mentors will be trained using the NCTR mentor training model. They will provide bi-weekly observations, coaching and feedback to the residents.

Faculty Instructors: Full-time faculty in the College of Education and Human Development and the College of Arts and Sciences teach the graduate courses in the three MA programs for Elementary, Secondary, and Special Education as part of the workload.

Curriculum Design Team: The faculty instructors will meet 3 times a year for a half-day retreat to review the evaluation data on the program and make changes to courses to meet the goals of the program.

Site Coordinators: BHAs and KPS will designate staff members to coordinate the mentor, resident, and induction professional development activities.

NCTR consultant: The NCTR consultant will work with the management team to develop the recruitment and selection process and professional development activities for mentors, residents, and induction.

Timeline and Milestones Using the 1st Cohort as an Example

October 2020

- Hire the Project Coordinator
- Select the Site Coordinators

November 2020

- Hold bi-weekly management team meetings with NCTR consultant to develop the recruitment and selection process for residents

December 2020

- Implement recruitment and application process for residents

January/February 2021

- Hold biweekly management team meetings with NCTR consultant to develop the mentor training modules

March 2021

- Select mentors
- Hold half-day retreat for Curriculum Design Team in March, July and November to revise coursework as needed

April 2021

- Select residents
- Conduct mentor training

May 2021 – June 2021

- Hold orientation sessions for Cohort 1 residents to register for courses, complete paperwork for stipends, discuss program expectations and build community
- Site coordinators confirm resident placements

July 2021 – June 2021

- Cohort 1 starts classes
- Cohort 1 receives bi-weekly coaching and feedback from mentors and project coordinator
- Project coordinator leads weekly seminars with residents
- Evaluator implements evaluation plans

- Monthly management team meetings to review data and progress reports
- Project coordinator and site coordinator meet monthly with mentors to review resident progress
- Project coordinator and site-based coordinator meet monthly with NCTR consultant to develop the induction program
- Prepare for second cohort – recruitment, selection, admissions and orientation

July 2021

- Elementary and secondary education cohorts complete the program certification
- Special education cohort completes first year of the program
- Cohort 2 for elementary and secondary education begin classes

August 2021

- Project coordinator and site-based coordinators launch year 1 of the induction program for new teachers
- Complete induction training with NTC

September 2021

- Complete annual project report
- Submit Year 2 budget for approval

Conclusion

As a new teacher residency program, we will build capacity through the training and consultation provided by NCTR. The first year of this project will be devoted to developing the recruitment and selection process for the professional development program that expands, elevates and integrates the coursework and professional development currently offered by WMU, BHAS and KPS. The grant funds will allow us to create a sustainable Urban Teacher Residency Program to improve and increase the instructional capacity support through recruiting residents that have a strong connection to the community and a passion for teaching. Together we will turn their passion into a profession.

References

The following National Center for Teacher Residencies reports can be found at www.nctrresidencies.org

- NCTR Building Effective Teacher Residencies Research Report
- NCTR Design for Impact: Designing a Residency Program for long-term financial sustainability
- NCTR Serving Students of Color: Teacher Residencies as a Lever for Equity
- NCTR Standards for Effective Teacher Residencies