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**INTRODUCTION**

***Montclair State University Background:*** Montclair State University (MSU), designated Hispanic Serving Institution (HSI) of higher education, was founded in 1908. Today we are the second largest public university in New Jersey. Located approximately 18 miles from New York City MSU enrolled 16,687 undergraduate and 4,320 graduate students in Fall 2019. We offer 66 undergraduate majors, 47 master's programs, and seven doctoral programs, including an Ed.D. program in Teacher Education and Teacher Development.

MSU was the first university in the nation to create a Center of Pedagogy (CoP), in which faculty and the public schools are equal partners in the ongoing work of teacher education. Cited by the U.S. Department of Education as a best practice, CoP coordinates all aspects of teacher education, including the establishment of teacher education policies and practices. MSU also established the MSU Network for Educational Renewal (MSUNER) as the vehicle for MSU's partnership with 30 New Jersey school districts, including our two partner local education agencies (LEAs) in this proposal – Newark Board of Education (NBOE) and Orange Public Schools (OPS), and over 13,000 professional educators. As one of the foremost school-university partnerships in the nation, MSUNER partners MSU faculty and staff with school district faculty and administrators delivering professional development, creating opportunities for MSU LEA collaborations, and the opportunity to interact with national experts on school and teacher education reform. Over the past 15 years, the MSUNER has developed an extensive professional development program that is grounded in a research-based conception of the essential characteristics of professional development and focused on topics relevant to our partners.

MSU's education programs - especially its teacher education program - are nationally recognized for quality, innovation and impact, as evidenced briefly by the awards listed below:

- Cited as one of 15 leading educator preparation programs launching the Educator Preparation Laboratory (EdPrepLab), created by the Learning Policy Institute. Serving on EdPrepLab's Steering Committee, 2019
- Winner of the Michelli Award for Promoting Social Justice in Teacher Education to ensure equity and social justice in our schools and our democracy by the National Network for Education Renewal, 2016
- Winner of the Richard W. Clark Award for Exemplary Partner School Work, National Network for Educational Renewal, 2005, 2009, 2016
- Identified as one of seven programs across the U.S. that are exemplary in preparing teachers to teach for deeper learning and equity by the Learning Policy Institute, 2015
- Featured as an exemplary practice by Teachers for a New Era Learning Network, 2013
- Received two Robert Noyce Teacher Scholarship grants from the National Science Foundation in 2014 to: 1) Implement a major in mathematics with elementary teacher certification; and 2) Recruit and support 30 new teachers
- Cited by the American Association of Colleges for Teacher Education (AACTE) for the high-quality of clinical experiences and collaboration with NBOE, 2013
- Received the Certificate of Excellence in Teacher Education from New Jersey Office of Higher Education, 2011
- Cited as exemplary models of clinical practice, school district partnerships, and the ability of graduates to have a positive impact on their students by the Academy for Educational Development, National Institute for Work and Learning, 2011

As documented by our most recent Title II filing with the Department of Education (*see Appendix H-1*) for the last three years 98 to 100% of program completers pass all of the applicable New Jersey state qualification assessments for teachers. Further, all of the candidates

who are accepted into our teacher residency programs will have passed both entrance standardized examinations (Praxis I Core and the ACT or SAT, meeting the cut-off score as well as the exit standard exam (Praxis II) subject examination.

***Introduction to Project & History of Partnership:*** MSU has worked collaboratively with NBOE for more than 10 years implementing a variety of programs, including two Teacher Quality Partnership programs. Our partnership with OPS is more recent (approximately five years). To date we have implemented the Woodrow Wilson Teaching Fellowship Program, a residency program for secondary science and mathematics teachers, and have converted two low-performing schools into University-Assisted Full-Service Community Schools.

***Overview of UTR@MSU:*** With this proposal, UTR@MSU, we continue our partnership with NBOE, and expand our Urban Teacher Residency (UTR) model to an additional school district (OPS) to determine the replicability and potential to scale. We build on our history of operating successful teacher residency programs that drastically change the typical trial-by-fire nature of the transition from pre-service to novice teacher. Owing to the amount and quality of classroom experience and mentoring the teaching residents will receive, teachers completing our teacher residency programs enter their first classroom with a solid repertoire of pedagogical practices and a good understanding of how those practices can be successfully applied. Participants completing the program bring contextualized knowledge of the district that comes from being immersed in schools and working directly in a clinical apprenticeship with expert, experienced teachers. Professional development combined with three-years of induction support provides each participant with the classroom and leadership skills our partner districts desire.

With the new iteration of our program, the UTR@MSU program, MSU, NBOE and OPS will ensure that novice teachers completing the program have a deep grounding in what it means to be a highly effective teacher. Our stringent evaluation will provide the opportunity for MSU and

our partners to assess what works, what program elements are highly replicable and scalable, and will serve as a model to guide the preparation of teachers for urban schools beyond our two partners. Owing to our partnership with the Education Preparation Laboratory (EdPrepLab) and the Urban Teacher Education Consortium (UTEC), we will be able to broadly disseminate what we learn and influence teacher residency programs.

UTR@MSU encompasses each characteristic of a successful teacher residency program as discussed in the section labeled *Absolute Priority* (see page 7). A yearly timeline of essential elements of our project is provided in *Table 1* (see page 6). Our timeline, in brief, demonstrates that in Year 1 we will engage in active planning for the project implementation with NBOE and OPS, securing Memoranda of Understanding with each. We will develop our project advisory council consisting of MSU, NBOE, and OPS personnel. We will also begin the efforts to recruit highly qualified individuals into the teacher residency program with the support of the Woodrow Wilson Foundation Teaching Fellowship Program, focusing on traditionally underrepresented minority groups (URGs) that are highly desired by both districts.

Our first cohort of at least 12 teacher residency candidates from NBOE will enroll in the program in June. In Year 2 we will enroll a second cohort consisting of at least 12 teacher residency candidates from NBOE and at least four candidates from OPS for a total of 16 teacher residency candidates. Staggering the enrollment provides us with an opportunity to work with, and prepare OPS for the program, and provides them with an opportunity to observe prior to implementation. Our cohorts represent the desired level of participation from each district and is consistent with the financial resources each is able to pledge.

Across the five years, we will enroll four cohorts, totaling at least 60 individuals (48 with NBOE and 12 with OPS). The timing of activities from recruitment through entry in the master's program (MAT) including teacher residents obtaining certification and becoming the teacher of

record will be the same for each subsequent cohort. Individuals in each cohort will receive a 12-month stipend that is paid for in-part by our District partners. Teacher residency candidates will obtain their teaching certificate prior to completing their 18-month master's program and will, upon receipt of their teaching certificate, become the teacher of record in one of the districts.

Mentoring and induction are essential elements of our program. We will work diligently with both NBOE and OPS to identify and select mentors for our teacher residency candidates.

Mentors will support candidates throughout their participation in the program, including their period of a guided teaching apprenticeship. Mentors will be carefully selected based on a variety of criteria (*see page 18*). Mentors will receive professional development that will support and guide their mentoring efforts. Following their apprenticeship period, the teacher resident will receive additional support in the form of a three-year induction program implemented by their district with support from MSU. Our five-year budget reflects these costs.

Induction services are provided at no-cost to this project as it is an existing service currently provided by MSU that will be transferred to become the responsibility of our district partners beginning in Year 2 (NBOE) and 3 (OPS). MSU will continue to provide the professional development for the mentors and teachers in areas requested by each district throughout the project. Topics for the planned professional development include diversity, equity, and inclusion, as well as social emotional learning, cognitive coaching, universal design for learning, data-driven assessment, and action research.

Essential elements of our program are summarized in our timeline, provided as *Table 1* on the following page. A key to the abbreviations is as follows: N = Newark Board of Education; O = Orange Public Schools; *n* = Cohort 1; *nB* = Cohort Begins; *nS* = Stipend Begins *nE* = Cohort Ends; *nN* = Stipend Ends; *TC* = Teacher Cert. Obtained; *TR* = Participant becomes Teacher of Record.

TABLE 1: SAMPLE TIMELINE FOR UTR@MSU (18 MONTH DEGREE PROGRAM)																											
Activity	Year One									Year 2												Year 3					
	Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1		
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Planning & MOUs	N	N	N	N	N	N	N	N			N	N	N	N	N	N	N	N	N	N			N	N	N	N	N
	O	O	O	O	O	O	O	O			O	O	O	O	O	O	O	O	O	O			O	O	O	O	O
Recruit and Enroll	1	1	1	1	1	1	1	1					2	2	2	2	2	2	2	2							
MAT									1B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Cert. Prep & Record									1S	1	1	1	1	1	1	1	1	1	1E/ 1TC	2 S	2	1TR 2	2	2	2	2	
Mentoring									1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
MentorPD									1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2		
Teacher Res. PD																									1B		
Induct. Program																									1		

**ABSOLUTE PRIORITY**

Our proposal addresses the *Absolute Priority: Partnership Grants for the Establishment of Effective Teaching Residency Programs*. Specifically, we propose an effective residency program that will prepare prospective and novice teachers with strong teaching skills. We include each of the following required activities encompassed in the Absolute Priority, below:

a) Supporting a teaching residency program for high-need subjects and areas as determined by the two local education agencies (LEAs) in our partnership.

- We will work with two high-needs school districts, specifically NBOE and OPS, to operate a teacher residency program. Consistent with the desires of the two LEAs, the program will work to recruit applicants from URGs to the program, and will provide teacher residents with the education, training, and skills necessary to work in the two districts, teaching in high-needs schools in high-need subject areas.

b) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration.

- Our program will support 60 teacher residents in four cohorts across the five-year program. Teacher residents will obtain their teaching certification within 12 months of enrollment, becoming a teacher of record at a school within NBOE or OPS, obtain their master's degree within 18 months of enrollment, and participate in both mentoring and induction programming supported by professional development.

c) Support through an induction program.

- Our induction program, operated in collaboration with NBOE and OPS, provides three-years of induction support and professional development.

d) Ensuring that teaching residents who participate in the teaching residency program

receive: 1) Effective pre-service preparation; 2) Teacher mentoring; 3) Support through an induction program as teaching residents enter the classroom as new teachers; and 4) Incorporate clinical learning in classrooms in high-need schools in partnership with the LEA; b) Supervised interaction with the school district; Integrating pedagogy and classroom practice and promoting effective teaching skills; and providing high-quality teacher mentoring.

- Our program encompasses each of these elements as discussed in *Section A (page X)*.

Our program is built on a partnership of more than three decades between NBOE and Montclair State University (MSU) and our newer partnership with OPS. Our partnership with both LEAs is dedicated to preparing quality teachers. With this proposal, we will: (a) increase opportunities for high-quality preparation of and professional development for teachers and (b) increase the numbers of individuals from groups URGs teaching in both school districts.

Additional elements of our program that are aligned with the Required TQP Absolute Priority Checklist are outlined below:

1. We integrate pedagogy, classroom practice, and teacher mentoring.
2. We engage teaching residents in rigorous graduate-level coursework leading to a master's degree within 18-months while undertaking a guided teaching apprenticeship.
3. We provide experience and learning opportunities for teacher residents alongside a trained and experienced mentor teacher and:
  - Ensure teaching complements the residency program so that classroom clinical practice is tightly aligned with coursework;
  - Train mentors to serve as a teacher leader of the teaching residency program, as a mentor for residents;
  - Create a learning community in which all individuals are expected to continually improve

their capacity to advance student learning; and

- Work with our school district partners to ensure resident mentors and induction mentors have the necessary time to devote to their mentees and inductees.

4. We have established clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness is based on, but not limited to, observations of the following—

- Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, the use of formative and diagnostic assessments to improve student learning.
- Appropriate instruction that engages students with different learning styles.
- Collaboration with colleagues to improve instruction.
- Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress.

5. We group teaching residents in cohorts to facilitate professional collaboration.

- We have developed admissions goals and priorities: a) That are aligned with the hiring objectives, instructional initiatives, and curriculum of NBOE and OPS, in exchange for their commitment to hire qualified graduates from the teaching residency program; and b) That reflect the priorities of both NBOE and OPS to hire applicants who reflect the communities in which they will teach and give consideration to underrepresented populations in the teaching profession.

6. We provide support for resident graduates, once they are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through the residents' first three years of teaching.

Each element of our program is discussed further in *Section A, Quality of Project Design*, beginning later on this page.

**COMPETITIVE PREFERENCE PRIORITY #1:**

Within Essex County, New Jersey, home to both of our LEA partners, there are 23 census tracts that are designated Qualified Opportunity Zones (QOZs). Two in particular are the focus of our application include: Census Tract 34013008100 in NBOE, and Census Tract 34013018900 in OPS. Services will be provided to the district and schools in these zones. Teacher residency candidates will be placed into programming that will serve the schools and students who live in these zones.

**SECTION A: QUALITY OF PROJECT DESIGN**

**Target Community Demographics:** As introduced previously, MSU is proposing to implement the Teacher Quality Partnership with two high-need school districts (NBOE and OPS). As shown in *Table 2* both Newark and the City of Orange Township have high rates of poverty, lower rates of educational attainment, and higher rates of minority population. Both communities, which are located 15 miles west of New York City, have suffered from decades of disinvestment and poverty and contain multiple Qualified Opportunity Zones (see *CPP #1*).

<b>TABLE 2: COMMUNITY DEMOGRAPHICS</b>							
	% Poverty	HS Diploma	Bachelor's	White	Black	Other	Hispanic
Newark	28.0%	74.9%	14.8%	26.1%	49.7%	24.2%	36.4%
Orange	24.0%	81.6%	22.9%	14.1%	69.7%	16.2%	24.9%
NJ	9.5%	89.5%	38.9%	72%	15%	13%	20.6%
U.S.	12.3%	87.7%	30.9%	76.5%	13.4%	10.1%	18.3%

*Source: U.S. Census Bureau, American Community Survey, 2019*

**Needs Assessment:** Discussed briefly below and expanded upon in *Appendix B (Needs Assessment)*, our two target school districts, NBOE and OPS, are both high-need school districts. As indicated in *Table 3*, below, each district serves a high percentage of students from low-income families, and student achievement lags behind other districts in New Jersey.

<b>TABLE 3: HIGH NEED LEAS</b>					
	Teachers with MAT+ Degree	Teacher Retention	% of Low-Income Students	Math Proficiency	ELA Proficiency
NBOE	37%	87.6%	75%	48%	48%
OPS	45%	78.7%	65.1%	55%	58%
New Jersey	N/A	90.5%	N/A	50%	50%

*Sources: New Jersey School Performance Report, 2018-19; Teachers with MAT+ indicate masters prepared or above; Teacher Retention Rates are one-year retention rates in the District (not school building); Math and ELA Proficiency reflects median student growth*

Newark Board of Education: NBOE, has faced challenges for many years, and in 1995, the state of New Jersey assumed control of the district because of poor academic performance by Newark children. In 2017 local control was restored citing progress. Yet graduation rates, which were 54% in 1995, had only risen to 77% by the time local control was restored, and were 76.1% in 2019. College and career readiness is also low. Using ACT performance data as a proxy measure, students in Newark are scoring below the national average on the ACT, and below the recognized benchmarks (typically a score of 22 on mathematics, and a 22 on reading) of being college ready (i.e., not having to take remedial coursework). This ongoing record of low

academic achievement is a major challenge revealed by the comprehensive Needs Assessment MSU conducted in partnership with NBOE. As part of this Needs Assessment, we compared test scores of NBOE and NJ students in Grades 3, 4, 5, 6, 7, 8, 9, and 10; in each category NBOE students scored well below the statewide mean – by as little as 6 points (8<sup>th</sup> grade mathematics), to as much as 30 points (10<sup>th</sup> grade ELA). Please see *Table 1 in Appendix B* for a comparison.

The NBOE schools that are the focus of this proposal include: Malcolm X Shabazz High School, Technology High School, Cleveland Avenue Elementary; Dr. E. Alma Flagg Elementary; Hernandez Elementary, and Speedway Avenue Elementary. An average of 81.7% students across these schools are eligible for free or reduced-price lunch. In academic achievement, college/career readiness and student growth, the schools are among the lowest in NJ (NJ School Report Cards, 2018-2019).

The qualifications of the NBOE teaching force were also part of the needs assessment. In the 2018-19 school year the District changed data collection on the quality of its teacher workforce. Previously, as required by the No Child Left Behind Act, the District rated teachers as “ineffective” or “partially effective” and collected data regarding working under non-standard certifications. Now, under the Every Student Succeeds Act (ESSA), the District only collects data about members of the teacher workforce who are under a Corrective Action Plan (CAP). In our target schools, the percent of faculty that were working under a CAP at the end of the current school year ranges from a low of 7.10% to a high of 11.43%. Further, retention data in Newark demonstrates a distinct challenge for the District. Similar to many large, urban school districts, Newark faces challenges in recruiting, hiring and retaining qualified teachers especially in the content areas of math and science (García & Weiss, 2019). District data shows NBOE retained 89.1% of its teachers in the 2019-2020 school year with an 11% turnover rate compared to the

national average of 8%. That equates to 438 newly hired teachers in Newark in one school year. The reasons behind the retention issues are many. Certainly, the difference in the demographics of the students versus the teachers in the District is a contributing factor. *Table 4* below, puts those challenges into perspective.

<b>TABLE 4: RACE, ETHNICITY AND SEX OF STUDENTS VS. TEACHERS, NBOE</b>						
	% White	% Black	% Other	% Hispanic	% Female	% Male
NBOE Students	7.6%%	41.9%	1.3%	49.3%	48.2%	51.8%
NBOE Teachers	40.7%	34.6%	6.1%	21.5%	75.3%	24.7%
NJ Students	42.4%	15.0%	12.6%	29.9%	48.4%	51.6%
NJ Teachers	83.6%	6.6%	25.4%	7.3%	77.1%	22.9%
<i>Source: 2018-19 New Jersey School Performance Report</i>						

While well-prepared teachers are needed in all areas, the need is especially acute in mathematics, science, and special education. Nearly 60% of Newark’s vacancies in 2019-20 school year were for special education and bilingual education teachers, who are typically the hardest to recruit (NBOE data). According to Dr. Yolanda Mendez, the district’s human resources chief, NBOE continues to focus on hiring teachers of color.

Science, mathematics, and special education are perpetually teacher shortage areas in New Jersey generally as well as NBOE and OPS (U.S. DOE, 2017). More recently elementary education (all subject matter specialization) has also been indicated as a teacher shortage area across New Jersey as well as in NBOE and OPS. An October 2019 article by Chalkbeat.com indicates that 35 NBOE schools had a total of 105 unfilled teaching positions as of September 24. Chalkbeat.com quotes a Newark Board of Education member, A’Dorian Murray-Thomas, as saying “there are some students who have subs all year right now in critical subjects.

NBOE strategic plan cites six priorities including: 1) Unified and Aligned Systems; 2) A Rigorous and Relevant Framework for Curriculum & Instruction; 3) Strength-Based and Responsive Culture; 4) Continuous Learning for All; 5) Integrated System of Supports; and 6) Strong Reciprocal Partnerships. This strategic plan, which focuses on student success, contains a systematic approach to recognizing that goal including hiring and retaining high-quality teachers and identifies the recruitment, preparation, support, and retention of well-prepared and transformational teachers as continued priorities for the district. NBOE has made it a priority to increase the number of teachers who have the knowledge, skills, and commitments not only to teach their students effectively, but to serve as instructional leaders. To achieve this transformation, NBOE recognizes that it needs the collaboration and support of partners with expertise in teacher preparation, development and support.

Orange Public Schools: The City of Orange Township is served by Orange Public Schools. Similar to Newark, the City of Orange Township has suffered from decades of poverty and disinvestment. Demographic details are provided in *Table 2 (page 10)*.

Both NBOE and OPS schools are one of 31 former “Abbott Districts” in New Jersey. “Abbott Districts,” now known as School Development Authority (SDA) Districts, stemmed from a 1985 New Jersey Supreme Court Case that found the education provided to children in poor communities was inadequate and unconstitutional and mandated that state funding to these districts be equal to that spent in the wealthiest districts in the state. Despite this ruling (and subsequent rulings in 1994 and 1997 that affirmed the 1985 ruling), OPS schools continue to face significant challenges. In fact, in 2016 the NJ Superior Court used the state of disrepair of the schools in the district to overturn school board election results. In his decision the Superior Court stated that the list of outstanding facilities problems, deficiencies and inadequacies

including dangerous school playgrounds and more met the standard of “imminent harm.”

Like other districts serving majority students of color across the United States, OPS school district personnel are not reflective of the population they serve. *Table 5*, below provides an overview of the demographics of OPS students and teachers with comparison data. *Table 2 in Appendix B* provides data regarding assessment results which show significant deficiencies.

<b>TABLE 5: RACE, ETHNICITY AND SEX OF STUDENTS VS. TEACHERS, OPS</b>						
	% White	% Black	% Other	% Hispanic	% Female	% Male
OPS Students	0.4%	58.5%	0.7%	40.5%	48.7%	51.3%
OPS Teachers	43.8%	38.3%	5.5%	12.4%	75.1%	24.9%
NJ Students	42.4%	15.0%	12.6%	29.9%	48.4%	51.6%
NJ Teachers	83.6%	6.6%	2.4%	7.3%	77.1%	22.9%

*Source:* 2018-19 New Jersey School Performance Report

Teachers serve as role models to their students. As discussed in Educating Everybody’s Children: Diverse Teaching Strategies for Diverse Learners, by Robert W. Cole, teachers need to be cognizant of unrealized biases, how they subtly (and sometimes not so subtly) have different expectations for children of different backgrounds and income levels, and how they communicate these expectations through words and actions. Teachers need the training to understand and recognize their biases and help them to adjust their teaching and communication strategies. Cole specifically points out that when teachers teach in communities that are deeply different from their own experiences, they often face internal and external pressures that cause them to change jobs or leave the profession altogether.

As indicated *Table 3 (High Need LEAs, see page 11)*, annual teacher retention rates for OPS are much lower than average (78.7%). This means that OPS in the 2018-19 school year had to

hire 105 teachers to replace those that left. According to the Association for Supervision and Curriculum Development (ACSD), a professional learning community for educators, the biggest challenge for novice teachers *and* teachers new to a district is classroom management and the subsequent risks that children will fall behind their peers. Novice teachers, including teachers new to a district, face significant hurdles to being effective in the classroom which has lasting effects on a child's education. Similar to NBOE, OPS has specifically indicated a high need for math and science teachers at all levels, and teachers for students with disabilities.

***Project Element Details:*** Three overarching themes will guide the program design and implementation of UTR@MSU in its next five years - community, collaboration, and continuous improvement. These themes are threaded across all aspects of the program - the master's degree curriculum and teaching residency activities, the induction support for novice teachers, and the professional development for experienced teachers. As outlined in *Section A ii (see page 32)*, our program design is based on research and experience. UTR@MSU incorporates all of the required elements of a teacher residency program which are discussed in detail in the sections below. We walk the reviewer through each of those elements as a teacher resident would experience our program, beginning with recruitment and selection of teacher residents.

a. ***Recruitment and Selection of Residents:*** To recruit recent college graduates, we will draw on strategies piloted and refined through the previous round of TQP and other teacher preparation programs. Newly designed marketing materials will be circulated throughout urban and other diverse communities, local media, postings in community service organizations, NGOs, social media and at public transportation sites. To additionally recruit career changers, we will also publicize UTR@MSU in NBOE and OPS schools and through newsletters, teachers' union newsletters, and churches - successful strategies employed in other programs. New strategies to engage mid-career professionals and recent mathematics and science graduates will continue to be developed.

To recruit students at MSU, flyers and announcements about the program will be posted across the campus and presented to students in culminating undergraduate science and mathematics classes, to their advisors, and to career services staff in the College of Science and Mathematics. Information sessions will be announced in flyers, email blasts, and postings on websites (MSU, CEHS, NJ DOE, AFT, NJ Education Association) and twice each semester. Information will also be shared through MSU alumni email blasts and Historically Black Colleges & Universities email blasts, and listings on Idealist.org and Craig's List.

The admissions criteria for the UTR@MSU will be highly selective, responsive to NBOE and OPS hiring priorities, and consistent with the literature on the qualities of successful teachers in urban settings (Haberman, 1987, 1995, 1999; Stotko et al., 2007; Villegas & Lucas, 2002). All candidates will submit an application, essay, two letters of recommendation, and college transcripts; complete a survey measuring attitudes toward diversity; be interviewed; and write an impromptu essay. To be selected, a candidate must: 1) Demonstrate strong content knowledge as determined by a degree in a relevant field with a minimum 3.0 GPA and letters of recommendation; 2) Possess strong verbal and written communication skills as determined by essays and an interview; 3) Pass appropriate Praxis I and II examinations; 4) As determined by all application materials, have the attributes of successful pre-service teachers for urban schools, including: a) Qualities of effective urban teachers (Haberman, 1995); b) Qualities of culturally responsive teachers (Villegas & Lucas, 2002); c) Reflectiveness and commitment to critical thinking (Schon, 1984); d) Flexibility (Stotko, et al., 2007); and e) Resiliency.

A selection committee made up of representatives of the UTR@MSU partners will review the applications and participate in interviews. The committee will use the MSU Admissions Evaluation Scale, which is part of the MSU Teacher Candidate Assessment System and was used, tested and validated for the other teacher preparation programs, including TQP. An admissions priority will be

to admit qualified candidates who reflect the partner schools in terms of race/ethnicity, and language.

Residents admitted to the program will receive a living stipend during their apprenticeship year (the first 12 months of the program). The stipend has been set at \$44,000 for all teacher residents in UTR@MSU. This amount reflects the length of each residency experience, the cost of living in the Northern New Jersey area, district pay scales, and the need to compete with other programs that recruit prospective teacher candidates. Each resident must agree to serve as a full-time teacher in a high-need school served by NBOE and OPS in a high-need subject area for *three years* after completing the teaching residency. If a resident does not fulfill this requirement, s/he must repay the stipend. All residents sign an agreement to this effect upon program entry. Any repayments will be used consistent with TQP requirements.

Residents will be eligible for teacher certification if they successfully complete the MAT program; pass the examinations required by the State of New Jersey; show through performance assessments that they have met the standards established by the program (including performance observations of their teaching), complete state required clinical hours, and submit a successful edTPA portfolio (a state certification requirement). All teachers who complete teacher education programs at MSU and are recommended for licensure to the State are considered Highly Qualified in their area of licensure. Teachers who successfully complete the residency program will become part of the teaching force in either NBOE or OPS, filling the district's need for teachers.

b. *Recruitment and Selection of Mentors*: Since teacher residents are matched with their mentors early on in the program, we begin recruiting and selecting mentors early on as well. Selection criteria for mentors, all of whom will be highly qualified teachers in their subject areas, will also be rigorous. In the previous phase of TQP programming, MSU developed a Mentor Identification tool that principals of the partner schools will use to nominate potential mentors. The tool helps to determine whether teachers are highly effective with regard to: subject area knowledge;

planning and preparation, including pedagogy and assessment; ability to analyze and use student achievement data; instruction that engages students from different cultural backgrounds and with different learning styles; gains in student learning in their classrooms; collaboration with colleagues to improve instruction; qualities of culturally responsive teachers; reflectiveness and commitment to critical reflection and critical thinking; leadership potential; and professionalism. Mentors are required to have appropriate skills in any subject area specialty (such as mathematics). A selection committee made up of the Co-PIs, and LEA partners will review the nominations, identify potential mentors, and conduct observations of potential mentors teaching a class. The committee will also consider whether there are residents for whom the potential mentor teachers would be appropriate.

c. Program Cohorts: UTR@MSU will organize both pre-service teaching residents and novice teachers hired after their residency into *cohorts* to facilitate professional collaboration and the establishment of professional learning communities. Pre-service teacher preparation programs implemented in cohort cycles tend to form natural learning communities due to the large number of classes that all students have together; in fact, cohorts are a common feature of exemplary education programs (Freedman & Appleman, 2009).

Both NBOE and OPS have identified the need for certified teachers in math and science as well as teachers with a special education endorsement as high-need areas. We have incorporated specific recruiting strategies to address the need for math and science teachers. However, based on teacher retention challenges, we will also target the development of teachers in other areas such as elementary education. We will enroll four cohorts of teaching residents (at least 60 total consisting of 12 in Cohort 1 and 16 in Cohorts 2 through 4). Each will pursue elementary (PK-3 or K-6) or secondary education certification and a teacher of students with disabilities endorsement in a rigorous program of study that will encourage preparation in mathematics and science. Teacher residents may also pursue other endorsements such as TESOL. We will create

three learning communities comprised of: (a) early childhood/elementary education residents, (b) secondary residents; and (c) the collective group. No fewer than two residents will be placed in each school at our LEA partner districts.

d. Teacher-Preparing School Clusters: UTR@MSU is organized around two clusters of teacher-preparing schools: a) an early childhood/elementary cluster; and b) a secondary cluster (which includes both middle school and high school). Both will include dual certification in special education. The schools include:

- Elementary Education/Early Childhood Cluster: Cleveland Avenue Elementary (serving PK-8), Dr. Alma Flagg School (serving K-8), Hernandez School (serving PK-8), and Speedway Avenue (serving K-8).
- Secondary Cluster: Malcom X Shabazz High School (serving grades 9-12), Technology High School (serving grades 9-12), Orange High School (serving grades 9-12), and Orange Preparatory Academy (serving grades 8-9)

Graduate courses will be held at MSU (or, by other means including online due to COVID-19 restrictions). For their apprenticeships, teaching residents will be placed in our target schools. Based on their areas of expertise, school faculty members at these sites will participate in various activities, including leading seminars.

The UTR@MSU schools are all *teacher-preparing schools* that have worked in partnership with MSU for years either in a TQP program, or other teacher preparation program such as the Woodrow Wilson Teaching Fellowship program. The concept of *teacher-preparing schools* derives from the National Network for Educational Renewal (NNER), of which MSU is a member. Educators in teacher-preparing schools recognize that K-12 schools have a responsibility to be active partners with IHE teacher education programs in preparing teachers.

The MSU Department of Teaching and Learning (TRLN) has worked diligently to institutionalize a range of teacher residency practices that have been developed over the last ten years. This iteration of our Urban Teacher Residency expands upon our accomplishments by: 1) Continuing to offer exemplary residency and induction programs that build on lessons learned, research, and best practices among residencies across the nation; 2) Introducing a teachers of students with disabilities endorsement that is responsive to expressed district needs; 3) Preparing high-quality dually-certified prospective teachers for partner LEAs with strong academic backgrounds; 4) Identifying an array of recruitment activities and audiences from which to draw a large pool of highly qualified individuals of diverse backgrounds; 5) Integrating results of evaluation and feedback from residents, mentors, and colleagues in partnering institutions to strengthen program impact and achievement; 6) Implementing an assessment system to establish to what extent residents and graduates meet high standards of teaching; and 7) Continuing to institutionalize these program designs.

e. Collaborative Inquiry: A central means for promoting the learning of pre-service teachers, novice teachers, and mentor teachers in UTR@MSU will be *collaborative inquiry* aimed at the continuous improvement of learning and teaching (Hyland & Noffke, 2005). Through collaborative inquiry, participants systematically examine their educational practice using rigorous research techniques. Residents will take an action research course in the program in which they will learn how to use technology to collect, manage and analyze data to improve teaching and learning. Throughout the clinical apprenticeship and induction years, time will be allotted for participants to engage in inquiry using data to foster student learning gains.

f. Mentoring: Each teacher resident is assigned to one (or more) mentors based on their degree program and area of specialization. Mentoring is one of the key elements of our program,

in addition to being a required activity. Mentors support the teacher residents in the initial stages of the program (i.e., apprenticeship period), and throughout their induction period. Mentors are specifically prepared to mentor teacher residents through our monthly professional development sessions. Mentors support residents in learning the daily responsibilities of classroom teaching. At the beginning of the year, Mentors model high quality instruction and use a gradual release of responsibility model to help residents transition to co-teachers and eventually to take over leadership in the classroom (Range, Duncan & Hvidston, 2013).

g. Clinical Supervision: In addition to in-class mentoring support, each teacher resident is assigned to one clinical supervisor. Clinical supervisors are experienced educators and MSU faculty members. The clinical supervisor will provide support to the resident and mentors throughout the year. This support will include at least eight classroom observations that will include post-observation feedback. Mentors will attend post-observation feedback in order to continue supporting the resident in the identified areas between observations. Clinical supervisors will also provide on-going lesson- and unit-planning, as needed.

h. Residency: The apprenticeship phase of the program is organized around three major interconnected activities. The primary activity will be *classroom immersion* - ongoing observation, collaboration, and teaching with an experienced, excellent teacher in a classroom. The classroom immersion will provide a variety of concrete situations and data to be used in inquiry and assignments for the MAT coursework and opportunities for integrating pedagogy, classroom practice, inquiry, and teacher mentoring.

The second major activity will be *instructional rounds* (Teitel, 2009), a process similar to medical rounds. During rounds, residents will meet with mentors and MSU faculty members to discuss an issue such as classroom management, define the issue, observe and collect data in

classrooms and share what they observed. Research shows that instructional rounds increase teachers' focus on regular analysis and improvement in teaching and learning (Teitel, 2009).

The third apprenticeship activity will be regular *group seminars* attended by teaching residents and MSU faculty members. A half-day each week will be set aside for structured seminars where residents share their growing knowledge and understanding of classroom life, teacher practice, and student learning; collaboratively solve problems of practice; and create a forum for mentors and professors to assess and respond to residents.

i. *Master's of Arts (MAT) Degree Program:* Teacher residents will engage in rigorous graduate coursework in pursuing their MAT degree. We will focus on three primary areas: (a) Early Childhood Education, (b) Elementary Education, or (c) a specific subject area. Each teacher resident will also work toward a teacher of students with disabilities endorsement (cited as a high need of both partner LEAs). The MAT curriculum supports pre-service teachers in developing the knowledge and skills articulated in the MSU Standards for Candidates in Initial Teacher Programs. These standards align with the NJ Professional Teaching Standards, NAEYC Standards for Early Childhood Professional Preparation, Council for Exceptional Children Initial Level Special Educator Preparation Standards, the National Council of Teachers of Mathematics and National Science Teachers Association's Standards for teaching and learning, and the NCATE Standards (*See Appendix H-2*).

To satisfy the requirements for the MAT degree, teacher residents will take courses at MSU over an 18-month period. Residents will take courses one full day each week, when they will not be in their classrooms, and after school one day a week. They will also satisfy certain course requirements through their work in schools with their mentors. All MAT coursework will be closely linked to classroom practice; the content and assignments will be situated in NBOE, OPS

and the larger Newark and Orange communities.

MSU courses will prepare the teachers to implement standards consistent with New Jersey requirements in math, literacy and science. District classrooms will serve as laboratories in which pre-service residents can observe, practice, and apply the ideas they learn in their coursework (Boatright et al., 2009). Residents will receive feedback from their mentor teacher and faculty in planning and implementing lessons aligned to the standards. MSU faculty members and part-time faculty members who are NBOE and OPS teachers will teach these courses collaboratively. This model has been implemented successfully in MSU's teacher residency programs since 2009.

The curriculum for each MAT program reflects curriculum themes that will guide the clinically-embedded coursework in each program semester. To emphasize the focus on inquiry, these themes are framed as questions, and aligned with MSU Standards. For example, one theme we will explore is, "How do teachers teach for learning and reflect on their teaching?" The content within this theme will focus on: a) methods of teaching and pedagogical content knowledge with field-based coaching; b) teaching English language learners; c) using technology to collect and analyze data to inform instruction; d) within the inclusive classroom: 1) Language-based teaching and learning; 2) Instructional planning for students with diverse learning needs; 3) Assessment and evaluation; and 4) Addressing multiple learning domains. The instructional assignments will include: 1) Adapting instruction for a student with a disability; 2) Instructional lesson plans; 3) Reflection and self-evaluation; 4) Ethnographic study of an inclusive classroom; 5) Electronic Portfolio; and 6) Case study of a learner. Using this type of approach has proven successful in our prior work and allows resident teachers to make connections between theme, instruction, and assignments.

j. Assessment Systems: At the end of each semester during the MAT/residency phase of the program, teacher residents will be assessed using performance assessments and rubrics, which are already designed for the existing MSU teacher education programs and aligned to national standards (*See examples of these assessments in Appendix H-3*). In addition, they will submit a completed Individual Professional Development Plan (IPDP), which will reflect their collaborative inquiry and action research throughout the residency, and a professional digital portfolio that provides evidence of their growth and development as professional educators.

k. Professional Development for Experienced Teachers, Mentors and Clinical Supervisors: Those who are selected to be mentors and clinical supervisors will participate in intensive and carefully designed professional development to support the development of knowledge, skills, and attitudes for successful mentoring (Carver & Katz, 2004). Prior to becoming mentors, and during subsequent years, the selected teachers will participate in a Mentor Teacher Institute to prepare them for their roles and responsibilities as mentors. The mentor preparation program will include instruction on adult learning, coaching and mentoring strategies and skills, observation and analysis of teaching and learning, the phases and stages of teacher development, Newark's Framework for Effective Teaching and the Danielson Framework (also employed by OPS). In addition, mentors/coaches will participate in monthly meetings with each other, developing a professional learning community.

MSU faculty in the College of Education and Human Services (CEHS) and the College of Science and Mathematics (CSAM) will engage in many of these professional development and inquiry-oriented activities with NBOE and OPS teachers. These faculty, as well as other MSU faculty from CEHS and CSAM, will observe teachers and provide coaching and feedback; engage in formal professional conversations and facilitate meetings focused on issues of concern;

collaborate on inquiry research on questions about teaching and learning; and teach courses for pre-service teachers in the MAT program. In addition, the faculty will provide coaching in their area of expertise to strengthen residents' content knowledge and pedagogical content knowledge.

1. Induction Activities: MSU will work with our partner LEAs to strengthen and ensure induction activities are provided for three-years. In previous versions of the TQP program, MSU provided induction activities that were coordinated with the LEAs under the direction of an Induction Program Coordinator. With UTR@MSU our LEA partners have indicated a strong desire to lead induction activities. With this new model, both NBOE and OPS will work with MSU to create the framework for induction for novice teachers beginning in fall 2022 (NBOE) and fall 2023 (OPS). The NBOE Framework for Effective Teaching, which is currently used in NBOE, will provide the foundation and structure for induction activities including conversations, observations, coaching, and improvement of teaching and learning and will be adapted for OPS.

The components of the NBOE Framework are aligned with INTASC, MSU and NJ professional teaching standards. Induction mentors will be given on-load time for the coaching and inquiry activities, and the novice teachers will spend time observing master teachers. Novice-teacher Mentors will participate in whole-group meetings to discuss specific approaches to their work. Novice teachers will also engage in activities that involve all novice teachers in their schools and at partner LEA schools. They will participate in MSUNER professional development workshops that address New Jersey Standards and other topics selected by partnering districts. These activities will build embedded professional learning communities among novice teachers in each school and across the district and create a general culture of learning and professional growth in NBOE and OPS. Novice teachers will participate in instructional rounds; weekly meetings where they will discuss teaching, learning, and classroom

practice; MSUNER; and online networking.

As they did as residents, novice teachers will continue to engage in collaborative inquiry groups. The work of these groups will focus on enhancing and supporting the novice teachers' developing ability to collect, analyze, and use student data to improve their practice. Inquiry groups will be aligned with the new teacher requirements of the LEA's to help provide a seamless continuum of classroom inquiry aimed at the improvement of teaching and learning.

Induction Mentors in each district will support novice teachers in using the strategies they have learned in their coursework to become more expert at designing curriculum that is responsive to all the students in their classes; applying their beginning instructional repertoire and working to expand it, with special attention to differentiating instruction; creating an inclusive, nurturing and safe classroom learning community; continuing to work collaboratively; and engaging in inquiry about teaching and learning with colleagues.

The inquiry focus of the UTR@MSU will build the capacity of NBOE and OPS educators to use research to enhance student, school, and district performance. More specifically, it will help educators at different stages in their teaching careers develop an inquiry orientation to their work and acquire the knowledge and skills necessary to 1) use student achievement data to improve their practice; 2) understand, interpret and use research to improve teaching and learning; 3) assess needs and formulate questions for district, school, and classroom research and evaluation; and 4) design, conduct and use action research within professional learning communities to improve learning and teaching in their classrooms (Cochran-Smith & Lytle, 2009).

m. Networking: Participants will also benefit from a variety of networking opportunities built into UTR@MSU (Lieberman & Golnick, 1996). An annual Mentor Teacher Institute will be held to support the experienced teachers who are serving as mentors. In addition, to build

knowledge and skills for teaching in NBOE and OPS, teacher residents, novice teachers (after the first two years), experienced teacher mentors, MSU faculty, and school administrators will participate in an annual summer conference held for through the MSUNER (Montclair State University Network for Education Renewal) program. The conference gives participants opportunities to share their learning and accomplishments with each other, and to learn from those attending from other districts. Beginning residents will have the benefit of attending sessions led by recent Residency graduates, as well as sessions led by highly experienced teachers from among the 30 school districts during this summer conference.

Online networking within UTR@MSU will also be built into the program through an online professional learning community using various social networking platforms, which allows multiple formats for communication. Participants will use these communities to form special interest groups within the program (e.g., residents, novice teachers, mentors, coaches, MSU faculty) through which they can collaborate on projects, work on shared documents and support one another through multiple means of communication (e-mail, discussion forums, live chats).

#### **i. Our Goals, Objectives, and Outcomes are Specific and Measurable**

As shown in our logic model (*see Appendix C*), our project has been designed with specific goals, objectives and outcomes that are specific and measurable. Due to space constraints, we only provide some of the objectives and the short-term outcomes. Mid and long-term outcomes are indicated in the logic model and in additional evaluation tables in *Appendix H-4*.

- **Goal #1:** To recruit and prepare high-quality, dually-certified prospective teachers for partner LEAs (NBOE and OPS) through a residency program for individuals who reflect the diverse communities of Newark and Orange, who have strong academic backgrounds, who have interests in mathematics and science, and who will educate students in special education across

PK-12, and in all subject areas.

- Related Objectives: **1.1:** Recruit and select 60 teacher residents with strong academic backgrounds, interest in mathematics, science, TESOL, and/or special education, as demonstrated by meeting threshold criteria related to GPA, Praxis scores, and advanced courses in the major areas, as documented via the admission process. **1.2:** Recruit and select teacher residents, at least 50% of whom are from URGs, as measured by program documentation. **1.3:** 90% of teacher residents earn initial NJ teacher certification within 1 year of participation in the program. **1.4:** 100% of teacher residents report incorporating inclusive practices into their lesson plans, as measured by annual end-of-year surveys. **1.5:** 80% of teacher residents report using data for instruction, as measured by annual end-of-year surveys. **1.6:** 90% of teacher residents meet or exceed program performance standards as measured by passing grades in program courses, retention of residents in the program, and an MSU Master's Degree in their certification areas, as measured by program documentation.

- Outcomes: Teacher residency candidates are recruited; 50% or more are from URGs; Increased content and pedagogical knowledge; Increased inclusive practices; Increased highly qualified teachers in partner LEAs; Program graduates obtain certification and licensure.

- **Goal #2:** To improve the quality and retention of mentor teachers in partner LEAs through professional development aligned to residency curricular goals

- Related Objectives: **2.1:** Each year, recruit and select 15 teachers with strong qualifications in special education, elementary education, ESL, and other secondary content areas, as measured by end-of-year teacher evaluations and principal recommendations, to serve as Mentors to the teacher residents. **2.2:** 50% of recruited Mentor teachers are from URGs, as measured by program documentation. **2.3:** 20% of recruited Mentor teachers are graduates of the

UTR and participants in the UTR induction program, as measured by program documentation.

**2.4:** 80% of Mentor teachers participate in at least 75% of the total hours of offered UTR professional development, as measured by program documentation. **2.5:** 80% of Mentor teachers report an increased use of data for instruction as measured by end-of-year surveys. **2.6:** 80% of Mentor teachers attend training on inclusive practices, measured by program documentation.

- Outcomes: Mentor teachers are recruited, at least 50% from URGs; Increased self-efficacy as teacher; Increased use of data for instruction; Increased inclusive practices.

- **Goal #3:** To improve the quality and retention of novice teachers in partner LEAs by supporting program graduation with an induction program, ongoing professional development, and a network of local and national high-quality educators

- Related Objectives: **3.1:** 100% of novice teachers (residents and resident graduates) are hired as teachers of record in NBOE or OPS when they graduate, as measured by program and district documentation. **3.2:** 80% of resident graduates report receiving ongoing support from induction mentors, peers, and school leadership, as measured by annual focus groups with and surveys of resident graduates. **3.3:** 90% of resident graduates report gains in teaching efficacy as measured by annual focus groups with surveys of resident graduates. **3.4:** 100% of resident graduates hired by NBOE/OPS consistently meet or exceed performance standards for novice teachers in Years 02-05, as measured by NBOE/OPS teacher effectiveness ratings. **3.5:** 80% of resident graduate teachers report an increased use of data for instruction as measured by annual end-of-year surveys. **3.6:** 80% of resident graduate teachers report incorporating inclusive practices into their lesson plans, as measured by annual surveys.

- *Outcomes:* Graduates are hired in partner LEAs; Increased use of data for instruction; Increased teacher self-efficacy; Graduates rated as effective or highly effective; Increased one-year retention rates; Increased three-year retention rates.
- **Goal #4:** To disseminate and scale the exemplary teaching residency model by incorporating key elements into MSU’s teacher education program, strengthening the partnership with NBOE’s induction program, extending the model into a new partnership with OPS, and informing the urban teacher education field.
  - *Related Objectives:* **4.1:** Develop a plan to progressively embed the clinical supervision component of UTR@MSU into the MSU teacher education program by Year 4, as measured by MSU administrative data, meeting minutes, and interviews with program staff and MSU administrators. **4.2:** By Year 5, 80% of all MSU initial teacher candidates have high-quality clinical experiences, as measured by MSU administrative data and reports from teacher candidates on the Professional Semester Inventory. **4.3:** By Year 5, 80% of all MSU initial teacher candidates will be supervised by high-quality cooperating teachers during candidates’ regional clinical year experiences, as measured by MSU administrative data and reports from teacher candidates on the Professional Semester Inventory. **4.4:** By Year 4, 40% of all MSU initial teacher candidates progress through the program in clinical year cohorts, as measured by MSU administrative data. **4.5:** By Year 5, collaborate with partner LEAs to develop an LEA-led induction program, as measured by program and LEA data and documentation, meeting minutes, and interviews with LEA and MSU administrators. **4.6:** By Year 5, novice teachers from partner LEAs attend LEA-led induction professional development, as measured by induction professional development attendance and interviews with LEA administrators. **4.7:** In Years 1-5, expand residency model and partnership to OPS, as measured by program documentation,

district documentation, and meeting minutes. **4.8:** By Year 5, disseminate program outcomes to scholars and educators in the broader field of teacher education in at least four professional conference presentations and research documents.

- *Outcomes:* Replicate residency model for OPS; Disseminate learnings and outcomes to teacher education field. Embed residency principles and approaches into the MSU approach to teacher clinical experiences.

## **ii. Our Project Represents an Exceptional Approach**

UTR@MSU is fully consistent with Section 201 of the Higher Education Act. It shares the same purposes: a) to improve student achievement; b) improve the quality of the current and future teaching workforce by improving the preparation of teachers and enhancing professional development opportunities; c) prepare teachers who have the necessary teaching skills and are highly competent in academic content areas and can effectively use technology in the classroom; and d) recruit highly qualified individuals, including individuals from other occupations.

**Research:** UTR@MSU is grounded in research (*see References in Appendix H-5*). Our project aligns with the work being done at leading institutions including UCLA (University of California, Los Angeles) which is ranked as the #1 teacher preparation program in the United States. In fact, MSU's program is an EdPrepLab Network Member which, according to EdPrepLab is evidence that MSU is "consistently engaged in deeper learning and equity practices across teacher and/or leadership preparation programs." Being a Network Member indicates that we "have evidence of successfully preparing teachers and leaders for deeper learning and can provide research, reports, and other documentation/artifacts that demonstrate practices and outcomes. Qualifying Network Member programs engage in continuous

improvement; learn from others; and commit to sharing examples of their processes, practices, and outcomes to inform other programs, policymakers, and educator preparation.”

Our program design is influenced by the Boston Teacher Residency and the Urban Teacher Residency (Chicago), which implemented research-based models relating to the successful qualities of urban teachers, (Haberman, 1987, 1995, 1999; Stotko, Ingram, & Beaty-O’Ferrall, 2007; Villegas & Lucas, 2002) as well as literature on the professional development continuum for teachers, from pre-service through induction and into professional development (Feiman-Nemser, 2001) and research on teacher retention in high-poverty urban schools (Kohli, Picower, Martinez & Ortiz, 2015; Thomas, 2007). In addition, we have worked collaboratively with the Seattle Teacher Residency and Teacher Residency at Teachers College to explore best practices. We are currently members of the Urban Teacher Education Consortium, which includes membership from these and other residencies across the country.

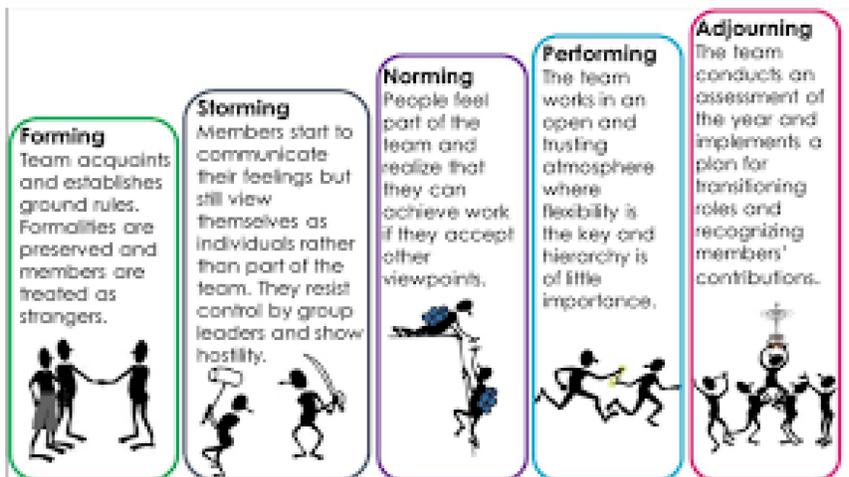
Additionally, our program has similar elements to the eMINTS Comprehensive Program cited in the What Works Clearinghouse as an intervention that meets standards without reservation, Specific programmatic elements common to eMINTS and UTR@AMUS include professional development and mentoring. One of the elements of professional development cited was the use of technology to support inquiry-based learning and student assessment.

Finally, our UTR@MSU program has similar elements to the MyTeachingPartner program in that we also focus on professional development and high-level feedback to our teacher residents through the use of in-person mentors (rather than online coaches). In the MyTeachingPartner program, which meets WWC standards with reservations, teachers participate in online professional development consisting of a library of videos followed by web-based coaching. This approach was found to have potentially positive impacts on general achievement for middle and

high school students. In our approach, we provide in-person professional development that is supported by mentoring of teacher residents. We believe that our approach will be more effective and impactful in preparing novice teachers as an in-person training approach is more responsive and that the immediacy of the mentor feedback is more helpful.

### iii. Our Project Is Part of a Comprehensive Effort

UTR@MSU is embedded in a well-established, long-standing and multi-faceted partnership with NBOE that has cemented professional relationships among leaders and staff across institutions, ensuring the coordination of teacher preparation and professional development programs with educational reforms initiated at all levels. The history of collaboration will ensure the alignment of standards, assessments, curriculum, and procedures across the district and MSU. These relationships and history have led to clear communications and the development of strategies to collaboratively recruit, prepare, and retain high quality teachers. Using Tuckman’s stages of group development (*see figure below*), our relationship is clearly in the performing to adjourning stage. NBOE has made a significant financial commitment to the project, and we are



beginning to transition certain activities (induction) to them. However, our partnership with OPS is much newer and is in the storming to norming phase.

With OPS, we have

developed a shared sense of purpose and aims and, to their credit, OPS has made a significant financial commitment to the program. Both MSU and OPS have been clear in their

communications regarding needs and desires. Implementing the project with them will allow MSU to better understand the challenges associated with replicating our model and will position us to disseminate those results and discuss scalability.

The existing strategic plans of both NBOE and OPS articulate a need to recruit the most highly qualified teachers, from URGs to their districts and schools. The vision and core values of excellence, equity and effectiveness encompass all of the existing federally funded programs in both districts, and at MSU. With this understanding, the vision and planned implementation of UTR@MSU is completely consistent with both LEAs education reform activities aimed at promoting teacher quality and student academic achievement.

All teachers who complete teacher education programs at MSU and are recommended for licensure are Highly Qualified in their area of licensure. Like all MSU teacher education programs, the curricula for the program will be grounded in the MSU Standards for Candidates in Initial Teacher Programs, which are fully aligned the New Jersey Professional Teaching Standards, NAEYC Standards for Early Childhood Professional Preparation, and the NCATE Standards which are complementary to the standards embedded in the LEAs visions, teacher evaluations, and student assessments. Finally, MSU will work with our LEAs to ensure that programming is aligned with all applicable laws and regulations including IDEA, ESSA, and NJ teaching standards. The financial commitments we have secured from our two LEA partners demonstrate our ability to blend and leverage funds to achieve our stated goals.

## **SECTION B: QUALITY OF THE PROJECT EVALUATION**

MSU will retain the Center for Research and Evaluation on Education and Human Services (CREEHS) to conduct the program evaluation of the UTR@MSU. CREEHS has consulted on the design of this evaluation plan to ensure its inclusion of (i) valid and reliable

performance data on relevant outcomes and (ii) thorough, feasible and appropriate methods, aligned to the goals, objectives and outcomes of the project.

***Background on CREEHS:*** CREEHS is an independent research and evaluation center housed within MSU’s College of Education and Human Services. CREEHS is self-supporting and revenue-generating and stands independent from academic departments in the College or University. The Center provides evaluation and applied research services for school districts, government agencies, community- based organizations, University faculty and staff, and foundations to help them meet their program planning, accountability and program improvement needs. CREEHS conducts state-of-the-art evaluation and applied research for enhancing program planning and success and advances evaluation science by bridging the research and practice communities. CREEHS has provided evaluation services to multiple other federally-funded teacher preparation and development projects directed by MSU faculty, including the Newark-Montclair Urban Teacher Residency (NMUTR) funded by two U.S. Department of Education (ED) Teacher Quality Partnership (TQP) grants (2009-2014 and 2014–2020) and the Restructuring Preservice Preparation for Innovative Special Education (RePPriSE) program funded by an ED Special Education Preservice Program Improvement (325T) grant (2011–2017). CREEHS senior staff includes researchers and evaluators with more than four decades of collective experience in applied research and evaluation of similar programs.

#### **i. Our Methods of Evaluation are Valid and Reliable**

The evaluation will employ a mixed methods design, utilizing multiple qualitative and quantitative methods to collect data from a wide range of stakeholders and sources. The evaluation will provide periodic performance feedback to inform ongoing monitoring of progress toward project benchmarks as well as a summative analysis of that progress. The plan reports on

the performance measures established by the Department of Education under the GPRA and the program performance measures under section 204(a) of the HEA. Four overarching questions, aligned to the project's goals, will guide the evaluation: 1) To what extent is the UTR@MSU program successful in preparing high-quality inclusive teachers for partner LEAs via the residency program? 2) To what extent is the UTR@MSU model successful in improving the quality of Mentor teachers in partner LEAs via professional development and networking support? 3) To what extent is the UTR@MSU model successful in improving the quality and retention of novice teachers in the partner LEAs via induction support? 4) To what extent are key elements of the residency model replicated, disseminated, and incorporated into the larger teacher education program at MSU, in partner LEAs, and beyond?

During Year 1 and periodically throughout the project period, CREEHS will collaborate with our stakeholders to refine the proposed evaluation questions, data collection methods, analysis procedures and reporting processes. During Year 1, CREEHS will review and refine the program's logic model in order to describe relationships between participants, resources, activities, outcomes and resulting impacts as well as ensure the logic model's alignment to the program's conceptual framework and theory of change. This logic model and conceptual framework will inform instrument development and refinement, procedures and reporting.

## **ii. Our Methods of Evaluation are Thorough, Feasible, and Appropriate**

Our evaluation consists of formative and summative elements. The project goals have each been designed with specific evaluation questions in mind. We have identified objectives and outcomes (outlined in *Section Ai, see page 28*), and specific performance measures aligned with TQP. Each goal, related evaluation question, and performance measures are outlined below:

- ***Project Goal #1:*** To recruit and prepare high-quality, dually-certified prospective

teachers for partner LEAs (NBOE and OPS) through a residency program for individuals who reflect the diverse communities of Newark and Orange, who have strong academic backgrounds, who have interests in mathematics and science, and who will educate students in special education across PK-12, and in all subject areas.

○ Evaluation Question 1: To what extent is the UTR@MSU program successful in preparing high-quality inclusive teachers for partner LEAs?

○ Performance Measures (GPRA, Program): Performance Measure 1: Certification/Licensure - The percentage of program graduates who have attained initial State certification/licensure by passing all necessary licensure/certification assessments within one year of program completion. Performance Measure 2: STEM Graduation - The percentage of math/ science program graduates that attain initial certification/ licensure by passing all necessary licensure/certification assessments within one year of program completion, if applicable to the applicant or grantee's project. Performance Measure 3: One-Year Persistence - The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting period. HEA Section 204(a): (1) Achievement for all prospective and novice teachers, as measured by the eligible partnership; (3) Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers; (10) As applicable, the percentage of teachers trained—(i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; (ii) To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement; and (iii) To deliver high quality online instruction in the event of school closures due to COVID-19 or similar.

- Data Indicators: 1) Number of prospective applicants, accepted, and enrolled candidates; 2) Demographic and academic background of applicants and enrollees; 3) Number of graduate credits offered and completed by residents; 4) Number of clinical hours spent in residency (including specifics on placements – schools, grade levels, subject areas, setting) in each strand; 5) Number of program completers (graduates) in each strand; 6) Number of program completers (graduates) hired as teachers of record in NBOE and OPS (including specifics on placements – schools, grade levels, subject areas, setting).

- **Project Goal #2:** To improve the quality and retention of mentor teachers in partner LEAs through professional development aligned to residency curricular goals.

- Evaluation Question 2: *To what extent is the UTR model successful in improving the quality of Mentor Teachers in partner LEAs via PD and networking support?*

- Performance Measures (GPRA, Program). HEA Section 204(a) (10) As applicable, the percentage of teachers trained— (i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (ii) To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement; and (iii) To deliver high quality online instruction in the event of school closures due to COVID-19 or similar.

- Data Indicators: 1) Number of Mentor teachers selected. 2) Demographic and professional background of Mentors. 3) Number and type of professional development hours offered to Mentors. 4) Number and type of professional development hours offered around integrating technology and using technology to collect and analyze data for teaching and learning. 5) Number of hours of participation in provided professional development by Mentor teacher. 6) Mentor teachers' perceptions of support provided through professional development.

7) Mentor teachers' report of use of technology for teaching and learning and for collecting and analyzing data for teaching and learning.

- **Project Goal #3:** To improve the quality and retention of novice teachers in partner LEAs by supporting program graduates with an induction program, ongoing professional development, and a network of local and national, high quality educators.

- Evaluation Question 3: *To what extent is the UTR@MSU model successful in improving the quality and retention of novice teachers in the partner LEAs via induction support?*

- Performance Measures (GPRA, Program): **Performance Measure 4:** One-Year Employment Retention - The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year. **Performance Measure 5:** Three-Year Employment Retention - The percentage of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment. **Efficiency Measure:** The Federal cost per program completer. (This data will not be available until the final year of the project period.) *HEA Section 204(a) (2)* Teacher retention in the first three years of a teacher's career; (4) The percentage of teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (20 U.S.C. 1412(a)(14)(C)), hired by the high-need LEA participating in the eligible partnership; (5) The percentage of teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (20 U.S.C. 1412(a)(14)(C)),

hired by the high-need LEA who are members of underrepresented groups; (6) The percentage of teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (20 U.S.C. 1412(a)(14)(C)), hired by the high-need LEA who teach high- need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages); (7) The percentage of teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (20 U.S.C. 1412(a)(14)(C)), hired by the high-need LEA who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education); (8) The percentage of teachers who meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (20 U.S.C. 1412(a)(14)(C)), hired by the high-need LEA who teach in high-need schools, disaggregated by the elementary school and secondary school levels; (9) As applicable, the percentage of teachers trained—(i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (ii) To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

- Data Indicators: 1) Number of program completers retained as teachers of record in

partner LEAs by cohort. 2) Number and type of professional development hours offered to graduates through induction. 3) Number and type of professional development hours offered around integrating technology and using technology to collect and analyze data for teaching and learning. 4) Graduate perceptions of support provided through induction. 5) Graduate perceptions of teacher efficacy. 6) Graduate report of use of technology for teaching and learning and for collecting and analyzing data for teaching and learning. 7) Graduate report of use of inclusive practices. 8) Graduate retention rates. 9) Partner LEAs novice teacher performance criteria, evaluation scores, and aggregate reports on program graduates. 10) Costs by completer.

- **Project Goal #4:** To disseminate and scale the exemplary teacher residency model by incorporating key elements into MSU’s teacher education program, strengthening the partnership with NBOE's induction program, extending the model into a new partnership with OPS, and informing the urban teacher education field.

- Evaluation Question 4: *To what extent are key elements of the model replicated, disseminated, and incorporated into MSU programs, in partner LEAs, and beyond?*

- Performance Measures (GPRA, Program): Not Applicable.

- Data Indicators: 1) Administrative timeline to embed the clinical supervision component into the MSU teacher education program. 2) Number of high-quality regional clinical experiences. 3) Number and percent of MSU teacher candidates participating in high-quality regional clinical experiences. 4) Number of high-quality cooperating teachers providing regional clinical experiences. 5) Number of teacher candidates supervised by high-quality cooperating teachers. 6) Number and percent of MSU teacher candidates progressing through the teacher education program in regional clinical year cohorts. 7) Number of meetings with LEAs to plan induction programs. 8) LEA induction policies. 9) Number and percent of novice teachers from

partner LEAs participating in LEA-led induction activities. 10) Number of meetings with OPS decision makers. 11) MOU with OPS. 12) Number of conference presentations, invited talks, and papers prepared to disseminate UTR learnings and outcomes.

**Data Collection Methods:** CREEHS will design all instruments, protocols, and templates to collect data that respond to the evaluation questions, performance measures and indicators noted above. These will include both quantitative and qualitative data, which will be triangulated to increase the reliability and validity of findings. Data will inform findings about program implementation and processes, program outcomes and impacts, lessons learned (e.g., successes and challenges), and recommendations for program improvement that emerge from the information collected and synthesized. All instruments will be developed by CREEHS in collaboration with senior UTR@MSU staff. Proposed instruments include the following: 1) **Web-based surveys** of UTR@MSU Residents, Graduates, and Mentors will assess participants' experiences in the program and their perceptions of impacts on themselves and others. 2) **Focus Groups** will be conducted with UTR@MSU Residents, graduates, mentors and coaches to provide context about participants' experiences in the program and request input on lessons learned, project success, challenges and recommendations. 3) **Interviews** will be conducted with UTR@MSU faculty, program staff, district and school administrators from partner LEAs, and MSU administrators to provide qualitative data about project implementation, successes and challenges, planned changes and additional context. 4) **Observations** will be conducted of activities within the UTR@MSU to provide added understanding to the evaluation team about program implementation. Target meetings and activities for observation will be sampled to represent a range of cohorts. 5) **Extant data** will be collected on program, district, school and university processes and outcomes (e.g., applications; courses completed; graduation;

achievement scores on state licensure exams; employment status; teacher preparation operations, recruitment, admission and enrollment; professional development; student learning outcomes; teacher effectiveness ratings). CREEHS will provide templates for data collection.

The evaluation will build upon existing data collection methods and protocols, including those developed for the previously TQP-funded Montclair State University teacher residencies (2009-2014 and 2014-2020) and other published instruments (e.g., *Teachers' Sense of Efficacy Scale*) (Tschannen-Moran & Woolfolk Hoy 2001). The evaluation also will use existing data collection systems at state, district, and school levels to obtain information related to program goals, objectives, and performance measures. Additional data collection processes and data management systems will be developed in partnership with MSU and the partner LEAs to establish mechanisms for building the UTR@MSU's capacity for ongoing data collection to assess impact and provide formative feedback to enhance the program. Please see Appendix H-4 for alignment of data methods with project goals.

***Evaluation Timeline:*** In Year 1, evaluation deliverables will include the following products: finalized evaluation plan, timeline of data collection activities, logic model and conceptual framework, data collection instruments and templates, required recruitment text and consent forms, MSU institutional review board (IRB) application and approval, formative report(s) and ongoing updates on evaluation, annual local evaluation report and assistance on the Annual Performance Report (APR) due to the Department of Education each year. In later years, the instruments, recruitment text, consent forms, and logic model will be reviewed and refined as necessary. The team also will need to submit continuing applications to the IRB.

Data will be collected in each year of the grant and aligned to the progression of the residency. Surveys, focus groups, and interviews will be conducted annually in the spring and

summer each year. Observation and extant data will be collected throughout each project year. *Appendix H-4* provides a data collection timeline by data source and project year.

**Analysis Methods:** Qualitative data collected from all interviews, focus groups, observations and surveys will be summarized and content analyzed for common themes and trends. Quantitative data from surveys and extant data will be analyzed using appropriate analytic methods, including descriptive (e.g., frequencies, cross tabulations) and/or correlational analyses as well as any inferential techniques (e.g., analysis of variance, analysis of covariance, multilevel modeling) appropriate to the data collected and/or objectives.

**Reporting Methods:** CREEHS will use evaluation results to monitor the project's progress toward meeting its objectives and identify recommendations for program improvement. Evaluation findings will be communicated to project staff consistently through regular meetings and through ongoing telephone and email communications. Evaluation results will be formally summarized and presented in annual performance reports and local evaluation reports submitted at the end of each program year. In these reports, the evaluator will present quantifiable, descriptive and analytic findings, as well as a narrative explanation of the data and interpretation of findings. Each report will include a set of actionable recommendations for program improvement. CREEHS will disseminate evaluation findings to senior program staff through verbal and written reports and to UTR@MSU stakeholders through reports and presentations.

## SECTION C: ADEQUACY OF RESOURCES

### i. Adequacy of Support

UTR@MSU has been carefully planned as indicated in our logic model (*see Appendix C*) and our budget. The program will benefit from integration of funds from several sources, many of which are directly attributable to the strong partnership between MSU and our LEA partners who

are each contributing funds toward the residents' and mentors' stipends. Significant in-kind resources including facilities, faculty and staff costs with fringe, graduate assistants, and technology resources are contributed by MSU. Both NBOE and OPS will also assure that staff will be released to help teach sessions with the residents.

In addition to matching funds, MSU and NBOE are also making substantial commitments of time and expertise. These commitments will not end with the conclusion of this grant because of the strong and ongoing partnership between MSU and NBOE. In fact, MSU has already begun institutionalizing innovations derived from earlier TQP grants.

As it is the intent of this grant project to deeply embed the Residency model within the current structures at MSU; substantial attention and resources will be devoted to sustainability, with particular attention to replication and scalability. The Co-PIs will be responsible for sharing the strengths of the residency program with other faculty, LEAs, and the State of New Jersey to gain support for the residency model across New Jersey.

Given our prior experience in renewing existing programs and creating new ones, we intend to institutionalize UTR@MSU, ensuring the quality of our teachers and maximizing student achievement. To achieve institutionalization, we will include an element in our evaluation that helps us identify the innovative programs that support the preparation and retention of highly qualified teachers. Over time, we will continue to institutionalize innovations derived from UTR@MSU into our larger teacher preparation programs, and into our faculty publishing.

## **ii. Budget is Adequate to Support the Project**

Our project requests \$3,692,915 over the five-year period and provides an equal amount of match contributed by MSU and our LEA partners. Working collaboratively, we have identified the costs necessary to support each program element (including goals and objectives) and have

carefully budgeted every line item. Salaries and fringe requested (and provided as match) are in line with institutional policies and community norms. Travel costs (requested and match) are based on appropriate estimates for local travel, and travel to meeting in Washington, D.C.

Stipends for teacher residents are one of the single largest costs in our requested budget. Stipend costs are based on LEA pay scales and are shared with the districts as part of their commitment to the program. Costs for materials and supplies (on the match side) are budgeted to include digital backpacks for each participant that will benefit the teacher and district long-term.

Consultant costs allow us to provide high-quality training and professional development essential to the program. Indirect costs have been limited to 2% of modified total direct costs

In developing our budget, we have deliberately planned for sustainability. In fact, we developed a budget for year six (post grant) to determine what financial resources would still be needed for program continuation. We outline that six-year planning as follows: 1) Faculty salaries attributed to the grant program are for course-work buyout to manage the varying aspects of the grant. These will be re-institutionalized following the end of the grant period; 2) The single largest barrier to institutionalization are the costs of the stipends for participants which we will examine with our LEA partners during the operation of the grant. We know from experience that stipends that are too low result in low participation and enrollment in the program by teacher residents, particularly with our high cost of living. Fortunately, our partners have already committed to supporting nearly 25% of the stipend costs. Together we will need to develop a comprehensive strategy for the remaining costs. This task will be assigned to the Advisory Council (consisting of the PIs and senior leadership from each LEA. We will initiate work on this task in Year 1 with the goal of producing a plan by the end of Year 4; 3) We will also explore the possibility of support from the State of New Jersey that, unfortunately, has not yet

demonstrated their support for the residency model. Strong advocacy work will be supported by our evaluation results. Seeking set-asides whether for teacher residency or other aspects of the program, such as professional development, will also be part of our strategy.

Finally, we point out to the reviewers that MSU is deeply invested in this program. With this proposal MSU is contributing more than two-thirds of the required match in both cash and in-kind costs. This extraordinary contribution, particularly given the stretched nature of our current fiscal environment speaks to our deep commitment that is grounded in the mission of the school. MSU will continue to actively fundraise for the program going forward, seeking additional grants as well as corporate and foundation support.

## **SECTION D: QUALITY OF THE MANAGEMENT PLAN**

### **i. Adequacy of the Management Plan**

Montclair State University is uniquely prepared to manage this project. As a prior grantee, we are familiar with the requirements of the Department of Education and the expectations of the Teacher Quality Partnership. Faculty and administrators with expertise in project related areas including instructional subject areas, grants management, and financial management are prepared to support the Principal Investigator (PI) and co-PIs. Our long history of partnership with NBOE and a newer and developing partnership with OPS has allowed us to intentionally plan our project as a replicability and scalability effort. Our PI and two co-PIs will support the implementation of the program as indicated below:

- **Principal Investigator**, Dr. Tanya Maloney, Ed.D, Assistant Professor, Department of Teaching and Learning, College of Education and Human Services. Dr. Maloney will work with Dr. Picower to manage the teacher education components of the grant. Together they will recruit and select residents, select mentor teachers, select faculty, create the scope and sequence of the

curricular content, teach seminars and courses, develop and manage the clinical supervisors, facilitate team meetings. As a professor of secondary education, Dr. Maloney will hold primary responsibility for the subject-area residents in the program. Dr. Maloney was the director of the 2014-15 and 2015-16 cohorts of the Woodrow Wilson Teaching Fellowship Program under the 2013-2017 grant program and is the co-director of the Newark Teacher Project, a program that came out of efforts to sustain the previous TQP grants.

- **Co-Principal Investigator**, Dr. Bree Picower, Ph.D., Associate Professor, Department of Teaching and Learning, College of Education and Human Services. Dr. Picower will work with Dr. Maloney to manage the teacher education components of the grant. Together they will recruit and select residents, select mentor teachers, select faculty, create the scope and sequence of the curricular content, teach seminars and courses, develop and manage the clinical supervisors, facilitate team meetings. As a professor of early childhood and elementary education, Dr. Picower will hold primary responsibility for the Pre-K-6th grade residents in the program. Dr. Picower was the former lead faculty member for the 2016-2019 cohorts under the 2014-2019 TQP cohort for the elementary strand and is the co-director of the Newark Teacher Project which is a program that came out of efforts to sustain the previous TQP grants.

- **Co-Principal Investigator: Dr. Jennifer Robinson**, Executive Director of the MSU Center of Pedagogy, will support the implementation of the UTR@MSU. Her primary responsibility will be administrative oversight of the Residency. Having served as PI of the 2009-2014 TQP grant program, and a Co-PI in the 2014-2019 TQP grant program, Dr. Robinson has significant experience overseeing the establishment of the residency, including 25 years experience in urban education and teacher preparation. She is the Teacher Certification Officer for MSU and is responsible for all aspects of initial teacher education. As part of her oversight of

the UTR@MSU, she will meet regularly with the PI, Co-PI, Program Coordinator and with other project staff. She will be the fiscal agent for the project and will be responsible with the Program Coordinator for the TQP reports and communication with the granting agency.

## **ii. Relevance and Demonstrated Commitment of Partners**

MSU and our two LEA partners, NBOE and OPS, have each made significant financial commitments including: 1) MSU College of Education and Human Services (CEHS) will contribute significant matching in-kind services and funds to the project including: a) Course release time for the PIs; b) Space to operate the program; c) Digital backpacks that include hardware such a laptops, iPads and peripherals for each teacher resident admitted to the program; d) Faculty time to teach courses; e) Marketing and publicity; and g) Travel for findings dissemination; 2) MSU College of Science and Mathematics (CSAM) will contribute personnel to the project specifically to teach mathematics and science courses for the teacher residents; and 3) NBOE and OPS will: 1) Execute a MOU with MSU for the UTR program; 2) Participate in a project advisory team; 3) Support recruitment and selection of teacher residency candidates; 4) Identify potential mentors and support the project with stipends for mentors; 5) Support a portion of the stipends for teacher residency candidates; and 6) Assume the responsibility for induction services with MSU in Year 2 (NBOE) and Year 3 (OPS).