

**Teacher Quality Partnership  
UNC Chapel Hill Teacher Residency Program:  
Diverse & Resilient Educators Advised through Mentorship (DREAM)**

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### Project Overview

The University of North Carolina at Chapel Hill School of Education (Novice Applicant) in partnership with Durham Public Schools are seeking funding to implement Diverse and Resilient Educators Advised through Mentorship (DREAM), a UNC-Chapel Hill Teacher Residency Program. We are proposing a cost-effective, efficient and high-quality preparation and induction program designed to recruit and retain underrepresented pre-service teachers with a focus on increasing the number of Latinx educators in high-need specialization areas and hard-to-staff schools. The program would be implemented in collaboration with Durham Public School (DPS) and addresses the *Absolute Priority (Partnership Grants for the Establishment of Effective Teaching Residency Programs)*, *Competitive Preference Priority 1 (Spurring Investment in Qualified Opportunity Zones)* and *Competitive Preference Priority 2 (Novice Applicant)*.

The proposed teacher residency program, DREAM, is a multi-year, three-pronged approach to teacher education and teacher leader development that simultaneously focuses on increasing teacher diversity in Durham Public Schools and is guided by Transformative Socioemotional Learning (SEL) practices for both students and teachers. Participants commence in the program as DREAM residents and are paid a living wage stipend to engage in 12 months of field-embedded coursework that centers SEL. Upon graduation, residents are hired by DPS as a part of the partnership agreement, and become beginning teachers who engage in the 3-year teacher induction program. As DREAM teachers become teacher leaders in their schools, they are engaged in professional development that builds upon prior transformative SEL pre-service and induction training. As a whole, the model migrates DREAM residents from pre-service teacher to beginning teacher to become teacher leaders (see Figure 1). The DREAM program is led and sustained by highly qualified teacher educators, experts on Social Emotional Learning,

and K-12 school partners. DREAM builds an effective teacher residency program (*Absolute Priority*) by leveraging the rigorous, standards-aligned Master of Arts in Teaching (MAT) Program coursework and field experiences currently offered at UNC-Chapel Hill to help meet the needs of our partner DPS to recruit, prepare and retain diverse teachers (with a focus on Latinx teachers) in high needs schools in the areas of elementary and special education.

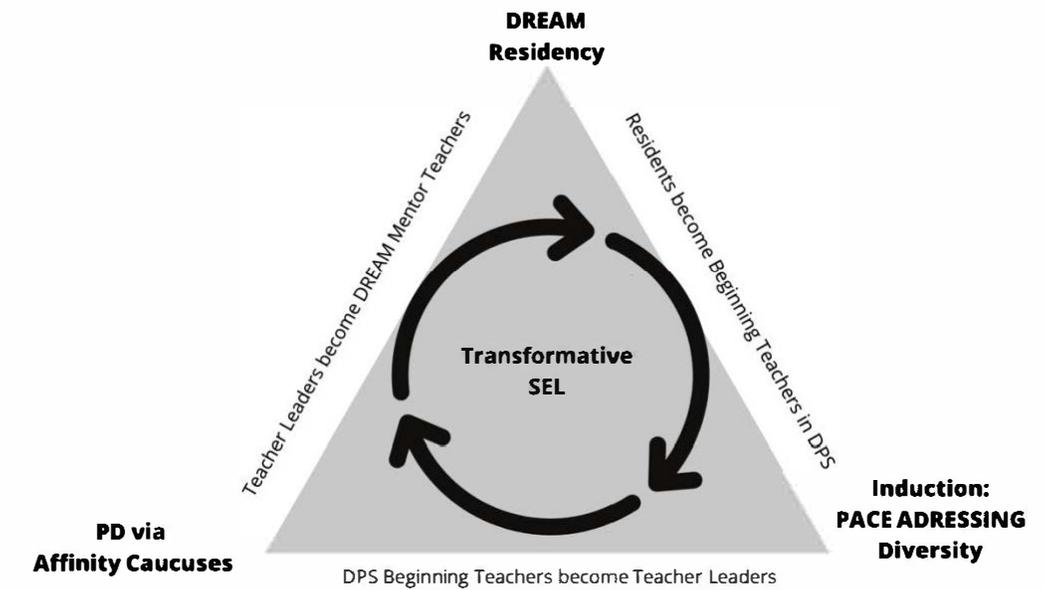


Figure 1: DREAM Model

The overarching goal of DREAM is to **increase the number of resilient and efficacious underrepresented teachers to teach elementary and special education long-term in schools located in Durham's Quality Opportunity Zones (QOZ)**. To achieve this goal, DREAM has four main objectives:

1. **Recruit racially and ethnically diverse cohorts of pre-service teachers, with a focus on Latinx teachers**, to serve as DREAM teaching residents in the DPS-identified high needs areas of elementary and special education and future hire in DPS.

2. **Provide QOZ school-embedded coursework and fieldwork** for DREAM teaching residents to teach effectively with attention to academic standards and Transformative Social and Emotional Learning.
3. **Improve beginning teacher induction** through professional development that leverages affinity caucuses to equip teachers with skills, dispositions, and knowledge necessary for effectively teaching a racially and ethnically diverse student body.
4. **Increase retention of diverse cohorts of teachers** beyond induction years by upholding teacher efficacy gained through affinity caucuses and teacher leadership opportunities that emphasize culturally sustaining best practices for teaching diverse students.

In partnership with DPS, UNC-SOE has identified three of the district’s highest needs schools for the DREAM residency program. Three schools—Oak Grove Elementary, Y.E. Smith Elementary, and R.N. Harris Elementary—were collaboratively identified based upon QOZ-serving location, teacher hiring and retention data, student achievement data, and overall need. Table 1 provides summary of key factors for selection of these three schools for the DREAM residency; further data and justification are provided in the Needs Assessment (Appendix B).

Table 1: QOZ School Key Data Overview (2017-18)

School Name	Serving QOZ Census Tract#	Student % Non-White	Free or Reduced Lunch %	Teacher				
				% 0-3 years exp.	% 4+ years exp.	% 1 Year Turn-over	% Adv. Degree	# NBCT
Oak Grove EL	37063001001	92.7%	73.94%	42%	58%	21%	29%	0
Y.E. Smith EL	37063001001	97.6%	98.78%	26%	74%	35%	29%	1
R.N. Harris EL	37063001400	95.7%	98.83%	27%	73%	9%	30%	2

Each DREAM objective is mapped to a SMART goal<sup>1</sup> which aligns with accompanying strategies, milestones, and measurable outcomes (see Tables 2-6 below). Partner and grant funds will be used to plan, execute, and evaluate goals assigned to a Task Force (one Task Force per goal). Task Forces will be a critical implementation tool for launching our effective teacher residency program activities.

Table 2: DREAM Objectives and SMART Goals

<b>DREAM OBJECTIVE</b>	<b>SMART GOAL</b>
Objective 1: <u>Recruit racially and ethnically diverse pre-service teachers</u> to serve as DREAM teaching residents in the DPS-identified high needs areas of elementary and special education and future hire in DPS.	Goal 1: Recruit 40 racially and ethnically diverse class of teaching residents (10 per year for 4 years during grant years 2-5) in elementary and special education in which approximately half identify as Latinx. [Task Force 1]
Objective 2: <u>Provide QOZ school-embedded coursework and fieldwork</u> for DREAM teaching residents to teach effectively with attention to academic standards and Transformative Social and Emotional Learning (SEL).	Goal 2: Prepare 40 highly qualified teaching residents (10 per year for 4 years during grant years 2-5) during each year of a 12-month, 40+ credit hour MAT program in alignment with 2-semester clinical fieldwork experience in three (3) QOZ schools, paying attention to academic standards and transformative Social Emotional Learning. [Task Force 2]
Objective 3: <u>Improve beginning teacher (BT) induction</u> through professional development that leverages affinity caucuses (AC) to focus on equipping teachers with skills, dispositions, and knowledge necessary for teaching diverse students effectively.	Goal 3: Enhance existing Project PACE <sup>2</sup> /DPS beginning teacher (BT) induction program through enhanced PACE ADDRESSING Diversity program in Years 2-5, to provide monthly professional development to pre-service and beginning teachers that leverages affinity caucuses (AC) and DREAM residency coursework/fieldwork. [Task Force 3]
Objective 4: <u>Improve retention of diverse teachers</u> in DPS to match their strategic plan Priority 3 during induction years by upholding teacher efficacy gained through affinity caucuses and teacher leadership opportunities	Goal 4: Retain 90% of DREAM residents-turned-teachers in DPS by Years 3-5 by upholding teacher efficacy gained through affinity caucuses and teacher leadership opportunities to emphasize culturally

<sup>1</sup> The SMART acronym stands for: specific, measurable, attainable, realistic, time-bound.

<sup>2</sup> Partnership for Authentic Communities of Educators (PACE), established in 2018 between UNC School of Education and Durham Public Schools, is a networked capacity-building structure that aligns shared partnership efforts toward pre-service teacher (PST) learning, beginning teacher (BT) growth and engaged research around educator preparation and support.

that emphasize culturally sustaining best practices for teaching diverse students.	sustaining best practices for teaching diverse students. [Task Force 4]
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### Goal 1: Recruitment of Diverse Teaching Residents

The core of the DREAM residency program begins during the recruitment phase which is initiated in Year 1, the planning year. Task Force 1 will lead the recruitment efforts to seek teacher candidate pipelines beyond those currently leveraged by UNC-SOE, with a specific focus toward increasing DREAM residency applications from ethnically and racially diversity applicants. DPS Strategic Priority 3B highlights the need to recruit more Latinx teachers to the district thus, specific attention in this grant will be paid to recruiting Latinx candidates. Strategies to achieve Goal 1 are outlined in Table 3 along with milestones and measurable outcomes.

Table 3: Goal 1 Recruitment Objectives, Strategies, Milestones and Outcomes

Goal 1: Recruit 40 racially and ethnically diverse class of teaching residents (10 per year for 4 years during grant years 2-5) in elementary and special education in which approximately half identify as Latinx. [Task Force 1]		
Strategies	Milestones	Measurable Outcomes
Develop DREAM resident recruitment plan that leverages existing UNC-SOE recruiting activities. This plan will have a focus on recruiting diverse student candidates, with a focus on recruiting Latinx teachers.	Task Force 1 meets monthly during summer and early fall semester of planning year (2021) to develop a written DREAM recruitment plan.	Quorum attendance at each monthly planning meeting and written plan by September 31 of planning year.
Develop logo and online and print marketing materials for DREAM residence program for use on social media, listserv, and pamphlet distribution and at on- and off-campus recruitment events.	Marketing subcommittee of Task Force 1 (determined in first planning meeting) collaborates with UNC-SOE Directors of Marketing and Communications and SOE Webmaster to disseminate marketing.	Marketing materials developed and ready to use by September 31, 2021 of planning year; DREAM Residency program landing page created on unc.soe.edu website.
Host at least two (2) online and two (2) in-person DREAM information sessions that target diverse	Host at least 1 online and 1 in-person session per semester prior to February MAT	Information sessions completed in October, November, December, and

candidates in addition to the recruitment activities specified in the recruitment plan.	admissions deadline.	January 2021-22 of planning year (agendas/presentations as evidence).
Visit SOE undergraduate education minor classes to promote DREAM program at least twice per semester.	Visit at least 2 undergraduate classes per semester prior to February MAT admissions deadline.	Monthly visits completed in October-January 2021-22 of planning year (agendas/presentations as evidence).
Execute DREAM recruitment plan Years 1-5.	Task Force 1 recruitment monitoring meetings occur once per semester in Years 1-5 to monitor progress (not including fall of planning year) and update based upon results.	Recruit 10 diverse DREAM residents per year in Years 2-5, at least 50% of whom are Latinx.

## Goal 2: Teacher Preparation through DREAM Residency at DPS-Selected Schools

Starting in Year 2, DREAM teacher residents will engage in school-embedded coursework and fieldwork built around evidence-based best practices in the DPS-identified QOZ schools. Task Force 2, will include UNC-SOE faculty and DPS school-based Full Release Mentors (FRMs) and will oversee the development and delivery of the new DREAM residency model based on the existing MAT program of study and fieldwork structure. The strategies to achieve Goal 2 are outlined in Table 4 along with milestones and measurable outcomes.

Table 4: Goal 2 DREAM Residency Program Objectives, Strategies, Milestones and Outcomes

Goal 2: Prepare 40 highly qualified teaching residents (10 per year for 4 years during grant years 2-5) during each year of a 12-month, 40+ credit hour MAT program in alignment with 2-semester clinical fieldwork experience in three (3) QOZ schools, paying attention to academic standards and Transformative Social Emotional Learning [Task Force 2]		
<b>Strategies</b>	<b>Milestones</b>	<b>Measurable Outcomes</b>
Redesign existing MAT 40+ credit hour programs of study for elementary education and special education (strand and add-on) into residency model to incorporate transformative	Bi-monthly (twice a month) Task Force 2 Meetings starting in June 2021 through May 2022 (Planning Year; Year 1 of grant).	Redesigned Programs of Study syllabi drafts by August 2021.  SOE Curriculum Committee Approval of Programs of

SEL, revising syllabi as necessary to incorporate SEL.		Study/ syllabi drafts by December 2021.  Faculty Executive Committee Approval of Programs of Study/ syllabi drafts by February 2022.  Graduate School Approval of Programs of Study/ syllabi drafts by April 2022.
Negotiate space at field sites with DPS partners for DREAM residency coursework meetings.	MOU with DPS school-based administrators in QOZ schools and/or with DPS district-level facilities managers by March 2022 of planning year.	Signed facilities MOU.
Identification of 10+ mentor teachers in identified QOZ schools with placement of control group of student teachers with those teachers.	Mentor teachers completes volunteer survey, are verified/approved by principal, and placement match is secured by UNC-SOE Coordinator.	10 “Control” Matches completed by July 2021 of Planning Year.

### **Goal 3: Implement PACE ADDRESSING Diversity Induction Model**

Starting in Year 3, DREAM resident graduates who have been hired by DPS into schools in QOZs will commence their teacher induction program, modeled after the existing Project PACE in DPS—called the PACE ADDRESSING Diversity (PAD) Induction Program. Task Force 3 will oversee the development of the PAD Induction Program, which will be planned and led by Task Force 3 members during the planning year. The strategies to achieve Goal 3 are outlined in Table 5 along with milestones and measurable outcomes.

Table 5: Goal 3 DREAM Residency Program Objectives, Strategies, Milestones and Outcomes

Goal 3: Enhance existing Project PACE/DPS beginning teacher (BT) induction program through enhanced PACE ADDRESSING Diversity (PAD) program in Years 2-5, to provide monthly professional development to pre-service and beginning teachers that leverages affinity caucuses (AC) and DREAM residency coursework/fieldwork [Task Force 3]
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<b>Strategies</b>	<b>Milestone</b>	<b>Measurable Outcome(s)</b>
Provide support to DREAM participants in developing skills, dispositions and knowledge for teaching diverse students through a community-based approach to induction that includes their participation in: <ol style="list-style-type: none"> <li>1. Problems of practice professional development (PoP PD)</li> <li>2. A Community of Practice (CoP)</li> <li>3. Supportive Peer Observations</li> <li>4. Affinity Caucuses (ACs)</li> </ol>	Monthly PAD meetings held at DREAM school sites to include problems of practice PD (to include training in transformative SEL), participation in CoP, and participation in AC.	100% participation of DREAM residents in all elements of PAD program.
Provide social and emotional support for DREAM residents, opportunities for collaboration and learning that stretch beyond the preservice program into induction and continued support for teacher leadership and growth through ACs.	Bimonthly peer classroom observations and debrief reflection related to AC-defined challenges to practice.	Analysis of reflection survey data collected at the end of each PAD meeting to collect evidence of growing self-efficacy.

#### **Goal 4: Retain a Diverse Teacher Population in DPS**

Once hired per the agreements afforded by this partnership, DREAM residents become DPS teachers of record and the project's goal is long-term retention in high-need schools.

Strategies to address Goal 4 will foster teacher leadership through affinity caucuses (AC), and are outlined in Table 6 along with milestones and measurable outcomes. Task Force 4 will lead planning and execution of strategies and measurement of milestones.

Table 6: Goal 4 DREAM Residency Program Objectives, Strategies, Milestones and Outcomes

Goal 4: Retain 90% of DREAM residents-turned-teachers in DPS by Years 3-5 by upholding teacher efficacy gained through affinity caucuses and teacher leadership opportunities to emphasize culturally sustaining best practices for teaching diverse students. [Task Force 4]		
<b>Strategies</b>	<b>Milestones</b>	<b>Measurable Outcomes</b>
Mentorship through strategically structured program (PACE ADDRESSING Diversity).	Mentor - mentee matches meet regularly to establish rapport, create mentoring plan, and maintain consistent contact.	100% retention of diverse teacher residents.
Workshops on equity, diversity, and cultural sensitivity through the lenses	Presentations given to school community on issues of diversity and inclusion.	100% attendance as presenters at diversity and inclusion related educational conferences.

of specific social identity categories.		
Socratic seminar discussions on school culture, curricular and pedagogical challenges in school community.	Skilled facilitation of “difficult” conversations on issues related to social identity (e.g., racism, etc.) in school community.	Leadership positions on school improvement projects related to diversity.
Book club discussions on unconscious bias, microaggressions.	Increased depth and complexity of conversations in ACs.	Development of school community-based social activist projects.
Training in restorative justice discipline processes .	Knowledge and skills developed transferred into classroom.	Use of restorative justice processes in classroom.
Collaborative curriculum planning based on culturally sustaining pedagogy model.	Knowledge and skills developed transferred into classroom.	Development of collaborative curricular unit plans through culturally sustaining pedagogy lens.
Scaffolded peer observations of classroom teaching.	Knowledge and skills developed transferred into classroom.	Development of lessons using backwards design framework that incorporates peer feedback.

### **Project Significance**

The School of Education at the University of North Carolina at Chapel Hill (UNC-SOE) has partnered with Durham Public Schools (DPS) for over 25 years. Durham is one of the 10 largest school districts in North Carolina, with 54 public schools enrolling almost 33,000 students, of whom 42% identify as Black, approximately 33% identify as Latinx, and 19% identify as white in 2019-20. Additionally, 64.5% of DPS students receive free and reduced lunch with 46.1% living in poverty (NC Child, 2020). Despite robust programs at UNC-CH to prepare educators to teach in contexts like DPS, educator preparation program enrollment is dwindling for both traditional and alternative pathways. Of specific concern is the lack of diversity of teacher candidates nationwide, and at UNC-CH specifically where Black and Latinx teacher candidates are underrepresented in comparison to Black and Latinx student representation in overall student body (Lindsay et al., 2017; Lindsay & Lee, 2018). Meanwhile, a teacher shortage is becoming an increasing reality across the United States, in particular in

Southern states like North Carolina and high-need districts like Durham (Sutcher et al., 2016). Further complicating the teacher shortage is a higher than state average attrition rate in DPS; in 2016-2017, DPS had an 18.9% attrition rate; the rate for the state of NC was 11.5%. We know through research that high teacher turnover negatively impacts student achievement (Boyd et al., 2008; Kini & Podolsky, 2016; Carver-Thomas & Darling-Hammond, 2017), which is particularly true in identified lower-achieving and lower resourced districts like DPS (Ronfeldt et al., 2013; Simon & Johnson, 2015). Furthermore, “[c]hronic teacher and staff turnover can negatively affect professional development, class size, scheduling, curriculum planning, collegiality, and a variety of other factors, adding a significant degree of chaos and complexity to schoolwide operations” (Laitsch, 2004).

### **Teacher Recruitment Shortage and Implications for QOZs**

The challenges of the overall teacher shortage are compounded in DPS, and in districts nationwide, by the recruitment shortage of teachers of color. In North Carolina, 38% of students but only 17% of teachers are Black and Latinx (Lindsay et al., 2017). Thus, we focus on recruiting and retaining teachers of color, targeting Latinx teachers, specifically in QOZ-serving schools identified by DPS for targeted interventions proposed in this grant.

It is important for all students to learn from a diverse teaching faculty. Specifically for students of color, having teachers of color leads to more positive outcomes regarding achievement (Dee, 2005; Egalite et al., 2015) and school discipline (Lindsay & Hart, 2017) thereby contributing to improved long-term student outcomes (Gershenson et al., 2018). Therefore, schools have a need for but face a dearth of teachers of color, especially those identifying as Latinx (Learning Policy Institute, 2018). Although the population of teachers of color is growing nationally, the gap between the percentage of Latinx teachers and students is

larger than for any other racial or ethnic group. Researchers have attributed the shortage of teachers of color to issues in the recruitment and retention of a diverse workforce. Lack of financial support for education is a primary barrier to Latinx teachers entering the field (Will, 2018). However, relative to traditional teacher preparation programs, residency programs have been uniquely effective in recruiting diverse prospective teachers such as racial minorities, first-generation college students, and mid-career changers (Will, 2018). Data from the National Center for Teacher Residencies indicate that in 2018, 52% of resident teachers nationwide were nonwhite (National Center for Teacher Residencies, 2018). In contrast, the percentage of prospective teachers in traditional teacher preparation programs remained quite low (National Center for Teacher Residencies, 2018). These figures suggest that residency programs that provide financial support attract highly qualified diverse prospective teachers. The 2018-2023 DPS Strategic Plan states the goal of attracting and retaining highly qualified educators, with the aim of increasing the Latinx teacher population from 3%, where it currently stands, to 10% by 2023. This goal is intended to address key challenges that U.S. schools face with regard to supporting diverse students.

A key challenge for schools in the U.S. involves serving culturally diverse students with various abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional competencies and become less connected to school as they advance from elementary to middle to high school, and this lack of school belonging has been associated with poor academic performance, behavior, and health (Blum & Libbey, 2004). In a national sample of 148,189 middle school students, only 29% to 45% of the sample indicated that they had social competencies such as empathy, decision making, and conflict resolution skills; and only 29% reported that their school provided a warm and encouraging environment

(Benson, 2006). By high school this number increased dramatically and 40% to 60% of students reported feeling disconnected from school (Klem & Connell, 2004). Furthermore, approximately 30% of high school students report engaging in multiple high-risk behaviors (e.g., substance use, sex, violence, depression, suicide attempts) that interfere with school performance and jeopardize their potential for life success (Dryfoos, 1997; Eaton et al., 2008). There is an emerging need for educational systems to graduate students who are proficient in both core academic subjects, and the ability to use social and emotional skills to work well with others from diverse backgrounds, practice healthy behaviors, and behave responsibly and respectfully (Greenberg et al., 2003; Association for Supervision and Curriculum Development, 2007). To prepare K-12 students in these skills, teachers first need to develop these same social and emotional competencies.

### Project Description

The DREAM project goals will be accomplished over a period of five years, starting in June 2021. Each program element is designed to be cyclical and cumulative to sustain activities beyond the 5-year life of the grant. Table 7 shows how this implementation will begin with the MAT cohort that starts in June 2021 and will be sustained past the grant period.

Table 7: DREAM Project Implementation Overview

	Year 1: 2021-22 Planning Year	Year 2: 2022-23	Year 3: 2023-24	Year 4: 2024-25	Year 5: 2025-26	Year 6 and beyond: DREAM sustained
Student Teachers/ Residents	Control Group of UNC-MAT STs	DREAM Residents Cohort 1 (n=10)	DREAM Residents Cohort 2 (n=10)	DREAM Residents Cohort 3 (n=10)	DREAM Residents Cohort 4 (n=10)	Retention of Teacher Leaders through ongoing SEL
Beginning Teachers 1 (BT1)			BT1	BT1	BT1	
Beginning Teachers 2 (BT2)				BT2	BT2	

Beginning Teachers 3 (BT3)					BT3	Professional Development and Affinity Caucus (AC) Engagement
Retained Teacher Leaders						

The planning year (June 2021-May 2022) is critical to the success of DREAM in order to ensure the high quality program design provides necessary agility to the Task Forces for collaborative planning during the current COVID-19 global pandemic. DREAM program timing aligns with the annual June MAT start date, providing structural consistency and ample opportunity for robust resident recruitment prior to the annual February admissions deadline. With COVID-related flexibility as the backdrop, the planning year will consist of six phases and/or bodies of work to be facilitated by the DREAM Project Director: (1) development and enactment of a plan to recruit diverse teacher candidate residents into DREAM (led by Task Force 1), (2) identification and field-based placement of control group of MAT students for comparison to DREAM residents in year 2 and beyond (led by Lead PI) (3) consideration of applications and admission for DREAM residents (led by Taskforce 1), (4) re-conceptualization of the current MAT program of study into a site-specific, residency based model in the QOZ schools that incorporates transformative SEL (led by Task Force 2), (5) the restructuring the existing PACE induction program into the PACE ADDRESSING Diversity induction model (Task Force 3), and (6) brokering relationships between the UNC-SOE and DPS partner stakeholder groups to form Affinity Caucuses and PD activities for stakeholders across the DPS school communities in relation to equity, diversity, and transformative SEL (Task Force 4).

### **DREAM Programming For Diverse Teachers**

Diversity is an inherent aspect of our world, and therefore, our schools, “but we do not always know how to embrace it in healthy and enlightened ways” (Hotchkiss, 2005, p. 22). This

explains why prospective teachers of color have reported experiencing teacher preparation programs as physically exhausting, isolating and exclusive spaces (Cheruvu et. al, 2015; Amos, 2016) where their voices are muted (Irizarry, 2011), and the perspectives of the majoritarian racial group are privileged (Sheets & Chew, 2002). In fact, preservice teachers often report negative experiences in teacher preparation programs, encountering many forms of racism and “impostor syndrome” in these spaces (Cheruvu et. al., 2014, p. 239). A key barrier to retention is the lack of ongoing support for beginning teachers, which drives high teacher turnover rates (Learning Policy Institute, 2018). DPS Strategic Plan Goal 3B (aimed to “attract and retain” Latinx staff in Durham Public Schools) addresses this problem as it impacts Latinx populations. DREAM will establish layers of support for its residents that extend from coursework to induction and beyond. The program design incorporates Affinity Caucuses (ACs) as a framework and strategy for addressing the challenges of diversity and inclusion at the coursework and induction phases. ACs can be based on any social identity (e.g., age, disability, race, ethnicity, or national origin), and “are opportunities for those who share a common identity to meet separately to gather, connect, and learn” (JustLead Washington, 2019, p. 2). As a *framework*, ACs offer a way of thinking about how to target the support of diverse teacher candidates and teachers of varying identities, for example, racial minorities, minorities who represent gender and sexuality diversity, first-generation college students, and mid-career changers. As a *strategy* or tool, ACs can be based on various models. The DREAM program model adopts Hays’ (1996) ADDRESSING prototype. This structures the formation of ACs that reflect the social identity categories most salient within the United States. Per the ADDRESSING acronym, these are caucuses based on: Age, Disability, Religion, Ethnicity/Race, Social Class Structure, Sexual Orientation, Indigenous Heritage, National Origin, Gender. Coursework-phase

ACs will be embedded across the DREAM residency in seminars and specific coursework such as EDUC 615 Schools and Community Collaboration, EDUC 614 Innovative and Engaging Teaching, EDUC 616 Teaching Early English Language Arts (K-2), EDUC 628 Teaching English Language Learners, and EDUC 689 Foundations of Special Education. Induction phase ACs, referred to as PACE ADDRESSING Diversity (PAD), will provide dialogic spaces for participants to engage in focused conversation on culturally sustaining teaching.

Bridging the coursework and induction phases, ACs will provide a sense of continuity. This is integral to sustaining communities of teacher residents horizontally (that is, among teacher residents in a single cohort) and vertically (that is, among teacher residents across various cohort years). The three objectives for ACs are: 1) develop skills and dispositions that improve psychic wellness, increase capacity to cope with social identity-related challenges, and engender transformative Social Emotional Learning (SEL); 2) increase knowledge and skills necessary to challenge stereotypes, foster inclusion, and embrace diverse identities; 3) create, support, strengthen, and maintain a healthy community of highly qualified diverse teachers committed to culturally sustaining teaching. These objectives meet and exceed the DPS Strategic Plan Goal 3B specifically aimed at retaining Latinx teachers. The DREAM program will use ACs to stem the tide of diverse candidate teacher turnover by: developing teacher leadership skills, providing social and emotional support, scaffolding collaborative teaching and learning, and creating a sustained community. The effectiveness of ACs will be measured as presented in the Evaluation Plan Studies in Appendix H.

### **Transformative SEL For Teachers**

Teaching and learning in schools have strong social, emotional, and academic components that cannot be overlooked (Zins et al., 2004). Emotional identification and

regulation can facilitate or hinder a child's academic engagement, work ethic, commitment, and success at school. Many schools across the country are implementing SEL programs to manage disruptive behavior, reduce aggression, bullying, and other forms of school violence, and to improve school climate and increase academic achievement by promoting positive interactions among all school members (Durlak et al., 2011; Espelage et al., 2014, 2015). Teachers can play a critical role in reinforcing the skills taught in classrooms by modeling empathy, perspective-taking, positive coping strategies, adaptive problem-solving, emotional regulation, listening skills, problem-solving, and respectful behaviors when interacting with children and other adults in the school building.

As of November 2019, the North Carolina Department of Instruction (NC DPI) has partnered with the Collaborative for Academic, Social, and Emotional Learning (CASEL) and joined CASEL's Collaborating States Initiative (CSI) to integrate Social Emotional Learning throughout the various layers of the Multi-Tiered Systems of Support (MTSS) framework. CASEL's CSI is designed to help create statewide conditions where districts and schools are encouraged and equipped to engage in equity-focused, evidence-based, systemic social and emotional learning (SEL), which is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. Similar to other states that have joined CSI, the implementation of SEL aligns closely with other state initiatives to promote educational equity and reduce achievement gaps, especially in hard-to-staff schools. For example, SEL supports NC Healthy Schools' implementation and multiple components of the Whole School, Whole Community and Whole Child model. SEL also supports practices to improve the mental health and wellness of students

and staff. Additionally, SEL supports NC's mission of Career and Technical Education to empower students to be successful citizens, workers, and leaders in a global economy.

NC DPI is aware of the traumatic experiences COVID-19 is creating for many students, families, teachers, and administrators. Thus the department is actively promoting SEL as a top priority for state, district, and school leaders. NC DPI intends to provide SEL support during school closures and assist districts and schools as they prepare to, eventually, welcome students and staff back into schools. The NC SEL implementation plan currently supports the social-emotional needs of staff and students during school closures and re-opening. Seven recommendations for SEL are now available online and can be implemented while schools are closed, both now and in the event that schools remain closed in the 2020-21 school year, and these recommendations support safe and compassionate re-entry for students and staff when schools open.

Teaching residents will develop their five core SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) using a transformative SEL framework through DREAM's intentionally designed coursework, induction, and professional development activities to improve student outcomes in our partnering Durham elementary schools. Transformative SEL is an approach based on an appreciation of similarities and differences whereby students and teachers can build strong, respectful relationships; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems (Jagers, Rivas-Drake, & Borowski, 2018). Of particular note is how SEL competencies and transformative SEL will be connected to existing in course and clinical work across DREAM residents' preservice program, specifically related to experiential education. Students in the program engage in intensive experiential fieldwork that occurs in community

sites and school sites ranging from The Hub Farm, a 30-acre farm and outdoor learning lab for Durham Public Schools and the greater Durham community to DPS elementary schools.

Through carefully structured opportunities, pre-service teachers experience success and failure, take risks, collaborate with others in authentic ways, pose critical questions, gain pedagogical knowledge, problem-solve, and critically reflect on their experiences (Bobilya et al., 2015; Scales et al., 2006). A central outcome of the experiential focus in the MAT program is to enable graduates of the program to themselves develop the SEL competencies along with the knowledge of how to support their own K-12 students in developing the same. Supplementing MAT coursework with SEL strategies will enhance our teacher candidates' preparation to weave these approaches into their own teaching.

#### **PACE ADDRESSING Diversity: Teacher Induction**

Supporting the social and emotional needs of DREAM residents so they can provide the same support for their students is one critical leg of the DREAM teacher residency stool. Another leg, called PACE ADDRESSING Diversity, builds on the success of an induction program UNC launched in partnership with DPS in 2018. In that year, we launched the Partnership for Authentic Communities of Educators (PACE), a networked capacity-building structure that aligned efforts toward pre-service teacher (PST) learning, beginning teacher (BT) growth and engaged research around educator preparation and support. PACE brought together faculty in pre-service teacher education with full-release mentors in DPS who support new teacher induction, and was based on the vision that a continuum of teacher development and leadership that spans pre-service teaching through induction invites shared accountability for teacher development (Goldrick, 2009) and retention. Together, DPS and UNC-SOE leveraged

our collective resources to bridge the gap between pre-service and in-service experiences to increase teacher self-efficacy while creating a new model for educator development.

Building on effective teacher induction and professional development models (Akiba & Liang, 2016; DeLuca et al., 2017; Cobb et al., 2018; Lipscombe et al., 2019), PACE unites the efforts of DPS and UNC-SOE to build a seamless bridge between preparation and induction that maximizes the strengths and capacity of each partner and enables agency and ownership by its preservice and beginning teacher participants. First, Full-Release Teacher Mentors (FRM) at DPS, who supervise, support and provide professional development for 1<sup>st</sup> through 3<sup>rd</sup> year BTs in DPS, bring their specialized training in coaching BT practice coupled with contextual knowledge of the district's mission, goals, and strategic initiatives. Concurrently, UNC-SOE teacher preparation faculty use research-informed and evidence-based practices to prepare initially licensed teachers. These two populations—PSTs and 1<sup>st</sup> through 3<sup>rd</sup> year BTs—come together in three sequential and complementary elements of PACE: 1) an evidence-based, Problems of Practice professional development (PoP PD) model; 2) a Community of Practice (Lave & Wenger, 1991; Wenger et al., 2002) component; and 3) support for teacher leadership development, as described below. In traditional EPPs, preservice teachers (PSTs) are paired with experienced and seasoned teachers, rarely interacting formally with beginning teachers (BTs) in the building (see Appendix H for details on each of these elements of PACE). PACE purposefully unites these two groups, recognizing the potential of a shared community of learners to learn about teaching. DREAM builds from the initial success of the PACE model (Laskowski, 2019; Horner et al., 2020), by shifting towards a more structured attention in the professional development components to transformational SEL practices as well as other approaches to supporting diverse students. In PACE ADDRESSING Diversity the induction

activities center the perspectives, needs, and lived experiences of diverse DREAM residents in particular in an effort to better support their retention in DPS. A critical component of PACE ADDRESSING Diversity is the addition of Affinity Caucuses (AC).

The Community of Practice (CoP) element of PACE will occur monthly while time spent in ACs and PD will alternate from month to month (see Table 8 for possible model). Both CoP and AC conversations will inform the PD topics designed for the following month. FRMs lead this work and also provide release time to mentor teachers (CEs) to engage in this work alongside student teachers and BTs when indicated.

Table 8: Model for PACE ADDRESSING Diversity CoP and AC Professional Development

<b>Month</b>	<b>Hour One</b>	<b>Hour Two</b>
August	Community of Practice (COP)	Professional Development (PD)
September	Community of Practice (COP)	Affinity Caucuses (AC)
October	Community of Practice (COP)	Professional Development (PD)
November	Community of Practice (COP)	Affinity Caucuses (AC)
December	Community of Practice (COP)	Professional Development (PD)

### **Quality Of Project Design**

The MAT program is currently configured to provide students with intensive coursework and clinical experiences across 13 months. Candidates may either be a recent graduate from a four-year undergraduate program or a mid-career professional from a field outside of education. As reflected in the program mission, *Through rigorous academic experiences and sustained involvement in local educational and youth-based settings, teacher candidates in the MAT program become educators who collaborate with students and colleagues in schools and communities to build learning communities where knowledge and skills, respect, hope, and justice can be claimed by students and by the adults who teach and care for them.* The program is characterized by: 1) Intense field-based experiences connected to NCDPI and WIDA

standards-aligned coursework in key focal areas including the essential components of reading instruction and content-based literacy (see MAT Program of Study in Appendix H); 2) Educational research experiences for pre-service teachers; and 3) Opportunities for students to earn specialization beyond their primary content area (e.g. in ELL or SPED) to better prepare them to teach. Admission to the MAT program occurs each spring and candidates for admission to the MAT must demonstrate: strong content knowledge (high academic achievement in pre-requisite courses and passing content area Praxis or Pearson scores in lieu of GRE); strong verbal and written skills (assessed through admissions essay and interview process); evidence of high academic success (demonstrated through GPA and transcript review); and, dispositions that align with the teaching profession and UNC-SOE mission (admissions essay and interview process).

A particular strength of the MAT program is its clinical components which, in addition to traditional student teaching, includes an experiential residency week spent in a community site, place-based opportunities in summer coursework and then full time clinical work in a school. Beginning in the fall, students participate in their school sites for the duration of their program, essentially “living” in the school, beginning with summer teacher work days and ending at the end of the school year so as to live the "rhythm of the school year" (Fraser & Watson, 2014). PSTs are involved in all aspects of the school community, including professional development workshops, IEP meetings, parent conferences, school faculty meetings and professional learning community (PLC) meetings where they learn how to use data to improve instruction.

Another strength of the program is faculty commitment to modeling robust pedagogical approaches across the program. Committed to progressive models of pedagogy, program faculty engage students in experiential practices and approaches to teaching that mimic the sorts of approaches they would expect graduates to engage in their own K-12 classrooms. Of central

concern in coursework is attention to modeling equity and inclusion. Not only are program participants required to take courses that center issues of diversity, they also are privy to faculty modeling approaches to support diverse students.

Data show that MAT graduates are making a measurable difference in NC schools (Hobbs, 2019). In addition to having a 100% pass rate on all required state licensing exams over the past three years, MAT students positively impact student achievement. A report on student End-of-Grade exams for North Carolina teachers over five years (2012-13 through 2016-17 academic years) indicates that having a UNC-SOE teacher is equivalent to 1.26-2.4 additional months of instruction per year in select content areas including elementary math, middle school math and science, and high school biology. These gains are even more significant for students from economically disadvantaged backgrounds, from 2.3 to 4 additional months of instruction. See infographic in Appendix H.

The proposed DREAM residency program will leverage the success of the CAEP-accredited MAT model to implement research-based instructional practices to produce high quality, diverse teachers in DPS partner schools, specifically those located within COZs. Recruitment, coursework design, fieldwork alignment to coursework and enhancement of work with our partner to support BT induction and retention are a comprehensive part of this program—each area with its own SMART goal and measurable outcome.

### **Recruitment & Admission to DREAM**

To recruit high quality and diverse teacher candidates (recent graduates from a 4-year undergraduate program or mid-career professionals from a field outside of education) to DREAM, the team will leverage and build upon the UNC-SOE's existing targeted outreach initiatives. These programs, events, and campaigns are aimed to reach current UNC students,

alumni, community colleges, and school districts with a particular focus on recruiting candidates from minority serving institutions and organizations. These initiatives include: targeted recruitment efforts at Hispanic serving institutions and HBCUs; continued hosting of EduConnections, a two-day intensive diversity recruitment; leveraging existing Excel@Carolina partnership for assured admission, and; collaborating with organizations like NCAE, Teach for America (TFA), Profound Gentleman, UNC Black Alumni Association, and Latinx affinity groups in local school districts. Most significantly, DREAM will target recruitment through the Semillas Scholars Program at UNC. Semillas is designed to provide transformative experiences as a way to promote academic and professional success among Latinx Carolina students into educator preparation programs like the MAT. Semillas is a collaborative effort between the School of Education, LatinxED, and the UNC Latinx Center at UNC. Led by Task 1, DREAM will collaborate with these partners in a series of workshops, seminars, networking events, and various hands on opportunities aimed at providing academic, professional, cultural development and overall preparation to pursue teacher preparation.

### ***Admissions Criteria***

During the planning year Task Force 1 will take up a review of the current MAT admissions criteria to remove barriers to admission for diverse candidates while simultaneously upholding NCDPI requirements for GPA minimums and without sacrificing overall candidate quality. The Task Force will ensure that DREAM applications align with MAT program admission but forefronts a holistic admissions process that evaluates candidates' ability to demonstrate: depth of content knowledge; strong verbal and written skills; and, appropriate dispositions that align with the education profession and UNC-SOE mission.

In addition to the holistic admissions process, applicants will be required to address their intent to serve as a DREAM resident in identified QOZ schools through an additional section of the MAT admissions essay. Each DREAM application will also include an application for the provided living wage stipend, which includes the assurance that residents will serve as a full-time teacher for no less than three years in a high-needs school in DPS in the area of elementary education or special education immediately after completion of the DREAM residency. Within this agreement, the teacher will be provided with a certificate generated by the LEA indicating completion of each year of service. The resident/teacher will also be supported and tracked by the DREAM program to assure they meet the applicable state certification and licensure requirements as demanded by their program area of study. Finally, if the teacher is unwilling or unable to comply with the service agreements specified within the partnership, they will be required to repay the living wage stipend to the partnership (pro-rated if applicable) together with interest in accordance with their signed agreement (to be developed by Task Force 1 in Year 1).

### ***Financial and SEL Support***

As noted, lack of financial support is a significant barrier to the recruitment of teacher candidates from racially and ethnically diverse backgrounds (Will, 2018). The decreasing visibility of non-white teachers—particularly those who serve as cooperating teachers for preservice teachers — is a second barrier that intersects the importance of race and ethnicity with regard to role models for teachers (Carver-Thomas, 2018). The former barrier is adequately addressed in the DREAM program’s plan to provide a living wage stipend so residents can attend the rigorous year-long program without incurring as much debt. Specifically, DREAM residents will receive a stipend approximately equivalent to the cost of teacher preparation in the MAT at UNC in exchange for a commitment to teaching in DPS for a minimum of three years.

The latter barrier is addressed through an exceptional approach to a teacher mentorship program that forefronts adult transformative SEL by matching DREAM Latinx teacher residents with role models who share a racial and/or ethnic identity. This thoughtful matching of diverse mentors with diverse residents, combined with other DREAM program components, will serve to eventually retain these teachers and encourage them to serve as mentor teachers to future DREAM residents through UNC. It is our strong conviction that supporting DREAM residents financially and socioemotionally will result in improved teacher retention rates, particularly for Latinx teachers and other diverse teachers. As DREAM residents become teachers of record in DPS and move into the PACE ADDRESSING Diversity induction program, the expectation is that by the end of the induction cycle, DREAM graduates are themselves well-positioned to serve as mentors for future preservice DREAM residents.

### **Coursework within Residency Model**

As detailed above, in addition to providing relevant and necessary coursework across the MAT program, significant attention is paid to prepare teachers to differentiate instruction for a variety of learners and connecting that coursework to robust clinical experiences. In the DREAM residency model, we will take our clinically rich model a significant step further by holding all appropriate coursework for DREAM residents at their ●OZ school sites. Specifically, DREAM residents will engage in coursework that leads to certification in elementary education (K-6) and special education (K-12 General Curriculum)—earning eligibility to apply to NCDPI for both licenses by the end of the DREAM residency. Residents and faculty will meet for coursework at the school site, alternating between the three school sites across the year. Situating the coursework within the school sites provides greater opportunity for collaborative classroom observation and attention to specific school and district-based foci, essentially applying

coursework directly into real classrooms. Too often, university teacher preparation programs prepare teachers for teaching writ large, not necessarily attending to particular communities. The rationale is that teaching is the same no matter which communities our pre-service teachers enter. However, like others, we argue that teacher education can be more effective if situated in and within particular contexts (Hudson, 2012). Indeed Hollins (2011) reminds us of the contextual nature of learning to teach. She argues that learning to teach needs to be "situated in the cultural and social history of school practices located in *particular communities*" (Hollins, 2011, p. 3, emphasis added). DREAM will enable this situated learning model of teacher preparation through collaborative field-based coursework, field experiences with close and personalized supervision, and experiential education engagements that improve student learning in the DPS context in which they will eventually become teachers.

### **Deliberate Connection Between Coursework And 5 SEL Principles**

As schools across the United States become more racially, ethnically, and linguistically diverse it is critical that educators are prepared to navigate these interactions effectively. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), there are five core social and emotional competencies - social awareness, self-awareness, self-management, relationship skills and responsible decision making. Developing these five core social-emotional learning competencies can help educators and students interact effectively as they navigate and embrace their differences. Social and emotional competencies are complex, dynamic, ongoing and culturally-adaptive. Therefore, developing these competencies is a life-long and reflection-driven process. Social and emotional competencies are developed and expressed in a variety of ways depending on biological (e.g. developmental stages) and social characteristics (race, class, gender, culture and country). People learn to interact with others and

express themselves in ways that are a result of how and where they were raised. Approaches to implement SEL must be responsive to these experiences using an equity lens. Educators must understand that SEL is not a means to “fix” students that are different; rather, SEL is a skill that helps students grow and thrive as unique individuals.

Experiencing racial/ethnic or gender discrimination, economic inequities, and traumatic events can negatively impact how students react and interact with their peers and teachers at school (Jagers et al., 2018). Even if educators use their own adult social-emotional competencies, students can still have distinct perspectives on whether they feel supported and safe in the same classroom. Research on the intersection of SEL and equity has recently emerged and emphasizes the need for SEL frameworks to make explicit connections between individual cultural assets and social and emotional development (Jagers et al., 2018). Cultural assets are the unique protective factors that educators and students have developed to handle stressful situations and foster healthy development. Acknowledging and embracing similarities and differences of all members of a school community can help improve school climate and help students feel valued and respected for who they are and increase their sense of school belonging which is fundamental to their academic success. When educators implement SEL with strong consideration for students' cultural, racial/ethnic, linguistic, or economic backgrounds, they can create equitable spaces where all students can thrive collectively. Our teaching residents will learn how to engage with transformative SEL throughout their coursework, clinical experiences and ongoing opportunities for professional development.

### **Clinical Fieldwork in DREAM Residency**

As previously mentioned, UNC-SOE has partnered with DPS for over 25 years in a variety of capacities. Historically, the partnership between DPS and UNC-SOE has included

multiple strands, including engaging pre-service teachers (PSTs) in internships in DPS classrooms through our Master of Arts of Teaching (MAT) program and establishing cohorts of DPS in-service educators in UNC-SOE's Masters for Experienced Teachers and Masters for School Administrators programs. These initiatives were and continue to be guided by a mutual interest in K-12 student, teacher and administrator growth and development. Of particular importance within our partnership, and directly related to the DREAM residency program proposed here, is the shared goal of preparing educators to work in equity-minded ways that support the diverse students in district schools.

DREAM is designed, like the MAT, as a cohort model with the significant difference that the cohort does not disband once the teacher preparation residency ends. Once the DREAM residency year ends, the PACE ADDRESSING Diversity (PAD) induction model will begin for the DREAM residents who are hired as specified in the partnership agreement between the UNC-SOE and DPS as a part of the TOP grant activities. Thus, the cohorts of DREAM residents become beginning teachers in a cohort and progress through induction through PAD.

### **Sustainable And Deliberate Clinical Experiences That Align With 5 SEL Principles**

Extant research shows that socially and emotionally competent teachers are more likely to form healthy relationships with their students (Jennings & Greenberg, 2009; Schonert-Reichl, 2017). Thus, SEL competencies acquired by our teaching residents will improve the quality of teacher-student relationships in our partnering elementary schools. Students that have high-quality relationships with teachers tend to have better social adjustment and higher academic competence (Pianta et al., 2003; Raver et al., 2007; Mashburn et al., 2008). Conversely, when students have negative or conflict-filled relationships with their teachers, students are less likely to be engaged in school and more likely to have poor academic achievement (Hamre & Pianta,

2001; Burchinal et al., 2002; NICHD Early Child Care Research Network, 2003; Raver et al., 2008). One study even found that the quality of teacher-student relationships was a better predictor of academic adjustment than other factors like teacher education and teacher-student ratio (Mashburn et al., 2008).

Teachers' social-emotional competence has a positive impact on their well-being (Collie, 2017). More specifically, research shows that teachers who are effective identifying and regulating their emotions are more likely to display positive affect and higher job satisfaction (Brackett et al., 2010). According to a 2007 report from the National Commission on Teaching and America's Future, teacher turnover costs the U.S. up to \$7 billion a year, and the highest turnover occurs in low-performing, high-poverty schools with a high percentage of minority students. Stress and poor emotion management are common reasons that teachers experience burnout and job dissatisfaction that drives them to leave the profession (Jennings & Greenberg, 2009). Therefore, to increase teacher retention in our partnering Durham elementary schools it is critical that teachers learn to cope with stressors. Teachers that are calm, positive, and content are also more likely to be better equipped to treat students warmly and sensitively, even when students display challenging or inappropriate behaviors. SEL competencies will equip teaching residents with the skills they need to navigate any challenges in their QOZ school placements.

Whether it is intentional or not teachers model SEL skills for students. Students observe how teachers navigate stressful situations and learn from the way teachers manage frustration, maintain control of themselves and the classroom, stay focused in the face of distractions, and shift strategies when needed (Jennings & Greenberg, 2009). They also learn from the way teachers handle students who need improvements to SEL skills. For example, students with low SEL skills will act inappropriately toward one another or use offensive language. When teachers

intervene and resolve problematic interactions, students learn problem-solving strategies for future intervention and resolution. Teachers' SEL skills also influence their classroom organization and management. Maintaining a calm, organized, and well-regulated space is essential for teacher and student success. These spaces include effective behavior management approaches and practices that encourage creativity, student choice and autonomy, and student reflection (Bodrova & Leong, 2006; Mashburn et al., 2008).

To build such spaces, teachers must efficiently cope with stressors, be organized, feel in control of the classroom, and develop social trust with students and families of diverse backgrounds (Carlock, 2011). Therefore, our program will teach residents to possess certain dispositions, such as awareness, attention, flexibility, and intentionality to be efficacious (Roeser et al., 2012) in our partnering elementary schools. Particularly, our teaching residents will develop a transformative SEL framework through various curricular, clinical, and mentorship opportunities. Transformative SEL is defined as “a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems” (Jagers et al., 2018, p. 2). This framework acknowledges that social and emotional competencies differ by culture, and thus intentionally views SEL through a culturally responsive and equity-focused lens. Jones et al. (2019) propose that future research on social emotional learning should center understanding the features of high-quality educator preparation that sustainably and equitably impact social and emotional development for diverse learners. As such, the UNC DREAM program hinges on utilizing a transformative SEL framework as a way to support diverse teaching residents while in the MAT program, retain these teachers in high-

need Durham Public Schools, and help promote the development social emotional competencies for students from all backgrounds and themselves.

### **Trained and Experienced Mentor Teachers**

As student teacher's success is greatly dependent upon the quality, training, and commitment of their mentor teacher. In the current MAT model, mentor teachers (we call them clinical educators, or CEs) volunteer through a number of pathways: they have served as a mentor teacher before, a referral from a colleague or administrator, or a solicitation from the UNC-SOE through an administrator or FRM. Beyond volunteering, potential CEs must be at least in their 4<sup>th</sup> year of teaching in North Carolina, have a prior year rating of Accomplished or Distinguished in the North Carolina Educator Evaluation System, and have the documented approval of their principal or designated administrator to serve as a CE (NC Session Law, 2017). Yet, we know that in the DPS-selected QOZ schools for the grant that teacher turnover is great (see Needs Assessment in Appendix B). For this reason, DREAM will select CE's based upon the recommendation of the principal and FRMs at each school-site, even if they do not meet one or more of the above mentioned minimum criteria. In this way, with the support of the administrator and the FRM the harder-to-staff QOZ schools will not be unduly penalized by being unable to host student teachers to recruit and retain as teachers. This holistic approach to selection of CEs will not lower the qualifications of what it means to become a quality mentor, but will rather align with the transformative, equity-focused measures the DREAM program seeks to uphold. Our intention is that by building capacity at the QOZ schools by recruiting DREAM residents to teach there upon graduation, by the 4<sup>th</sup> year of DREAM teacher practice, we will have "grown our own" mentor teachers to serve as clinical educators.

### **Induction Program**

Beginning educator support and retention is a high priority for public schools. Approximately one-third of all beginning teachers leave the profession within their first three years of teaching, increasing to around 50% after the first five years (NCTAF, 2003; Ingersoll & Smith, 2004). The revolving door of frequent newcomers and leavers not only costs billions to replace teacher leavers, but also creates a non-cohesive school environment that negatively impacts student achievement (Schaefer et al., 2012). Thus, a critical issue is how to recruit, retain, develop, and support a high-quality teaching force prepared for today's diverse schools. Research on professional development provides evidence that meaningful, focused, collegial induction opportunities for beginning teachers in particular have a positive impact on three sets of outcomes: educator commitment and retention, classroom instructional practices, and PK-12 student achievement (Ingersoll & Strong, 2011). Project PACE builds from what we know about meaningful professional development and influential induction models (Glazerman, et. al., 2010). It is contextual, grounded in participants' own experiences and needs, dialogic, collaborative and long term, providing support from pre-service through a teacher's third year of teaching (Lieberman, 1995; Grossman et al., 2001; Swenson, 2003; Ferguson, 2006; Hill, 2009). Since its inception, PACE has served three purposes: for the PSTs, it enables them to step vicariously into the first years of teaching through the eyes, ears and experiences of the BTs so as to lessen the gap between pre-service student teaching and the first years of teaching. For our BTs, the varied support model—providing embedded PD, a Community of Practice, and opportunities for shared observation of classroom practice-- enables learning, leading and a lessening of isolation. For both groups, the intent is an increased sense of self-efficacy and, in the long-term, increased teacher retention as a result of participation. As we shift to a residency

model of preparation and induction to support diverse teacher candidates, we are adding a fourth element to PACE to shift the model to PACE ADDRESSING Diversity.

To augment the elements of the PACE induction program mentioned above, Affinity Caucuses (ACs), an exceptional approach to retaining diverse teacher candidates that responds to research-based best practices (Carver-Thomas, 2018; Pour-Khorshid, 2018), will be leveraged. PACE ADDRESSING Diversity caucuses will allow for structured and facilitated regular small group meetings for the purpose of supporting diverse teacher BTs in acquiring the skills, dispositions, and knowledge necessary for embracing diversity and diverse learners. Through PACE ADDRESSING Diversity caucuses, diverse teacher candidates will receive ongoing support in the form of regular opportunities for sustained, scaffolded discussion and professional development specific to social identity-related issues. This support structure will be a space where diverse BTs will have opportunities to identify and address issues such as “‘subliminal racism’ or ‘impostor syndrome’” (Cheruvu et. al., 2015, p. 239). This structure will also allow diverse BTs to work collaboratively to resolve those identity-related challenges, share successes, and have honest cross-cultural dialogue (Batiste, 2004). As such, ACs will appropriately support diverse BTs who may need to “mitigate feelings of isolation, frustration, and fatigue that can contribute to individual teachers of color leaving the profession when they feel they are alone” (Carver-Thomas, 2018, para. 5). In alignment with the DPS Strategic Plan Priorities, the PACE ADDRESSING Diversity caucuses will offer a strategically designed support structure for Latinx BTs. As further enrichment of that induction support for Latinx BTs specifically, the program will leverage a partnership with LatinxED as follows. LatinxED will a) support outreach to attract highly qualified Latinx teacher residents; b) provide testing support to prospective highly qualified Latinx teacher residents; c) provide human and material resources for a Latinx AC; d)

establish a Latinx identity-based mentoring program and related mentoring opportunities; e) conduct supervised visits to Latinx BTs' classrooms in order to provide deliberate coaching oriented around culturally sustaining pedagogical practices; and f) create and support professional networking opportunities for Latinx teacher residents (e.g., conferences). These goals for the LatinxEd partnership align with DPS Strategic Plan Goal 1C (“identify barriers to graduate for Black males and Hispanic males and females”).

### **Professional Development And Coaching Aligned With Transformative SEL**

Our teaching residents will complete the Social Emotional Learning for Educators professional development course before they graduate and will have multiple opportunities to utilize their SEL skills in their school placements while receiving feedback from faculty, supervisors and mentors. The Social Emotional Learning for Educators course was developed by the Professional Learning & Leading Collaborative (PLLC) at the Friday Institute for Educational Innovation, along with a group of experts, researchers, and practitioners. This is a free online course designed to help educators build their own foundational understanding of how social and emotional learning (SEL) skills are essential to improve student outcomes. The course is intended to support self-directed adult learning and is aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. The course was originally designed for in-service teachers to complement existing district- and school-wide programs but can also be used in the absence of these programs to support pre-service teachers in introducing SEL both explicitly and implicitly throughout the school day.

In this course, pre-service teachers can build their own SEL skills, see examples of how others are teaching these skills, learn strategies to apply in their classroom, and share ideas with other educators and school community members. After completing the course, educators have

the opportunity to earn a certificate of completion for 25 hours of professional development. The course provides pre-service educators with a foundational knowledge of SEL through the lens of the CASEL framework. The course has five main objectives; 1) To build an understanding that SEL competencies are skills to be taught, not traits to be inherited; 2) To guide educators in building a repository of resources, activities, and skills to bring back to their classroom, school, and learning community; 3) To foster an understanding of the importance of educators' own SEL skills to developing the capacity to support students' SEL skills; 4) To provide educators with strategies to model and cultivate SEL competencies in interactions with peers, students, and families to help build SEL culture in their school; and 5) To leave participating educators with an understanding of the importance of SEL competencies to the growth and development of justice-oriented, global citizens. DREAM residents will receive ongoing professional development and attend seminars on SEL as resources are developed and disseminated by CASEL and NC DPI.

Our teaching residents will also use professional learning modules codeveloped from the American Institutes for Research (AIR) and Collaborative for Academic, Social, and Emotional Learning on five topics as part of the Collaborative States Initiative:

1. *Introduction to social and emotional learning*: overview of SEL, the five SEL competencies and the research behind SEL practices
2. *Embedding Social and Emotional Learning schoolwide*: how educators can embed systematic SEL practices, policies, and assessments in their school.
3. *Creating a professional culture based on SEL*: gives educators an understanding of adult SEL in schools, which includes adult SEL competencies, cultural responsiveness, implicit bias, adult self-care, and approaches to engages families and communities.

4. *Integrating SEL into culturally responsive classrooms*: instructional practices for embedding transformative, culturally responsive SEL.
5. *Identifying and selecting evidence-based SEL programs*: strategies for identifying and adapting evidence-based SEL programs and practices to meet the needs of all students, as well as teaching Universal Design for Learning (UDL) and assessment.

These instructional topics harmonize key components of DREAM, namely, retaining diverse teachers by utilizing an adult-focused social and emotional development framework with an emphasis on self-care and adaptive, transformative, culturally responsive SEL that meets the social, emotional, and academic needs for all learners.

### **Professional development and coaching aligned with diversity and inclusion**

Affinity Caucuses (ACs) will bridge the coursework and induction phases, bringing cohesion and continuity to how diverse teacher residents experience and learn (how to teach students) in the program. As addressed in detail above and below, the AC framework and structure incorporated into coursework and induction will be leveraged to design professional development initiatives that strengthen diverse teacher candidates' skills, knowledge, and dispositions. In this regard, ACs are an essential and innovative component of our comprehensive effort to ensure that all DREAM teacher residents are exceptionally well prepared to improve teaching and learning and support rigorous academic standards for students.

### **Program Sustainability**

To achieve sustainability, DREAM leverages in-kind support from UNC-SOE and DPS. In-kind support from DPS is evidence of their intentional action to address DPS Strategic Plan Priority 3, specifically Goal 3B which proposed developing teacher preparation partnerships with local universities. In-kind support from UNC-SOE leverages current programmatic support and

exemplifies the “supplement, not supplant” provision by uniting UNC SOE research expertise in transformative SEL with its high quality teacher preparation program. For both DPS and UNC-SOE, the DREAM program provides a unique, synergistic opportunity to diversify the teacher preparation pipeline and prepare resilient and efficacious educators.

Upon completion of the five years of TOP grant activities, we anticipate that the UNC-SOE will be able to sustain the DREAM residence work through awarding school-based tuition awards of at least \$11,700/year per student. At this minimum stipend amount, the UNC Graduate School will pay for DREAM residents’ MAT tuition. Further funding sources for DREAM residents will be available by 2026 from SOE donor funds specifically earmarked for teacher preparation candidates. In addition to the ability to sustainably fund teacher, after having established relationships and capacity for mentoring at the DPS COZ schools we anticipate that the same project personnel will be able to execute DREAM residency activities, possibly moving more of the MAT student programming into the DREAM residency model.

#### **North Carolina DPI and CASEL**

North Carolina’s Statewide Strategic Plan to eliminate opportunity gaps, improve school and district performance and increase educator preparedness by 2025 will partly be achieved through their involvement in CASEL’s Collaborating States Initiative (CSI) to integrate Social Emotional Learning throughout the various layers of the MTSS framework. Beth Rice is the Lead of North Carolina’s Social Emotional Learning (SEL) Implementation Team and CASEL’s Collaborating States Initiative (CSI) Team Lead. Our DREAM program coordinators will work closely with Beth Rice to meet our common goals of equipping educators with the social-emotional learning skills that will increase teacher retention and efficacy while improving student outcomes and school climate. Our partnership with CASEL will ensure that our teaching

residents receive professional development and are exposed to best-practices for implementing SEL in their personal and professional lives even after the length of this grant.

## **Quality Of The Management Plan And Personnel**

### **Adequacy Of Support, Facilities And Resources**

DREAM will leverage and enhance its DPS partnership with existing partnerships with the UNC College of Arts and Sciences and its institutes. The UNC-SOE has adequate facilities and resources to ensure project sustainability upon completion of the 5-year grant period.

#### ***UNC Chapel Hill***

Authorized by the North Carolina Constitution in 1779, the University of North Carolina at Chapel Hill is the nation's oldest state university. Today, UNC is a world renown research university, students are attracted to our exemplary undergraduate, graduate and professional programs attracted to UNC's prominence as a top public university and top 25 ranking for the School of Education and top 20 elementary education program.

#### ***UNC School of Education***

The School of Education at the University of North Carolina at Chapel Hill has a long history of successfully preparing teachers to teach in public schools. The School consistently ranks in the top 15% of education schools nationwide and 20<sup>th</sup> in elementary education (U.S. News and World Report, 2020; see Appendix B). The UNC-SOE's MAT is a high performing teacher preparation program in North Carolina with a long-standing commitment to preparing teachers who meet the needs of all students, a commitment evident in its teaching, research and service and its partnership work with local districts. A valuable physical asset of the UNC-SOE is the Carolina Center for Educational Excellence (CCEE), an off campus building with flexible meeting space, cutting-edge educational technology such as a virtual reality room and 3-D

printers, and one-way mirror observation rooms. Located just a few miles from our Peabody Hall home on the main UNC campus, the CCEE ensures the DREAM program will have accessible and purposeful space for seminar meetings away from campus or field-based sites.

### ***LatinxEd at the School of Education***

Housed in the School of Education at UNC Chapel Hill, LatinxEd's aim is to create pathways to educational, professional, and civic engagement opportunities for a new generation of Latinx leaders in North Carolina. In addition to their work as co-Directors of LatinxEd, Ms. Elaine Townsend Utin and Mr. Ricky Hurtado, serve as adjunct instructors for the School of Education and collaborate with faculty and staff across the UNC-SOE to uplift and further the work of Latinx members of our university, local, and statewide communities. By drawing upon LatinxEd's wide network and deep roots across campus, namely the UNC Latinx Center, and in the local community and beyond, DREAM will be able to further support the strategic recruitment and retention of highly qualified Latinx teacher residents. A letter of support for the DREAM residency from LatinxEd is in Appendix E.

### ***Institute for the Study of the Americas***

The Institute for the Study of the Americas (ISA), is a unit in the UNC College of Arts and Sciences dedicated to the pursuit of knowledge of the Latin American experience in the Western Hemisphere. The UNC-SOE has partnered with ISA since 2018 to provide K-12 teachers in North Carolina with professional development, resources, and experiences to connect Latin America and the Caribbean to curriculum across the content areas. Most notably to date, the SOE's work with ISA has centered around exchange programs with our strategic partner institution in Ecuador, The University of San Francisco de Quito (USFQ), with SOE students and faculty welcoming two cohorts of visiting delegates from USFQ in April and October 2019.

ISA's contributions to the PACE ADDRESSING Diversity induction professional development is critical to the project's success; their letter of support for this project is included in Appendix E.

### ***Financial Management***

DREAM will receive strong fiscal management support from the UNC-SOE Business Office for grant management. The UNC Cashier's Office, Office of Scholarships and Student Aid and Graduate School are poised to partner with DREAM for the financial agreement DREAM residents make with the UNC-SOE to receive the living wage stipend. Similar to the promissory note the UNC-SOE engages with its UNC Teaching Fellows, each DREAM resident will sign an agreement that states they will serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the DREAM program. If the resident is unable or unwilling to fulfill this obligation, repayment plans will be required according to the provisions of the TOP grant (pro-rated if necessary). Funds from repayments will be returned to the program to fund DREAM-related programming.

### **Quality Of Personnel**

As Program Director of the Master of Arts of Teaching Program and Clinical Assistant Professor at the UNC-SOE, **Dr. Kristin Papoi**, will serve as DREAM's Lead Principal Investigator and Chair of Task Force 2 (residency design). Dr. Papoi's experience teaching and researching in Latinx communities combine with her expertise in teacher education, qualitative research, and project management to position her for this role which requires a simultaneously strategic (bird's-eye) and tactical (granular-level) understanding of the MAT program in relation to DPS partner and MAT student goals.

**Dr. Diana Lys**, Co-Principal Investigator, is Assistant Dean for Educator Preparation and Accreditation at the UNC-SOE. Dr. Lys is a teacher educator with 23 years of experience in

education in North Carolina across P-12 and higher education settings. Her experience leading educator preparation programs spans multiple institutional contexts and regional P-12 partnerships. She successfully led programs through award-winning national accreditation reviews while building critical collegueship among faculty and partners. Lys will serve as Chair of Task Force 1 (recruitment).

**Dr. Jocelyn Glazier**, Co-Principal Investigator and Associate Professor in the UNC-SOE, has extensive expertise in teacher preparation and induction, which well-situate her role in the oversight of the coordination of the PACE ADDRESSING Diversity (PAD) program expansion and implementation of the Communities of Practice elements of the program in particular. She will serve as Chair of Task Force 3 (induction program). Having implemented and coordinated PACE within DPS beginning two years ago, Dr. Glazier is well-positioned to help expand the PACE model as detailed in this proposal in collaboration with DPS FRMs.

A leading international voice on issues of Equity, Diversity, and Inclusion (EDI) in teacher preparation, **Dr. Esther Ohito**, Assistant Professor at UNC-SOE, will serve as Co-Principal Investigator to manage the implementation of the Affinity Caucuses (ACs) aspect of the DREAM program and will serve as Chair of Task Force 4 (retention through ACs). Dr. Ohito is a sought after speaker and presenter on these issues, and has trained teachers nationally and internationally on equity pedagogies. From 2009 to 2012, Dr. Ohito conceptualized, designed, and oversaw EDI initiatives at the University of Chicago's teacher residency program (UChicago UTEP), expertise she will lend to DREAM residency activities.

**Dr. Dorothy Espelage**, the William C. Friday Distinguished Professor of Education at the UNC-SOE, will serve as key faculty to oversee coordination and implementation of the SEL component of this project. Having secured 14 million dollars in federal funding over the last 25

years, Dr. Espelage has conducted three large-scale clinical trials of school-based social-emotional learning curricula spanning over 40 schools. Her findings from these trials represent seminal contributions to the movement to integrate a focus on social-emotional development in K-12 environments. She maintains an active research laboratory at the University of North Carolina at Chapel Hill, and works closely with Dr. Beth Rice at CASEL and a team of project coordinators, undergraduate and graduate students. She will serve on Task for 2 or 3.

Key DPS district personnel who will serve as key DREAM partners and Task Force team participants are: **Dr. Dietrich Morrison-Danner**, Chief Executive Director of Professional Learning & Federal Programs for Durham Public Schools, who will draw upon his extensive experience in professional development, training, mentoring, and school transformation to guide the DPS Full Release Mentor (FRM) team; **Ms. Kimberly Hager**, Senior Executive Director of Human Resources for Durham Public Schools, will support DREAM partnership goals around resident placement and teacher hiring and retention in DPS; and, **Ms. Christine Joyce** and **Ms. Jennifer Petty**, both Full Release Mentors and co-founders of the Project PACE induction model after which PACE ADDRESSING Diversity is built, will provide induction expertise and release time to teacher leaders. Vitae and resumes for key personnel are provided in Appendix D.

### **Quality Of The Project Evaluation**

DREAM proposes a rigorous and dynamic evaluation plan to address project implementation and outcomes related to **preparing Latino/a teachers to teach and stay teaching in high-needs schools**. The evaluation plan leverages the collective research and program evaluation expertise available in the UNC SOE and complements it with the expertise of the Education Policy Initiative at Carolina (EPIC). EPIC is a policy research and evaluation

initiative within UNC Public Policy<sup>3</sup> that conducts policy-relevant and practically applicable research and evaluation study designs using rigorous and robust quantitative, qualitative, and mixed methods approaches. EPIC's work centers around educator quality and impacts, effective and equitable schools, and post-secondary outcomes. Having worked with the UNC System for over a decade, EPIC researchers are well-versed in the study and evaluation of teacher preparation programs, pathways, and workforce impacts. Further, EPIC's multidisciplinary staff are experienced external evaluators, collaborative evaluators, participatory evaluators, and consultants to clients in the public, private, and IHE sectors. The evaluation plan is designed to assess the effectiveness of DREAM project goals, from page 1 and abbreviated here:

- 1. Recruit racially and ethnically diverse cohorts of pre-service teachers, with a focus on Latinx teachers;**
- 2. Provide QOZ school-embedded coursework and fieldwork;**
- 3. Improve beginning teacher (BT) induction;**
- 4. Increase retention of diverse cohorts of teachers.**

To address TQP Performance Measures aligned to the program's goal of increasing student achievement, DREAM engages valid and reliable measures and robust methods to evaluate the program and resident effectiveness. DREAM partners will collaborate with EPIC to address the following questions, in alignment with project goals and TQP Performance Measures:

1. To what extent did the project achieve its recruitment, completion, and certification/licensure targets in the high need area of elementary education and special education add-on? (DREAM Goal 2; Performance Measure 1, 3, and 4)

<sup>3</sup> <https://publicpolicy.unc.edu/epic-home/>

2. What is the impact of the project on retention of highly qualified teachers in high needs grades levels, like elementary? (DREAM Goal 4; Performance Measure 2)
3. To what extent did the project address DPS hiring goals for underrepresented groups; in high needs grade levels, like elementary; in high need areas, like special education; and in high need schools? (DREAM Goal 1, 3, 4; Performance Measure 5, 6, 7, and 8)
4. What is the impact of transformative SEL on developing self-efficacy and equity-orientation along the educator developmental continuum from preservice teacher to beginning teacher to master teacher? (DREAM Goal 2, 3; Performance Measure 1)
5. What is the impact of the program on teacher candidate performance outcomes? (DREAM Goal 4; Performance Measure 1)

### ***Data Sources***

EPIC's evaluative expertise and the organization's access to longitudinal state-level administrative data uniquely qualifies it to partner with DREAM as a consultant and external evaluator. Specifically, EPIC will lead evaluation studies related to teacher candidate and beginning teacher workforce outcomes. EPIC will conduct descriptive and empirical analyses on teacher candidate performance and recruitment, as well as subsequent outcomes for beginning teachers, such as hiring, placement, and retention. Administrative data sources will include: UNC teacher candidate administrative data (e.g., recruitment, program completion, GPA, student teaching placements, licensure exam, and edTPA scores); North Carolina Department of Public Instruction (NCDPI) data (e.g., student test scores and demographics, classroom rosters, teacher demographics, teacher education, teacher licensure, teacher salary, teacher value-added estimates, teacher evaluation ratings, and school characteristics data); and, North Carolina Recent Graduate Survey.

In addition to administrative data, EPIC will collect and analyze other pertinent data, including UNC Completer Exit surveys and program artifacts. EPIC will also conduct focus groups and interviews with samples of teacher candidates, program faculty, mentor teachers, program graduates, and district personnel to examine stakeholders' perceptions of program implementation and impact, as well as program context.

### *Preliminary Analysis Plan*

Beginning at the end of Year 1 and annually through Year 5, EPIC will conduct cumulative descriptive analyses for program candidates and completers. Descriptive analyses, rather than robust empirical analyses, are appropriate given the limited sample sizes of each cohort of DREAM residents. The analyses will be used formatively to monitor program implementation and inform program faculty of potential trends. In Year 5, EPIC will conduct a summative evaluation using a pooled treatment sample of program candidates and graduates across the five years (DREAM-TOP). A pooled sample will serve to maximize the sample size, and thus, increase the ability to detect a statistically significant effect, should one exist.

To determine any potentially significant differences in outcomes as a function of program participation, EPIC will identify four potential comparison groups:

- All other UNC-SOE MAT candidates enrolled concurrent to DREAM-TOP students;
- UNC-SOE MAT candidates enrolled in the year before the implementation of DREAM-TOP (Planning Year);
- All other elementary UNC-SOE MAT graduates from other UNC System institutions within the same years; and
- All graduates from other North Carolina elementary grades residency programs (e.g., NCA&T, UNC-Greensboro, and UNC-Charlotte).

As part of the summative evaluation EPIC will estimate regression models controlling for a rich set of classroom, teacher, and school-level characteristics. These covariates will help EPIC isolate the impact of DREAM-TQP on teacher outcomes. Ideally, in order to examine the three-year teacher retention rate beyond the initial cohorts, EPIC would propose to conduct workforce analyses after Year 5 through a possible no-cost extension.

### ***Consultancy***

In addition to conducting formative and summative evaluations, EPIC will provide consultation to program faculty and co-researchers. Beginning in Year 1, EPIC will work with DREAM stakeholders to develop a comprehensive logic model, identify sampling strategies, refine data collection instruments, and complete initial data sharing requests. Throughout the remaining years of the project, EPIC would continue to provide guidance and share data with DREAM faculty during quarterly program retreats. Part of this work would also include an implementation evaluation, wherein EPIC proposes documenting and analyzing the program’s implementation using implementation science and an active implementation framework. Using EPIC as an “outside” source to examine the implementation allows for greater space and opportunity for stakeholder reflection and program refinement.

**Table 9: Evaluation Methods by Question a**

<b>R Q #</b>	<b>FORMATIVE EVALUATION</b>		
	<b>Data Source</b>	<b>Availability of Evidence</b>	<b>Analysis Methods</b>
1	<i>To what extent did the project achieve its recruitment, completion, and certification/licensure targets in the high need area of elementary education and special education add-on?</i>		
	<ul style="list-style-type: none"> <li>• UNC administrative data</li> <li>• NCDPI Licensure data</li> </ul>	Summer/Fall annually	Descriptive, monitoring trends within-program and relative to comparison groups

2	<i>What is the impact of the project on retention of highly qualified teachers in high needs grades levels, like elementary?</i>		
	<ul style="list-style-type: none"> <li>• NCDPI salary data</li> <li>• Recent Graduate Survey</li> <li>• Focus groups/ Interviews (spring)</li> </ul>	Fall annually	<p>Descriptive, monitoring trends within-program and relative to comparison groups</p> <p>Content analysis of qualitative data specific to perceptions of program impact</p>
3	<i>To what extent did the project address DPS hiring goals for underrepresented groups; in high needs grade levels, like elementary; in high need areas, like special education; and in high need schools?</i>		
	<ul style="list-style-type: none"> <li>• NCDPI salary and school characteristics data</li> <li>• Focus groups/ Interviews (spring)</li> </ul>	Fall annually	<p>Descriptive, monitoring trends within-program and relative to comparison groups</p> <p>Content analysis of qualitative data specific to perceptions of program impact</p>
4	<i>What is the impact of transformative SEL on developing self-efficacy and equity-orientation along the educator developmental continuum from preservice teacher to novice/beginning teacher to master teacher?</i>		
	<ul style="list-style-type: none"> <li>• Adult SEL Readiness Assessment</li> <li>• SEL self-assessment tool for teachers</li> <li>• Intercultural Sensitivity Scale</li> <li>• LGBT Ally Identity Measure</li> <li>• General Self-Efficacy Scale</li> </ul>	Spring Annually	<p>Repeated measures ANOVA with a continuous outcome.</p> <p>Cohen's d effect size for each outcome.</p>
5	<i>What is the impact of the program on teacher candidate performance outcomes?</i>		
	<ul style="list-style-type: none"> <li>• edTPA</li> <li>• UNC Exit Survey</li> <li>• Licensure exam scores</li> <li>• Focus interviews (spring)</li> </ul>	Spring/ Summer Annually	<p>Descriptive, monitoring trends within-program and relative to comparison groups</p> <p>Content analysis of qualitative data specific to perceptions of program impact</p>
6	<i>To what extent does the induction program meet the needs of beginning teachers?</i>		
	<ul style="list-style-type: none"> <li>• UNC Exit Survey</li> <li>• Focus interviews</li> </ul>	Summer Annually	Descriptive, monitoring for trends
7	<i>How do affinity caucuses support teacher identity development along the educator development continuum?</i>		
	<ul style="list-style-type: none"> <li>• UNC Exit Survey</li> <li>• Focus interviews</li> </ul>	Summer Annually	Descriptive, monitoring for trends

8	<i>To what extent does UNC DREAM engage its partners in the co-construction and co-implementation of the project?</i>		
	<ul style="list-style-type: none"> <li>Quarterly meeting artifacts</li> <li>Focus groups/ Interviews</li> </ul>	Fall/Spring/ Summer	<p>Descriptive, monitoring for trends</p> <p>Content analysis of qualitative data specific to perceptions of program impact</p>
<b>R Q #</b>	<b>SUMMATIVE EVALUATION</b>		
	<b>Data Source</b>	<b>Availability of Evidence</b>	<b>Analysis Methods</b>
1	<i>To what extent did the project achieve its recruitment, completion, and certification/ licensure targets in the high need area of elementary education and special education add-on?</i>		
	<ul style="list-style-type: none"> <li>UNC administrative data</li> <li>NCDPI Licensure data</li> </ul>	Summer/Fall Year 5 with possible no-cost extension	Regression models with a rich set of covariates; pooled data over entire program
2	<i>What is the impact of the project on retention of highly qualified teachers in high needs grades levels, like elementary?</i>		
	<ul style="list-style-type: none"> <li>NCDPI salary data</li> <li>Focus groups/ Interviews (spring Year 4)</li> </ul>	Fall Year 5 with possible no-cost extension	<p>Regression models with a rich set of covariates; pooled data over entire program</p> <p>Content analysis of interview data for perceptions of program impact</p>
3	<i>To what extent did the project address DPS hiring goals for underrepresented groups; in high needs grade levels, like elementary; in high need areas, like special education; and in high need schools?</i>		
	<ul style="list-style-type: none"> <li>NCDPI salary data</li> <li>Focus groups/ Interviews (spring Year 4)</li> </ul>	Fall Year 5 with possible no-cost extension	<p>Regression models with a rich set of covariates; pooled data over entire program</p> <p>Content analysis of interview data for perceptions of program impact</p>
4	<i>What is the impact of transformative SEL on developing self-efficacy and equity-orientation along the educator developmental trajectory from preservice teacher to novice/beginning teacher to master teacher?</i>		
	<ul style="list-style-type: none"> <li>Adult SEL Readiness Assessment</li> <li>SEL self-assessment tool for teachers</li> <li>Intercultural Sensitivity Scale</li> </ul>	Fall Year 5 with possible no-cost extension	<p>Repeated measures ANOVA with a continuous outcome.</p> <p>Cohen's d effect size for each outcome</p>

	<ul style="list-style-type: none"> <li>• LGBT Ally Identity Measure</li> <li>• General Self-Efficacy Scale</li> </ul>		
5	<i>What is the impact of the program on teacher candidate performance outcomes?</i>		
	<ul style="list-style-type: none"> <li>• edTPA</li> <li>• Licensure exam scores</li> <li>• UNC Exit Survey</li> <li>• Focus interviews (spring)</li> </ul>	Spring Year 5 with possible no-cost extension	<p>Regression models with a rich set of covariates; pooled data over entire program</p> <p>Content analysis of interview data for perceptions of program impact</p>

<sup>a</sup> N=80; 4 cohorts x [10 intervention+ 10 comparison]

### Dissemination Plan

Our project design nurtures a close network of practitioners to make a broad impact on teacher preparation, teacher self-efficacy and well-being, and student learning. Based on promising evidence, we believe strongly in the power of UNC DREAM to impact the practice of others, therefore, dissemination of findings and best practices is critical to the success of our project. Locally, promising practices and outcomes will be shared with state partners, including the Central Carolina Regional Education Service Alliance and the annual Teacher Education Forum of the NC Association of Colleges and Teacher Educators. In scholarly research venues, such as with the American Association of Colleges for Teacher Education, *National Social and Emotional Learning Conference*: hosted by Center for Promotion of Social and Emotional Learning (CPSEL), and the American Educational Research Association, project leaders will continue to share findings with practitioners and research-practice partnerships. Research manuscripts will be submitted to top peer reviewed journals for publication to support practice and replication in other programs and settings. Through collaboration among lead faculty and Advisory Board members the impact of UNC-TQP's findings will impact state and national policy development.

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