2020 DEPARTMENT OF EDUCATION Teacher Quality Partnership Grant Program
Title of Grant: PREPARE highly effective diverse and culturally relevant educators through residency pathways

University of St Thomas
Minneapolis, MN

Table of Contents

Subject	Page
Introduction	1
Absolute Priority: Residency	5
Competitive Preference Priority 1 Qualified Opportunity Zones	7
Competitive Preference Priority 2 Novice Applicant	7
(a) Quality of Project Design (30 points)	
(i) Rationale: Extent to which the proposed project demonstrates a rationale	2
(ii) Goals, objectives, and outcomes: Extent to which the goals, objectives, and outcomes to be achieved by project are clearly specified and measurable	8
(iii) Exceptional approach: Extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements	9
(iv) Comprehensive effort: extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students	25
(b) Quality of Project Evaluation (20 points)	
(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.	27
(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project	29
(c) *Adequacy of Resources* (up to 30 points)	
(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization	32
(ii) The extent to which the budget is adequate to support the proposed project.	35
(iii) The extent to which costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.	35
(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long term success; or more than one of these types of evidence	36
c. *Quality of Management Plan (20 points)*	
(i) Adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.	37
(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation	46
Appendix A: Required TQP Program Checklists ➢ Required TQP Absolute Priority Checklist ➢ Required TQP Application and General Program Requirements Checklist ➢ Required TQP Eligibility Checklists	Attachment
Appendix B: Required Needs Assessment	Attachment
Appendix C: Demonstrates a Rationale: (Logic Model)	Attachment

Appendix D: Resumes of Key Personnel	Attachment
Appendix E: Letters of Support and Memorandum of Understanding from TQP project partners	Attachment
Appendix F: Current Approved Indirect Cost Rate Agreement, as applicable	Attachment
Appendix G: TQP Waiver Request of 100% Cost Share or Match Requirement	NA
Appendix H: Other documents as applicable: Residency Model and Supports • Schedule. • Residency Model • Residency Tools: Crosswalk, Year-long overview & Gradual Release • Mentor Teacher Information • Candidate Evaluation • Professional Development • Diversity Equity and Inclusion Efforts at St Thomas	Attachment
Appendix I: Proprietary Information	Attachment
Appendix J: References	Attachment
Appendix K: Coursework Syllabi and Schedule	Attachment

Project Narrative

D. Hussein enrolled in our University of St Thomas's teacher preparation program, after 1 of her 7 children was diagnosed with a disability, and she discovered firsthand the critical need for credentialled and diverse educators to meet the needs of students from her African community. Minnesota has the largest Somali population outside of Somalia, with nearly 1 in 3 Somalis in the US living in MN (Star Tribune, 2014). E. Thao, an educational aide, enrolled in our residency program after learning her Hmong community viewed special education services as a stigma and did not understand the benefits of special educational services. In her school, English was not the dominant language for many families, and there were no Hmong teachers. The Twin Cities has the largest urban Hmong community in the nation (US Census Bureau, 2015) skyrocketing to 71,483 with 26% experiencing poverty (*Aslanian*, 2015).

In Minnesota, cultural communities and communities of color have expressed feelings of vulnerability and noted barriers within the education system (MN Dept of Health Report, 2014). From the devastating health and economic impacts of the pandemic–particularly on vulnerable communities–to the murder of George Floyd by Minneapolis police, we're all faced with yet another sobering reminder that we, as a society, still have so far to go in creating a just and equitable society. The Twin Cities and specifically Minneapolis is at the center of a national uprising protesting injustice and inequities for Black communities. Minneapolis has a long history of racial segregation and some of the worst educational outcomes in the nation for people who are Black (Beaumont, 2020; Waxman, 2020). Now, more than ever, we need to partner with local schools to prepare educators who represent the diverse communities in the Twin Cities to improve student achievement and outcomes.

Our residency pathway is a comprehensive teacher preparation model that meets schools' needs while reducing historical and enduring barriers to entry for teachers from underrepresented groups. Our TQP project aligns with the University of St. Thomas mission to advance the common good by recruiting highly qualified residents who reflect the communities in which they teach. Our project will be directly linked to our university convictions of creating a vibrant, diverse community where we can work together for a more inclusive and just society. The purpose of our project is to prepare high-quality teachers to meet state licensure requirements in shortage areas, such as special education and Black, Indigenous, and People of Color (BIPOC), to close the student opportunity gap. Through our work, learn, and earn residency model, we will

prepare special education and elementary educators, including those from traditionally underserved communities (e.g., Hmong & Somali), to improve achievement for all students.

In our project, we will initiate a new charter school consortium (CSC) teacher residency partnership and prepare 80 new educators. Additionally, we will expand our current Minneapolis Public Schools (MPS) urban residency partnership to provide induction supports for retention and provide opportunities to step into leadership roles to 75 teachers. This combination of partnerships will allow us to expand the residency model to charter schools and enhance professional development and induction supports for residents after graduation. Our TQP project will include collaborative partnerships, recruitment, and selection of residents and mentor teachers. The program focuses on an integrated residency preparation with practice-based learning experiences, advanced professional development to build teacher leadership skills, and a multi-tiered system of comprehensive induction supports to retain educators who engage in effective practices (evidence-based, high leverage, culturally sustaining) in high-need areas.

(a) Quality of the project design

(i) Extent to which the proposed project demonstrates a rationale

The fundamental rationale for building our residency program is to address national, state, and high-needs teacher shortage areas identified through our school partners' assessments. In this project, we will focus on two critical areas of need, which include special education and educators who are BIPOC. We plan to prepare effective educators from underrepresented communities, specifically targeting recruitment on our state's large Somali and Hmong communities due to high needs in this area. Increasing effective teachers who represent their communities will lead to improvements in teaching, student achievement, and overall earning potential. A graduate quote "... your *impact stretches beyond us to our family and community."*

We have a successful 28-year history of effectively recruiting and preparing teachers from traditionally underrepresented populations. Our Collaborative Urban Educators program, a state public/private partnership, has prepared 458 teachers from underrepresented populations. Our Urban Teacher Residency and our Office of Special Education Programs (OSEP) preparation programs have prepared large percentages of diverse educators. Our OSEP cohorts have consisted of 78% teachers of color, 60% male, and 75% bilingual scholars. Our university credentials more BIPOC than any other MN institution. In this project, we will prepare our residents to teach effectively and create impactful change by teaching them to think critically and act wisely to disrupt, contradict, and halt challenges negatively impacting the field and students.

Table 1. ***Rationale Based on National, State, and LEA Identified Needs***

National Identified Needs. Due to teacher shortages, many high-need students have unlicensed teachers (Teacher Supply and Demand, 2016) not prepared to promote educational equity in learning. Shortages mean all schools do not have teachers who can provide all students with a fair opportunity to learn. The *National Coalition on Personnel Shortages in Special Education and Related Services* found that 49 of 50 states reported shortages in special education. The *U.S. Dept of Education* Teacher Shortage Areas Nationwide Listing 1990-1991 through 2020-2021 report corroborates widespread shortages of teachers in special education. The 41st Annual Report to Congress on the Implementation of the IDEA reports there are special education teachers who do not hold state certification for the position held (2020). Not only are there issues in special education, there is also significant lack of diversity among teachers. A non-diverse teaching corps is a consistent barrier to producing strong racially equitable education outcomes (Sanchez, 2015). According to a report by the *Center for American Progress*, while U.S. schools are now made-up of 50% students of color, only 18% of diverse communities are represented in the teacher workforce (Ahmad & Boser, 2014). As a result, almost every state has a large teacher-student diversity gap. Having a diverse teaching core is critically important for all students. Villegas and Irvine (2010) report that students of color accrue academic benefits when taught by a same-race teacher or when exposed at the school or district level to racial or ethnical representatives of the student population.
State Identified Needs. *MN's Teacher Supply and Demand Report (2019)* states that 93% of MN schools report teacher shortages with special education having a high percentage on special permission and being tough teaching positions to fill. Our state's demand exceeds the available supply for teachers particularly in high-need schools with shortages negatively affecting the quality of services (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). MN continues to change demographically, however the teaching workforce has not. Students of color represent 30% of the school population and only 4% of teachers represent this population (MNEEP, 2015). Teachers of color are more likely to work under special permissions or out of compliance than white teachers (14.1% vs. 3.5 %) with the proportion of male teachers also higher than females (5.2 % vs. 3.7%) (Teacher Supply & Demand, 2019). Districts report that the demographics of their teachers do not reflect their students. Schools report it is difficult to recruit teachers from different racial and ethnic backgrounds with 38.4% reporting zero teachers of color and 44.7% between 1-10% with all reporting significant need to hire teachers of color (Teacher Supply & Demand, 2019).
Partner Identified Needs: MPS. MPS district serves 35,674 students in 42 elementary schools, 9 middle schools, 10 high schools, 5 special education and specialty schools, and 8 contracted alternative schools. MPS students include 17% in special education, 20% learning English for the first time, 56% receive free/reduced-price lunch, and 65% are students of color. The district has the largest Somali population in the country. Minneapolis has a high need for special education. In MPS 6% of the teachers are working under special permissions or out of compliance. Nearly 50% of MPS's special education teachers are within in the first three years of teaching and 19% of those in their first three years are provisionally licensed on a Tier 1 or 2 license (equivalent to an emergency or temporary certification). For the past five years, special education positions have gone unfilled each year. Nearly 70% of MPS teachers are white, which does not represent the student population.

Charters: Information from our charter school partners found that they have high needs for special and elementary education teachers. Charters report struggling not only to recruit teachers of color in these areas, but in some cases, report having few or no licensed applicants for special education positions meaning positions remain unfilled or are filled by teachers working under special permissions. On average, 14% of charter school students qualify for special education services. Figures vary widely at individual schools, with 27 of the state's 168 charters serving a population with over 1/3 of all students qualifying for services.

A second rationale for our project is to deepen our partnerships with charters schools by collaborating to design and implement a residency model. In 1991, Minnesota became the birthplace of the charter movement by introducing the nation's first charter school law. In 2020, there were 168 charter schools in our state with 69% located in the Twin Cities. Many charter schools have approached us to start "grow your own" pathways to teacher licensure. MN's charter sector is unique in that most schools are single-site and are not affiliated with a larger organization. While school size varies, the average charter in the state serves 200-300 students. Due to their size, these charter schools do not have the capacity to develop and implement a full cohort alone. However, a consortium could ensure a pathway to licensure for the teachers who serve the over 62,700 charter school students, which is about 7% of our state's K-12 public enrollment (Minnesota Association of Charter Schools, 2020). Compared to state averages, charter schools enroll an equal percentage of students qualifying for Free or Reduced-Price Lunch, a larger percentage of Limited English Proficiency students (21% vs. 7%) and a larger percentage of Students of Color and American Indian students (62% vs. 35%). These trends hold true in the Twin Cities as well, with charters continuing to serve significantly more students of color than their district peers (68% vs. 43.4%; MDE, Educator Quality Committee, 2016). Charter schools often compete for teachers on unequal footing due to funding inequities that vary by school and geographical location, which leave charters with an estimated average 12.9% less revenue per pupil than traditional districts (Geheb & Owens, 2019). In urban areas this disparity is exacerbated (Batdorf et al., 2014; Wolf et al., 2017) and likely contributes to the MN Department of Education's Educator Quality Committee finding that charters are more likely to have inexperienced, unqualified, and out-of-field teachers than non-charters (2015). This project allows the university and partner schools to collaboratively create a pathway for new teachers in charter schools and influence positive educational outcomes for students of color and students identified with special education needs.

A third rationale for our project is to increase teacher retention in shortage areas. Teacher attrition negatively compounds school and student outcomes (Hunt & Carroll, 2003). Teacher turnover in high-poverty, high-minority urban schools can top 20% annually (National School Board Association, 2017). Teachers of color turnover is 18 - 24% higher than white teacher turnover (Ingersoll & May, 2011). Our residency programs have higher retention rates when compared to other first year teachers in their district. This proposal would provide systematic induction support and track if graduates who participate in these supports stay in the field. Induction support can increase retention and lead to increases in student achievement as teacher efficacy grows through ongoing induction and experience (Ingersoll & Strong, 2011). According to a Learning Policy Institute report (2016), some of the key factors that influence whether a teacher decides to enter, remain or leave the profession includes preparation, costs, induction, and support for new teachers. Our proposed strategies address issues that influence students not receiving an education from a high-quality educator, such as teacher shortages, lack of diverse educators, new educators experiencing isolation, lack of participation in professional development, and teacher retention. To date, our MPS residency program has prepared a total of 43 teachers in three years with a retention rate of 96% including 60% teachers of color. Given that our graduates from Cohort 1 are entering their third year of teaching and will soon earn tenure, it is time to focus attention on teacher leaders and develop a path to leadership roles, where our graduates from diverse communities serve as mentors for new residents. Leadership increases retention, equity, and diversifies representation in levels within the workforce.

Absolute Priority: Implementation of Teacher Residency Programs. This summer, we begin our 5th year of implementing residency models. We have experienced success in recruitment and preparation that has contributed to us removing barriers and helping close the racial diversity gap in the educator workforce. Across our residency programs with St. Paul Public School (SPPS) and MPS, we have prepared 120 teachers including 60% teachers of color, 40% male, and 29% bilingual. In this project, we apply what we have learned to start a new residency partnership and expand and enhance an existing residency program with MPS. These partnerships will continue and expand our legacy of school partnerships that began in 1948. With our charter school consortium partners, we will develop, implement, and evaluate a new residency model in high need subject areas. With MPS, we will focus efforts on sustainment of an existing residency and a 5-year plan that focuses on induction, retention, and professional development of program

graduates. Our MPS residency model is a 15-month graduate-level preparation program where residents work, learn, and earn simultaneously. During this 15-month apprenticeship, residents earn a stipends and take courses that integrate pedagogy and the practice of teaching. Practices are tightly aligned to the coursework. Residents are closely supervised between mentors, clinical supervisors, and other building leaders and work alongside a trained and experienced mentor teacher. Residents complete a master's degree plus a teaching license. In this project, our graduates will receive three years of differentiated induction support, including opportunities for leadership development. In the fifth year of our 5-year relationship, our university will invite tenured graduates to serve as mentor teachers for future residents, an example of "grow your own." This 5-year plan from resident, to teacher, to teacher leader, provides sustained and differentiated support as graduates grow and learn as new professionals. The figure below illustrates the model and the table following highlights specific benefits of the residency pathway to teaching.

Figure 1. ***Retention and Induction Support Model***

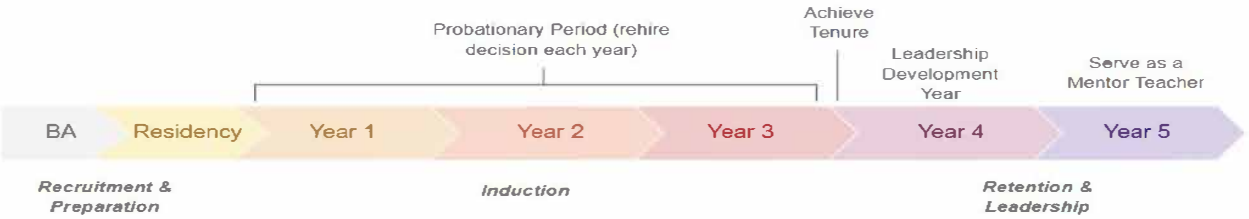

Table 2. ***Significance of Residency Model***

Residency preparation models lead to increases in student achievement, teacher retention (five-year retention rates are 82%) and the diversity of the local teacher corps (UTRU Network Program Impact, 2014). Hattie (2009), who synthesized over 800 meta-analyses related to achievement, found that the individual classroom teacher is the key to lasting and significant changes. Thus, producing high-quality teachers is critical to impacting student's outcomes as research shows that teacher efficacy is the single most important element affecting student learning and closing the opportunity gap (Marzano, Pickering, & Pollock, 2001; Webb & Thomas, 2015). Furthermore, preparing educators who represent the same communities as their students can impact achievement. Our residency programs are designed to breakdown systematic and financial barriers and provide sustainable preparation and retention pathways for individuals to become licensed teachers. We aim to maintain 50% diversity in our residency cohorts as we are committed to changing the demographics of the workforce in our state to impact higher academic achievement for students (MNEEP, 2016). Our work, learn, and earn residency model is designed to reduce barriers to entry for teachers of color and underrepresented groups in multiple ways. • Reduce the overall number of credits to license plus MA from 43 to 34 credits. • Reduce the amount of time it takes to earn the license plus MA from 24 to 15-18 months. • Provide supports financially with a stipend + benefits during teacher preparation.

- Incorporate cohort model to reduce social and racial isolation.
- Provide financial aid counseling to support if needed a FAFSA to be eligible for loans and scholarships to cover tuition. Previous residents have received a university-funded scholarship, state-funded student teaching scholarships, state diversity (CUE) scholarships, childcare grants, and state loan forgiveness programs
- **Agreement to Serve** During orientation, residents sign an agreement to serve, which commits them to complete license requirements and teach full-time in a high-need school in partner school after graduation for at least three years. Residents repay stipend at a rate specified by this partnership if they do not complete the teaching obligation. The district prorates the repayment depending on if residents never teach, teach one year, or teach two years with no repayment requirements for non-renewal. Repayments go towards activities consistent with this project.
- By extending our involvement to the fourth year, residents may stay and apply for any eligible federal loan forgiveness programs at the end of their fifth year of teaching.

Competitive Preference Priority 1: Spurring Investment in Qualified Opportunity Zones. Our project meets the requirement of competitive preference priority 1 as the schools we are partnering with are in qualified opportunity zones (QOZ). Over 50% of our MPS 2020-21 residency host school sites and 70% of our charters schools reside in neighborhood communities identified as designated Qualified Opportunity Zones (QOZ). We provide clinical learning in classrooms in high-need schools served by high-need local educational agencies (LEA). Induction support provides an opportunity to partner with more schools throughout the district. Currently, program graduates are teaching in 28 schools in MPS. Over 60% of these schools enroll students residing in QOZ's. We are actively engaging with communities residing in neighborhoods identified as QOZ and committed to ongoing collaboration in working together to alter systemic barriers and increase academic achievement. Appendix B: Needs Assessment provides QOZ data.

Competitive Preference Priority 2. Novice Applicant. This is the first time St Thomas has been the lead applicant in submitting a TQP grant. Minneapolis Public Schools and our new charter school consortiums have not been in a TQP partnership. In 2015, Saint Paul Public Schools received a subaward from a SEED grant from NCTR. NCTR facilitated SPPS's connection with our university to launch a teacher residency. In 2018, SPPS, received a TQP grant. Our project is significantly different from the SPPS project with many new and innovative ideas. These include (1) statewide collaboration to build and expand sustainable residency pathways; (2) recruitment of Somali and Hmong populations; (3) preparation on high-needs areas; (4) innovative professional development to build graduate's skills; (5) a 5-year induction support framework; and (6) a "grow your own" mentor teacher and leadership program.

(ii) Extent to which goals, objectives, and outcomes are clearly specified & measurable

Our goal centers on creating and sustaining high-quality teacher residency programs that contribute to student achievement and quality of new teachers by improving the preparation of prospective teachers and enhancing professional development for new teachers. Our evaluation and management plan provide specific components clearly connected to our goal, measurable objectives, specific activities, and outcomes. Appendix C includes a Logic Model.

Table 3. ***Goals, Objectives, and Outcomes***

Goal: Create sustainable teacher residency programs that prepare and retain high-quality licensed educators, including teachers from underrepresented communities, in high needs areas to increase student achievement.	
Objective 1. Partnerships	Build capacity by creating a new high-quality charter residency program and expanding and sustaining an existing residency program, based on high-need areas, through collaborative partnerships with schools and the community.
Measures	1.1 A new charter school residency, created with planning team that includes 90% of the NCTR's Standards for Effective Residency Programs indicators, no later than June 1. 1.2. An expanded MPS induction program, created with planning team that offers up to 4 induction events per year, with 50% of eligible graduates participating in the leadership academy. 1.3 Collaborative annual nonconventional "*Teacher Pathways Summit",* created with a planning committee, with 80% participation of invited organizations.
Outcomes	• Sustainable residency preparation programs that prepare high-quality licensed teachers who continue to teach and impact student achievement. • Sustainable induction model leading to teacher leadership/mentor teachers. • Statewide collaboration to sustain flexible nonconventional pathways that create consistent pipeline of quality teachers in high-need areas.
Objective 2. Recruit	Increase number of BIPOC high-quality educators in critical shortage areas to serve in high-needs LEAs.
Measures	2.1 Annually, host with partners 5 information sessions and attend 5 community events to recruit underrepresented applicants, focusing on Somali and Hmong. 2.2 Utilize an unbiased process and procedures to select and admit cohorts with 50% from traditionally underrepresented diverse populations 2.3 With partners, recruit, select, and prepare 155 residents to work in critical shortage areas in underserved high-needs LEAs • Charter School: Year 2-5=20 new teachers each year (total 80) • MPS: Years 1-5=15 new teachers each year (total 75)
Outcomes	• High quality educators prepared in shortage areas committed to serve in traditionally underserved high-needs LEAs and meet students' needs.

	• Workforce diversity with teachers from traditionally underrepresented communities contributing to positive school culture, providing an equitable education, and improving all student's sense of belonging and achievement.
Objective 3. Educate & Practice	Prepare cohorts to meet the highest-level of eligible license requirements in identified high-need areas though a comprehensive residency model.
Measures	80% of residents will... 3.1 Complete coursework that enhances pedagogy and is embedded with 1+ standards (national, state, technology) & effective practices (evidence-based, high-leverage, & culturally sustaining) to increase educator's capacity to provide high-quality instruction. 3.2 Maintain a 3.0 GPA and receive a 2+ score on key assessments (transition point, disposition, and observation evaluations). 3.3 Pass all three edTPA tasks. 3.4 Meet state requirements (e.g., license exams) and apply for license. 3.5 Complete practice-based learning experiences in high needs schools and demonstrate improved skills in instructional practices, working with diverse learners, and establishing positive classroom environment as assessed through NeXT Entry and Exit surveys and monthly clinical observations.
Outcomes	High quality educators thriving in an evolving technological landscape utilizing effective practices aligned to standards to support student achievement.
Objective 4. Advance & Retain	Increase teacher retention and grow our own teacher leaders through advanced professional development and multi-tiered differentiated induction supports for four-years past graduation.
Measures	4.1 Retain 80% of our graduates, who participated in at least two of our multi-tiered differentiated induction supports, in the workforce for four years. 4.2 Prepare 50% of our graduates for teacher leadership positions by participating in Leadership Academy and serving as mentor teachers.
Outcomes	• Teachers who remain in the field and impact student achievement by improving student's equitable access to highly effective licensed teachers. • Diverse representation in teacher leader positions.

(iii) Extent to which project represents an exceptional approach

Our exceptional approach is built on a successful 5-year history of collaborating with districts and specifically developing, implementing, and evaluating residency teacher preparation programs. In our new partnership, we will create a model that meets the needs of charter schools. In our MPS partnership, we will expand our comprehensive residency program to include an induction plan that entails a 5-year commitment between our school partner, resident-graduate, and university. Research suggests that a comprehensive, multiyear induction program reduces new teacher attrition, accelerates new teacher's professional growth, and produces greater

student learning (Ingersoll & Strong, 2011; U.S. Dept of Ed. IES, 2010). Our residency model is based on evidence-based standards, effective practices, and meets state statutory requirements.

Table 4. ***Standards and Practices***

National InTASC Model Core Teaching Standards & Learning Progressions for Teachers
National Council for Exceptional Children (CEC) Standards for Special Educators
State Professional Educator & Licensing Standards Board (PELSB) License Competencies
What Works Clearinghouse (WWC) Evidence Based Practices
CEC, CEEDAR, and Teaching Works High Leverage Practices
Culturally Sustaining Pedagogy (Gay, 2000; Ladson-Billings, 1994; Paris & Alim, 2017)
National Urban Alliance (NUA) High Operational Practices (Jackson, 2016)
International Society for Technology in Education (ISTE) Newest Generation of Standards
National Center for Teacher Residencies (NCTR) Seven Principles of Residencies

Our residency programs are district-serving with embedded practice-based learning experiences. Our design centers on sustaining a high-quality residency program, mentor teacher professional learning communities, and on-going induction supports that lead to invested teacher leaders who stay and thrive through their continued involvement in teacher preparation activities and on-going professional development. Our innovative induction plan outlives the basic one-year of preparation and one-year of induction support and recognizes the challenges a new educator may have in mastering the art of teaching. We understand that each new teacher moves forward at different speeds, so we provide differentiated multi-tiered levels of support for novice residents and opportunities for more advanced residents to grow into leaders who serve as mentors and teacher educators. We plan to continue engaging with NCTR's network and benefit from their research and collective data-based learning opportunities to expand and improve improvement to support, monitor, and evaluate programmatic changes and progress towards our goals. Our PREPARE framework provides a pipeline, pathway, and professional development to prospective teachers. Our model provides an exceptional approach aligned to the statutory purposes and requirements of this grant. The next section describes our PREPARE framework.

Figure 2. ***PREPARE Framework***

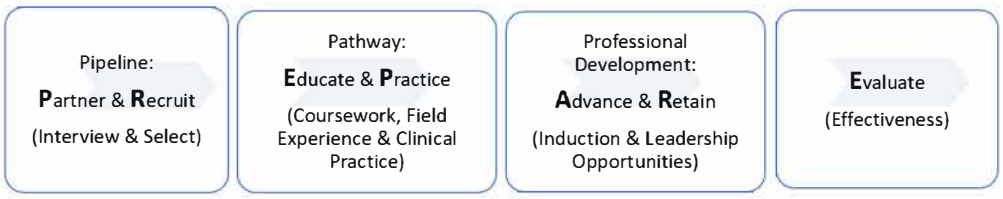

Table 5. ***PREPARE Framework***

P	**Partner.** We will develop a new residency partnership with a charter school consortium and continue our collaborative partnership with MPS to expand induction and professional development and leadership support to graduates. We will build, sustain, and expand teacher residences by hosting an annual "*Teacher Pathways Summit"* focused on state needs, where organizations, school districts, and IHEs collaborate to remove barriers and create sustainable residency licensure pathways.
R	**Recruit.** We will reduce widespread disparities between teachers and students by recruiting highly qualified individuals, specifically targeting Somali and Hmong communities, to teach in high-needs areas as determined by school partners.
E	**Educate.** We will improve the quality of preparation to new teachers by establishing a sustainable 15-18 months residency preparation model, where residents receive high quality teacher mentoring in a cohort model that includes rigorous graduate-level course work to ensure these future educators meet state license requirements.
P	**Practice.** We will integrate pedagogy and classroom practice-based learning experiences, tightly aligned to coursework, with teacher mentoring to prepare our educators.
A	**Advance.** We will advance teacher competence through leadership development and opportunities for both graduates and mentor teachers. Districts will relieve MTs from teaching duties to attend PD to increase their quality and knowledge. Resident graduates can become mentor teachers through our "*grow your own"* model where tenured graduates gain leadership skills and become mentor teachers for future residents.
R	**Retain.** We will provide expanded induction support to reduce isolation and increase retention for our graduates by extending the cohort model, introduced during preparation, to a 4-*year multi-tiered induction support* framework with enhanced professional development options. Increased retention of effective teachers leads to increased student achievement.
E	**Evaluate**. We will track candidate's progress throughout the program. We will collect and use feedback and data to enhance and continuously improve our program.

P = Partner to Build Capacity

Partnerships. For each of our residencies, we establish solid collaborative partnerships with planning teams. Our partnerships are about creating high-quality teachers from underrepresented backgrounds to work in our partner's schools. We have established an initial planning team with our charter school consortium representatives to help us plan our new residency program. Our MPS planning team is firmly established and will continue to meet regularly to develop, implement and evaluate our induction and Leadership Academy.

Out partner's needs assessments guide our planning. With our charters, assessments have revealed a need to recruit, prepare, and retain more teachers in the areas of special education and teachers of color in elementary. These assessments reveal schools have paraprofessionals with bachelor's degrees, including individuals of color, who are interested in being educators. MPS

assessments identify needs for more mentor teachers. As our first cohort of MPS residents approach tenure, the district also identified a need to provide clear professional development and pathways to teacher leadership roles, such as mentor teachers, coaches, and other leadership roles. Working collaboratively with our partners, we will plan, recruit, select, educate, and support teachers through a residency pathway to leadership positions.

Teacher Pathways Summit. To remove barriers to the teaching profession and build state capacity and sustainability of nonconvention pathways in our state, we will create an annual "*Teacher Pathways Summit*." This much-needed summit will bring together representatives from the Department of Education, other IHEs, and school partners, as well as other organizations, such as Black Men Teach, MN Educational Equity Partnership (MNEEP), Coalition to Increase Teacher of Color and American Indian Teachers, and Generation Next to collaborate and problem-solve ways to expand and enhance sustainable pathways that promote teacher quality and student academic achievement. See Summit planning ideas in Appendix H.

R = Recruit, Screen, Interview, and Select

Recruit. Many individuals may not be able to imagine themselves in the role of an educator because they did not grow up seeing teachers who looked like them. This systematic barrier indicates the work needed to increase the number of teachers in classrooms who more accurately reflect the diverse population of our schools. MPS mirrors national and state trends, employing disproportionately low numbers of teachers of color. Whereas 65% of MPS students identify as people of color, this is true for only 17%, or 562, of MPS teachers (Human Resources Equity & Diversity Impact Assessment: Final Report, 2018). Changing the mosaic of the teaching workforce and providing sustained support for all resident graduates will increase retention and result in higher academic achievement for students (MNEEP, 2016).

According to The State of Racial Diversity in the Educator Workforce (2016), the racial composition in alternative-route programs is more diverse (35%) than that of the traditional (26%) teacher preparation programs. Recruiting and retaining a capable teaching force that includes members of traditionally underrepresented groups is a critical strategy for improving achievement for a diverse student population. The diversity of our state teacher workforce does not match our student populations, which is steering us to target recruitment in our large immigrant (e.g., Somali, Hmong) populations as we prepare educators to serve in traditionally underserved LEAs. Through a collaborative effort, we will identify possible residents.

Offer a minimum of 5 online and face-to-face information sessions on residency pathway.
Recruit individuals, who have completed a 4-year bachelor's degree and are non-licensed educational professionals, within the charter schools and MPS.
Expand and recruit community members outside the partner school's individual dedicated to education as demonstrated by knowledge or record of accomplishment, if needed.
Attend 5 community events to recruit individuals in underserved communities, specifically targeting Somali and Hmong communities.
Make one-on-one connections with interested individuals throughout recruitment process.

Screen. We will utilize a comprehensive screening process, aligned with district hiring procedures, to review academic standards and record of success.

Applicants submit application through the school district human resources office.
Applicants complete official university graduate admission process online; verifying BA/BS
Applicants submit an essay to demonstrate written communication skills.
Application submit resume to provide record of accomplishment.
Applicants provide names for recommendation letters to provide record of accomplishment, experiences, and dispositions as related to residency.
Applicants take the state basic skills exams (reading & writing). This provides us evidence of skills and allow us to plan supports to support residents to pass tests for licensure.
We establish inter-rater reliability using rubrics across screeners. District and university personnel blindly screen district application materials (resume, essay, recommendations, transcript) using a rubric to ensure applicants possess admission requirements.
We select applicants for interview based on rubric scores.

Interview. We will engage in a rigorous interview process and assess applicant's attributes linked to effective teaching and coursework completion.

In advance, the district sends out instructions and links to training videos on fair practices in hiring to interview panelists, consisting of approximately 20 stakeholders including human resource personnel, administration, principals, mentor teachers, university faculty and staff, community partners, planning team members, and graduated residents.
The partner will host the interview day and set up interview panels consisting of 3-5 members from the district/school and university.
During the interview, the team assesses applicants using a rubric created for each specific part of the interview process. Rubrics measure skills and dispositions necessary for success in graduate courses, content knowledge, and potential to teach. Interview team provides feedback on each applicant's disposition and potential to be an effective teacher for diverse students.
During the interview, applicants engage in the following steps: (1) Answer questions during a traditional individual interview. The panel assesses applicant's verbal communication skills, content knowledge, and dispositions required to be a teacher (2) Discuss educational equity during a small group discussion utilizing materials provided in advance on culturally relevant pedagogy. The team assesses the applicant's ability to prepare, synthesize information, collaborate, and verbally communicate during discussions with others. (3) Teach a 5-7-minute lesson (performance assessment). The team assesses the applicant's performance, content knowledge and verbal skills,

Select. Director(s) and Coordinators select residents based on interview rubric scores. Identified finalist's participation in cohort is contingent on acceptance to the university. Based on assessments, our partners have identified shortages in special education and across all license areas a desire to increase teachers of color. For our charter consortium, we will select 20 residents per cohort to fill areas of teacher shortages starting in year two. For our MPS cohorts, we will select 15 residents to start each summer

Table 6. ***Recruitment numbers***

Admission #s	Year 1	Year 2	Year 3	Year 4	Year 5	Total
MSP Residency	15	15	15	15	15	75
Charter Residency	Plan	20	20	20	20	80
Total	15	35	35	35	35	155

E=Educate and P=Practice

In our residency pathway, we center on educational pedagogy (the practice of teaching) by interweaving our clinical practice into academic content. We prepare residents with strong teaching skills through a tightly aligned blending of rigorous graduate-level coursework that leads to a license plus master's degree and year-long hands-on apprenticeship experiences. This allows us to capitalize on the extensive time residents are working alongside a trained mentor teacher in classrooms. By the end of the academic year, our residents receive approximately 1200 hours of clinical experience with specific feedback linked to standards, practices, and performance benchmarks. Our course schedule and syllabi are included in Appendix K.

Residency Model. Residency begins the start of a five-year process from recruitment, preparation through induction, and finally to teacher leader. Our residency model is based on NCTR's Standards of Effective Residencies and university faculty participated in NCTR's new site development training. We have based our program upon models of high-performing teaching residences that prepare teachers for success in high-need schools and our activities are consistent with district, state, and other education reform activities that promote teacher quality and student academic achievement. Our residency model is a 15 to 18 month graduate-level preparation program with residents both school employees paid a stipend and university students.

Cohort Model. We create a positive learning community and facilitate professional collaboration and relationship building among residents through a cohort model. Cohorts provide residents an opportunity to develop a network of peer support during their program that can

continue during induction years. Isolation can be difficult for new teachers, who upon accepting a position are frequently left to succeed or fail on their own (Ingersoll, 2012). To guard against racial and social isolation, we foster connections that start in orientation with community building activities. We embed relationship-based activities in each course in the program.

Accelerated Schedule. Coursework typically starts and finishes in the summer with an accelerated timeline to the teaching professional. Appendix K includes an example schedule.

Align Curriculum to Standards and District and Community Needs. In addition to meeting required national (InTASC, CEC) and state license standards, we ensure our coursework meets the needs of schools. We examine the curriculum and compare the university and school evaluation systems to ensure what we are teaching and evaluating is in alignment to required standards and the school's evaluations, priorities, and context. This ensures our curriculum aligns to school attributes prioritized as important for teachers to possess. In addition, we use evidence-based and high-leverage practices to ensure effective practices are integrated across the curriculum (McDonald, Kazemi, & Kavanagh, 2013), and applied in the clinical experience. Specifically, we embed HLPs (Teaching Works, CEC, CEEDAR) to increase the likelihood that graduates demonstrate strong teaching skills, which lead to increased student outcomes. We are part of a statewide CEEDAR HLP planning team, and five faculty are Teaching Works fellows. This demonstrates our faculty's commitment to practice-based teacher preparation.

Utilize Technology. The COVID-19 pandemic has disrupted our education system and caused a shift from in-person to distance learning. The quick adoption of teaching on digital platforms was unplanned with little teacher training (Cavanough & Deweese, 2020). The results of our experiences are still unclear, but a new hybrid model of education or sustained use of online learning platforms may emerge and become the "new normal." In order to meet this emergent need, we model technology and ISTE standards use in our instruction and require candidates to utilize technology in every course.

Embed Culturally Sustaining Practices. Paramount to culturally sustaining pedagogy (Ladson-Billings, 2009; Paris, 2016) is preparing candidates to teach and support culturally, economically, racially, and linguistically diverse students, which is considered foundational to effective teaching for all K-12 students (Gay, 2010). We thread CSPs, focused on diversity, equity, and inclusion (DEI), through every facet of our programming not only for candidates, but also for faculty, clinical supervisors, and mentor teachers. The framework for our CSP (Paris,

2016) is providing candidates with an understanding of the systemic nature of racialized and intersectional inequalities and how education can also disrupt them through humanizing relationships of dignity and critical asset approaches to improve academic achievement. We also embed Jackson's High Operational Practices (2011) in our courses and clinical experiences. Our aim is to increase the cultural competence of residents by infusing "teaching through a culturally relevant lens" and embedding culturally sustaining practices that foster a culture that meets the needs of all students, including those with high needs from diverse communities. We cannot continue to provide teacher preparation the same way or we run the risk of perpetuating low expectations, bias, micro-aggressions, and institutional racism that has potentially caused these extreme cultural incongruities in the first place. Bristol and Goings (2018) recommend including strategies for graduates of color to successfully navigate potentially challenging racist school environments and to support white candidates to examine the role of white privilege in a multicultural context.

Differentiate Instruction. Our residency model prepares residents to work with **students with disabilities and multi-lingual students**. In the Educational Equity and Inclusive Practices course, residents learn about ableism, person-first language, IEPs, co-teaching, accommodations, differentiation, and UDL framework. Our current residency includes a 12-hour multi-lingual workshop, *Enrich, Enhance, Empower: An Introduction to Serving English Learners.* ELs make up a significant percent of our Twin Cities' student population. In this course, designed for teachers who do not have formal EL training and taught by the local multi-lingual specialists, residents gain knowledge and foundations to meet the needs of ELs in the classroom. This is an opportunity to build skill, knowledge, and capacity to meet the needs of multi-lingual learners.

Embed Effective Practices through Intensive Clinical Experience**.** At the core of the residency model, is the practice of teaching. Residents apply knowledge from coursework and practice skills efficiently with guidance of a mentor. Residency staff use two main tools/documents to describe the requirements, expectations and alignment. The first document is the Year-long Overview, which outlines expectations, high leverage practices, coursework, mentor teacher PD, and assessment for the resident each month for the full academic year. With this tool, the resident, mentor, course instructors, and clinical supervisors see the specific requirements for teaching and coaching, the focused HLP, and specific coursework aligned with the clinical for

the full academic year. The second tool is the Gradual Release Document. While the year-long overview lays out requirements for the year, the Gradual Release outlines these details month by month and serves as a monitoring checklist and monthly planning tool. The resident, mentor teacher, and clinical supervisor use this to plan out the month and embed effective practices in the clinical experience (see Appendix H). The program uses a learning cycle framework to integrate coursework with the practice of teaching (McDonald et al., 2013).

Table 7. ***Learning Cycle Framework Key Components***

1. Introduce knowledge of effective practices and technology aligned to standards.
2. Prepare and provide practice opportunities to build competency in skills.
3. Apply knowledge and skills in school settings.
4. Analyze teaching during clinical practice.

Through this cycle, candidates practice the HLPs repeatedly in increasingly complex settings and are supported in their learning with coaching, feedback, and opportunities for reflection. We assess monthly performance data on HLP core areas to evaluate teaching skills.

Courses Instructors. We hire district leaders as adjunct instructors to teach our courses independently or co-teach with full-time university faculty. The co-teaching arrangement allows us to increase the relevance of the content to the district context and model different co-teaching strategies. This practice deepens the learning and knowledge for both university faculty members and district leaders. We host instructional retreats three times a year. At retreats, we examine assignments, create a scope and sequence with activities in clinical, and align coursework, assignments, and evaluation with partner school elements. The directors, coordinators, and identified content specialists cofacilitate the retreats.

Table 8. ***Goals of Instructor Retreats***

Create a community of learners committed to providing teacher preparation.
Examine cultural identity, bias, and ways to incorporate and model CSP.
Integrate course-work and clinical experiences.
Explore and implement standards and practices.
Analyze data for continuous improvement.

Clinical Supervisors. Residents have a mentor teacher and clinical supervisor. The university hires this supervisor, who observes and provides ongoing feedback, evaluation, and support to the resident at a minimum once a month along with the mentor teacher. The clinical supervisor attends the same professional development and instructional retreats as the mentor teachers and the course instructors to ensure consistent communication across all parties to the residents.

Building Administrators. We involve building administrators by having them welcome residents, treat them like other staff, and support resident's growth while they are working in the

school during the clinical experience. The rationale is this involvement will help administrators write recommendations reflecting resident's strengths for hiring purposes. See Appendix H.

Support for Licensing Requirements. We offer residents supports to pass state licensing exams and the edTPA so they can obtain the highest level of license for a first-year teacher.

Master's Degree. We require residents to complete Master of Arts requirements. Residents take a research course and create an action research project based on needs identified in a literature review. The rationale for this course is so residents understand and can use research and data to modify and improve instruction. The MA earns residents a higher starting salary.

A= Advance

With our partners, we will advance both residency graduates' and mentor teachers' competencies and confidence through a range of professional development activities, such as summer symposiums, micro credentials, and professional learning communities (PLC).

Mentor Teachers. Mentor teachers (MT) are essential to effective residency programs. We will advance teachers' skills so they can proficiently serve as a trained MT. We match residents with trained MTs, who provide a year-long co-teaching partnership that fosters the resident's development of effective teaching practices and improves student's learning outcomes. The practice of making teaching explicit for someone else makes MTs better teachers for students. Mentor teachers develop professionally and benefit from the collegial relationships with teachers newer to the profession (Holloway, 2001). Repeatedly MTs have shared that their practice improves as a result of mentoring (Letters of support in Appendix E). Serving as a MT can develop coaching and leadership skills, improve teaching practices, and increase retention.

Selection. We collaboratively establish clear criteria for the selection of tenured MTs based on measures of teacher effectiveness, experience, education, license, subject area knowledge, and building administrator recommendation. The selection process includes completing an application and administrators conducting classroom observations of the prospective MT's planning and preparation, student engagement, and collaboration with colleagues. We select MTs who possess a strong belief in racial and gender equity policies and have demonstrated effective teaching as measured by the school's evaluation system.

MT Professional Development. By participating in professional learning community cohorts, MTs advance their teaching, coaching, equity, and leadership skills. We require MTs to engage in a variety of PD and provide systematic mentoring and coaching to the residents for the

year-long clinical experience. PD starts during the first summer with an orientation to learn about the residency program, roles of a mentor, strategies to welcome the resident to the school community, and MT competencies. Following orientation, we require mentors to participate in a scope and sequenced (see Appendix H) monthly professional development, focusing on the mentor competencies, mentor moves, coaching strategies, providing evidence-based feedback, having courageous conversations that orient towards teaching for equity, and providing space and time for mentors to reflect on their own growth as teacher leaders and as a professional learning community. During on-going PD, the directors, coordinators, clinical supervisors, and MTs meet to summarize the resident's performance over past month, set priorities for next month, and plan out the gradual release of responsibilities for the upcoming month.

Relieved from Teaching Duties. The school releases the MT from teacher duties one day a month to participate in the MT PD. MTs will be relieved from their teaching duties to attend PD as the resident takes on more responsibilities in the classroom. The resident, who has a sub license, can sub for the MT that day. MTs are trained to provide weekly coaching conversations, monthly resident evaluation, and participate in formal observations twice each semester with the clinical supervisor.

Professional Development for Residents and Graduates. In this project, we will continue our commitment to our residents' success after graduation by providing high-quality in-service PD activities based on assessed needs. According to a *Schools and Staffing Survey* (SASS), when examining a 1-year time frame nearly two-thirds of public-school teachers had not participated in PD in special education (U.S. Department of Education, 2013). There is a divergence emerging between traditional in-person schooling and the fast-growing demands of digital culture. Our new generation often views attending an in-person class to learn as unnecessary because the online realm has become the preferred learning environment. Thus, we will provide PD through multiple formats to our residents, course instructors, clinical supervisors, mentor teachers, and other educators. The PD will advance teacher's understanding of effective instructional strategies that are evidence-based for improving student achievement and provide knowledge and skills related to instruction and academic support. We will offer intensive, collaborative, data-driven, and classroom-focused summer symposiums and micro-credentials. We will ensure our PD activities are consistent with the educational reform activities in our state. We will evaluate each

PD session to measure impact on increased teacher effectiveness and improved student academic achievement, with findings used to improve the quality of the PD.

Summer Symposiums. We will offer summer symposiums in collaboration with the Minnesota Department of Education, Autism Society of Minnesota, and the Council for Children with Behavior Disorders. Each symposium will focus on evidence-based practices designed to give teachers specific strategies to teach students with disabilities in inclusive school communities.

Micro-credentials linked to Digital Badges. We will offer competency-based micro credentials. These mini certificates provide instruction and assessment of specific skills linked to standards and competencies based on district's PD and teacher's needs. To receive the micro credential, teachers must complete content and demonstrate proficiency in the targeted knowledge, skills, and standards. We will award the credentials through a digital badge, which is a validated indicator of skills and provides evidence of specialized competencies beyond the information provided on a traditional college transcript. We will work with our St. Thomas E-Learning and Research (STELAR) center and our Continuing and Professional Education (CAPE) program to create continuing education courses linked to the micro credentials so we can offer these without credits attached to save educators money. The PD will advance teachers' understanding of effective instructional strategies that are evidence-based strategies for improving student achievement. See Appendix H for more explanation of topics.

Table 9. ***Micro Credential Topic Examples***

Working with Racially and Culturally Diverse Students
Meeting the Needs of Multi-lingual English Language Learners
Operationalizing STEM for All
Meeting Early Foundational Mental Health Needs of Student
Addressing Student's Challenging Behaviors in Schools

R = Retain through Comprehensive Multi-Tiered Induction Supports

Nationally, up to 30% of teachers leave during their first three years of teaching (Ingersoll & Smith, 2003), while over 50% leave within first five years (Educators 4 Excellence Minnesota, 2015). Turnover among teachers of color can be 18-24% higher than white teachers (Ingersoll & May, 2011). In this project, we will implement comprehensive supports to our resident-graduates across a 5-year journey that starts with the residency year and leads to leadership development of our residents to become mentor teachers, teacher leaders, and teacher educators. The rationale for our 5-year commitment is to increase likelihood that graduates stay in teaching so that students reap the benefits of an experienced teacher and they continue to learn and grow as teacher

leaders. In Boston, an evaluation found that by their fourth year of teaching, teachers trained in a residency were more effective than other public-school teachers (Education First Report, 2011).

Of the 251 out of 300 MN districts reporting having some sort of induction program, 84% provide 1-year programs, 33% provide 2-year programs, and 18% provide 3-year programs (New Teacher Center, 2015). No districts reported a 4 or more years program. The rationale for our model, focusing on extended supports after graduation, is the link between participation in induction and retention. New teacher's engagement in induction activities reduces the probability of leaving the field (Ingersoll, 2012). Turnover financially impacts schools (National Commission on Teaching and America's Future, 2007) and significantly impacts student's academic achievement (Ronfeldt et al., 2013).

Through our established MPS residency, we already have 43 teachers in the field with our first cohort entering year three. We can immediately implement and pilot induction activities and simultaneously begin implementing our new residency program with our charter school partners. We plan to examine the phases of the model at different points of time from preparation to tenure and beyond. We plan to collect longitudinal data, analyze outcomes, and engage in continuous improvements across the first 5 years/lifecycle of a resident's experience.

To date, the retention rate for MPS graduates is much higher than the national and district average. The retention rate for cohort 1, entering their third year of teaching is 100%. The retention rate for cohort 2, entering their second year of teaching is 93%, and 100% of cohort 3 is hired to begin their first year of teaching in the fall. To maintain our high retention rate, we will add induction activities and leadership professional development. In this project, we expand the formalized induction program from a 1-year program to the resident's first 4-years of teaching, counting the residency year this is a total of five-year commitment to the residents and graduates. During this period, we will provide differentiated support and PD to impact retention. Our 5-year commitment has multiple benefits: 1) Contributes to teacher retention by focusing support on content expertise and expertise in teaching; 2) provides a leadership pathway; 3) increases the quality of support for new residents through exposure to graduates who have been in their shoes; 4) builds a pool of high-quality mentor teachers, including more BIPOC to support the program each year. We selected these strategies because leadership opportunities reduce social isolation, increase credibility among colleagues, and content expertise capitalizes on teacher strengths all leading to increased retention. Each strategy is outlined including in Tables 10 and 11.

Leadership Academy. Teacher leadership enhances teachers' status, builds their leadership skills, improves and corroborates their professional knowledge and pedagogical practice, and enhances their motivation and intellectual stimulation, thereby helping all students achieve (Katzenmeyer & Moller, 2009; York-Barr & Duke, 2004). Teacher leadership includes formal and informal roles such as leading professional learning communities, mentoring new teachers, and serving in coaching and coordination positions (Danielson, 2007). In collaboration with our school partners we will develop, implement, and evaluate a *Leadership Academy* aimed to prepare graduates to serve in this range of leadership roles and specifically to prepare them to become MTs for future residents. Each year, we will select up to 50% of eligible graduates to participate in the Leadership Academy, which will be held during the spring and summer of their third year of teaching. The Leadership Academy will be based on New Teacher Center Mentor Teacher Curriculum and Elena Arguilar's (2020) work on coaching for equity, providing feedback, and training on district teacher evaluation tools.

Multi-tiered System of Induction Supports. This project commits to resident graduates for a minimum of five years, while recognizing that not all teachers will need the same types of support. We have designed a multi-tiered system of support (MTSS) framework to differentiate support for graduates. For 5-years, we will follow the resident to teacher to teacher leader journey. The following tables provide details on our multi-tiered induction supports. In this project, we will hire a charter consortium residency coordinator who will serve a dual role as an induction specialist. MPS has Professional Assistance and Review (PAR) mentors to assist new and experienced teachers in developing and improving skills required to be a proficient teacher.

Table 10. ***Five-Year Induction Support Plan Overview***

Year	Supports	Data
Year 1 **Residency Preparation Year**	Universal supports for all • Resident participates in residency and coursework • MT supports resident • In MPS, MTs receives coaching from PAR-mentor • In MPS, PAR-mentor helps plan PD and learns about resident's strengths and areas of growth • Towards the end of the year, resident completes an induction plan for the next year in collaboration with MT and clinical supervisor identifying support needs for next year	• Monthly evaluation rubrics • NCTR surveys (mid and end of year) • Principal survey • NeXT surveys (entry and exit) Based on data, recommend induction and summer support

Year 2 **1st Year Teacher**	• Graduate receives school provided mentor support • Mentor supports and observes informally and formally with school evaluation rubric • Principal observation and feedback 3 times a year • Mentor and principal inform end of year rehire decision • As needed, graduates receive supplemental or intensive supports & can choose "choice supports"	• Mentor data • NeXT surveys (transition to teaching and supervisor) Based on data, recommend participation in induction activities
Year 3 **2nd Year Teacher**	• As needed, graduate receives universal, supplemental or intensive induction supports and any 'choice supports" • Resident attends PD • Eligible to become a demonstration classroom for residency assignments / field week • In MPS, eligible to participate in district partner Pro-Pay courses focused on identified needs from first year of teaching - once completed increase in pay.	• Teacher evaluation data • Retention data • Participation in induction activities Based on data, recommend participation in induction activities
Year 4 **3rd year Teacher**	Graduates eligible for Leadership Academy (1) Evaluation System Observer Training (2) Art of Coaching and Coaching for Equity (3) New Teacher Summit	• Teacher evaluation data • Induction participation • Recommend for tenure
Year 5 **4th Year Teacher**	• Eligible to serve as residency MT • Serve as MT attending university mentor teacher PD	% Mentor Teachers

Table 11. ***Tiered Support Plan***

Tier 1. Universal supports for all learning to teach

- Mentorship. Schools provides mentor for all first-year teachers. The mentor connects teachers to resources, supports, and coaches performance based on the district evaluation tool and shares teaching strategies and best practices.
- PD. School provides professional development opportunities to all teachers,
- PD. University hosts summer symposiums and micro-credentials based on needs.
- Social Supports. Graduating residents identify volunteer cohort co-captains to plan and facilitate social supports and plan alumni networking events. Volunteer creates community-building events, promotes affinity support groups and elects a manner to stay connected (Facebook). They will help write and disseminate a quarterly alumni newsletter.
- Affinity Groups. We will create affinity groups based on identified needs. An example of an affinity group is "male teachers of color," This group will be connected with others such as Profound Fellows & The Fellowship: Black Male Educators for Social Justice.
- Induction Seminars. We will host induction seminars aimed at continuing collaborative learning and providing space for graduates to discuss topics (completing due process paperwork, setting up classroom, creating lesson plans) with colleagues. We base seminar

topics on the induction surveys completed at the end of the first and second year of teaching. We will host two fall and two spring semester seminars.

- Navigating Pairs. We will pair self-identified graduates, at end of first teaching year, with new residents for mentorship and support to meet in-person or via technology.

Assessment: We move graduates, who need support beyond universal to supplemental or intensive support based on data and determined by mentor, administrator, and/or self.

Tier 2. Supplemental/choice supports for finetuning teaching skills

- We create an induction plan that meets targeted needs and use of tiered support.
- During the summer, we encourage graduates to attend university sponsored PD opportunities, such as our symposium, linked to the resident's identified areas of need.
- Graduates attend monthly small group work sessions for assistance with lessons, due process, classroom management, and other areas led by induction specialist. For sustainability purposes, we will transition this role to previous residents, after working in the district over 3 years, as part of leadership development.
- Graduates engage in regular reflection journal to be discussed in monthly group work sessions in order to identify areas of concern.
- Graduates participate in school's PD, in areas of need. Induction specialist collaborates with the district to identify supports/key people to provide PD based on areas of needs. Examples include classroom engagement & de-escalation.
- Graduates film, view, self-evaluate, and monitor progress on teaching and share with induction specialist for feedback.

Assessment: During supplemental support, the administrator, induction specialist, and/or mentor observe the new teacher and complete an assessment. The graduate collects self-monitoring data through recorded lessons and/or reflection journal. We move graduates who are not making progress with supplemental support to the next phase, intensive support.

Tier 3. Intensive supports for more individualized help mastering teaching

- The induction specialist will consult with the administrator and graduate to identify specific assets and strengths and create a written individual growth plan with goals & objectives.
- The school administrator can provide mentor/coach for graduates who need more individualized and intensive support based on individual needs.
- The induction specialist and/or mentor/coach will conduct 1:1 classroom observation utilizing the cycle of (1) plan, (2) observe, and (3) debrief or live coaching.
- The induction specialist and/or mentor/coach will meet with graduate via web-conference or in person to problem-solve classroom situations as needed.
- Graduate will visit veteran teachers, identified as distinguished in the area of identified growth, to observe and learn with or without the induction specialist or mentor/coach.

Assessment: The induction specialist and/or mentor/coach observes the new teacher and completes an assessment to determine graduate's progress on individual growth plan. The graduate collects self-monitoring data based on areas of growth in individual plan. When progress is made, support is faded and the graduate moves to less intensive levels of support.

E= Evaluate

We will track candidate's progress throughout the program. We will collect data and use the feedback to enhance and continuously improve our residency program.

Quality Assessments. To prepare teachers with strong teaching skills and who meet high academic standards, we examine a series of key assessments and five performance benchmarks 1) admission; 2) begin courses; 3) coursework & field experiences; 4) clinical practice; and 5) graduation. Our residents progress across these strategic transition points throughout the program (see Appendix H). These assessments evaluate resident's demonstration of competency and readiness to move on to next level. Each benchmark provides a measure of competency, readiness for the next phase, and feedback to the candidate. In our assessments, we examine foundational knowledge, professional dispositions, ability to take on more responsibilities of the teacher of record, utilizing effective practices, and technology. Our courses have embedded competency-based assessments in assignments to ensure opportunities for candidates to practice instructional strategies and receive guidance and feedback that supports development of state standards. Candidates demonstrate achievement by meeting the competencies in the assessments on a 4-point scale. The program requires candidates maintain a minimum of 3.0 GPA and pass ed-TPA and state license exams. We track progress on these requirements. Residents attend advising sessions regularly to review assessments and track progress. A project director checks with course instructors every eight weeks to determine if any candidate needs supports. See Evaluation section for more details.

(iv) Extent project is part of a comprehensive effort to improve teaching and learning

Our TQP proposal aligns with our university mission and our comprehensive vision for education based on our School of Education (SoED) four cornerstones, 1) promoting excellence; 2) preparing tomorrow's leaders; 3) connecting with communities; and 4) inspiring change. We work collectively within and outside of the university to improve educational systems devoted to equity and excellence in education for all children (Campbell, 2020). Thus, our TQP proposal aligns closely with the variety of ways the SoED is influencing and improving teaching and learning and our diligent work to reduce barriers to becoming a teacher through local, state, and national efforts.

First, our university's focus on comprehensive social justice work is critical, especially in Minneapolis, where our problems have been headlines. Our city has been rocked by protests, destruction, and overwhelming recognition of individual prejudices, which has led to a national conversation. Now is the time to seize the moment and act to address racial gaps in education. In this project, our university will collaborate with our partner schools to address racial inequities in

education. St. Thomas has a long history of efforts to improve teaching and learning alongside school partners dating back to 1948. Additionally, our university has a 25-year history of successfully recruiting and preparing teachers from traditionally underrepresented groups through our CUE, OSEP, and established residency programs. With our SPPS and MPS partners, we have prepared 104 residents in five cohorts and two new cohorts graduating this spring for an additional 34 teachers in the fall. We have also selected an additional 47 residents to begin their teacher preparation program summer 2020. Overall, these cohorts identify as 60% BIPOC. The opportunity to expand and enhance programming to support and retain residents would allow us to build on our partnership and work even more collaboratively to support BIPOC in our region. Furthermore, the University of St Thomas and partner schools have collaborated with other organizations, such as Minnesota Department of Education (MDE), NCTR, Teaching Works, Black Men Teach, Generation Next, Teach 2020, and the Coalition to Increase Teachers of Color and American Indian Teachers. Third, St Thomas has been involved in the Charter School movement since 2001 when we became a Charter Authorizing Program. Currently we authorize 12 schools. The vision of the UST Charter Authorizing Program is to authorize excellent charter schools in order to increase quality educational opportunities for all children. We strive to be a national model for quality authorizing and schools' authorizer of choice.

Additionally, to improve teaching and learning, we base our preparation programs on standards (national InTASC & CEC, state, ISTE Technology) and effective practices (CEC & CEEDAR/Teaching Works HLPs, WWC EBPs). These standards and evidence-based practices, embedded in our coursework and clinical practice experiences, support rigorous academic standards for students.

Lastly, our Teacher Pathways Summit will allow us to serve as a regional leader to bring together other IHEs, schools, and educational organizations to discuss ongoing and sustainable teacher preparation pathways focused on improving teaching and learning for all students in our state. Collectively, we are positioned to successfully carry out the work of this initiative and contribute to the goals of the university, SoED, and TQP grant. The table below illustrates how our proposed TQP grant contributes to local needs to improve teaching and learning by recruiting, preparing, and retaining effective teachers who represent their communities.

Table 12: ***Building Capacity over Time***

2017-18 MPS	2018-19	2019-20	TQP 1 2020-21 MPS & CS	TQP 2 2021-22	TQP 3 2022-23	TQP 4 2023-24	TQP 5 2024-25
Cohort 1 Year 1 Resident	Cohort 1 Year 2 1st year Teacher Induction	Cohort 1 Year 3 2nd year Teacher Induction	Cohort 1 Year 4 3rd year Teacher Leadership Academy	Cohort 1 Year 5 4th year Tenured Mentor Teacher			
	Cohort 2 Year 1 Resident	Cohort 2 Year 2 1st year Teacher Induction	Cohort 2 Year 3 2nd year Teacher Induction	Cohort 2 Year 4 3rd year Teacher Leader Academy	Cohort 2 Year 5 4th year Tenured Mentor Teacher		
		Cohort 3 Year 1 Resident	Cohort 3 Year 2 1st year Teacher Induction	Cohort 3 Year 3 2nd year Teacher Induction	Cohort 3 Year 4 3rd year Teacher Leader Academy	Cohort 3 Year 5 4th year Tenured Mentor Teacher	
			Cohort 4 Year 1 Resident	Cohort 4 Year 2 1st year Teacher Induction	Cohort 4 Year 3 2nd year Teacher Induction	Cohort 4 Year 4 3rd year Teacher Leader Academy	Cohort 3 Year 5 4th year Tenured Mentor Teacher
			Charter School Consortium Plan	CS Cohort 1 Year 1 Resident	CS Cohort 1 Year 2 1st year Teacher Induction	CS Cohort 1 Year 3 2nd year Teacher Induction	CS Cohort 1 Year 4 3rd year Teacher Leader Academy
					CS Cohort 2 Year 1 Resident	CS Cohort 2 Year 2 1st year Teacher Induction	CS Cohort 2 Year 3 2nd year Teacher Induction
						CS Cohort 2 Year 1 Resident	CS Cohort 2 Year 2 1st year Teacher Induction
							CS Cohort 2 Year 1 Resident

(b) Project Evaluation

( ) Extent evaluation methods provide valid and reliable performance data on outcomes.

In our comprehensive evaluation, we will utilize qualitative and quantitative methods (both formative and summative) to collect valid and reliable performance data. Methodologies used will be dependent on the outcomes being measured. To ensure fidelity of implementation, both an internal and external evaluator will assess progress towards the relevant outcomes. Project directors, as well as internal and external evaluators, will meet on an ongoing basis to ensure all grant objectives are being met. Our evaluators have significant experience evaluating grants and the additional of an external evaluator ensures conflicts of interest will be negligible. Our outcomes are listed in our Logic Model in Appendix C and Table 3.

Table 13. ***Internal and External Evaluators and Evaluations***

Internal Evaluator. Our internal evaluator is Dr. Todd Busch. Dr. Busch has expertise in assessment and has co-authored and served as an internal evaluator on multiple federally funded OSEP grants and has authored numerous papers on assessment and student performance. Over the last 20 years, he has served as a national consultant to schools on assessment practices and lead development on two standardized assessments.
Internal Evaluation. The internal evaluator and directors will conduct the internal evaluation. They will review progress measures on development of the charter school planning team as well as the Teacher Pathways Summit. Additionally, this team (with input and support from the dean) have the content knowledge and expertise to address the quality of the course work and to ensure that all the courses contain, the requisite numbers of standards (national, state, & technology) and practices (EBP, HLP & CSP) as well as the key assessments that align to state licensing requirements. This team will regularly assess the progress toward completion of the goal and objectives during monthly meetings throughout the duration of the project. They will review data related to recruitment, course completion, and meeting licensure competencies that is collected through the university course evaluation system - TK20. This system allows faculty to view resident's course completion, course assessment scores, transition point benchmarks, and field experiences and clinical practice observational data. Additional quantitative data on resident's performance will be collected through Network for Excellence in Teaching (NExT) surveys (Entry, Exit, Transition to Teaching, Supervisor). These were developed by a consortium to assess teacher preparation. This data provides us the perceived quality of our preparation programs as viewed by graduates and their supervisors to the overall scores across all NExT institutions. We use feedback from all these data sources to make needed program improvements. The Entry and Exit surveys act as a pre/post survey measure to evaluate how well scholars feel their program trained them to be effective teachers. NExT surveys will also be leveraged a year after students complete the program to again determine their perceived levels of competence. External measures of the program completers competence will be completed using the NeXT Supervisor Survey. All the NExT surveys have good technical adequacy. Internal quantitative data collected will include tracking the number of diverse scholars who are recruited, residents who enter, complete the program, and receive a license. Retention will be reviewed by reviewing teaching rosters and annual program completer surveys. Finally, the number of graduates who participate in the Leadership Academy and serve in leadership positions will be determined through enrollment rosters, surveys, and direct partner feedback during planning meetings. We will also solicit feedback from graduates participating in the PD to make improvements. These methods of evaluation and internal review process will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
External Evaluator. Our external evaluator is Dr. Mitch Yell. Dr. Yell is well suited to provide an unbiased perspective and he is experienced in the role of external evaluator. He has been the principal investigator or co-principal investigator and internal evaluator on numerous federal grants (field-initiated research grant, personnel preparation grants, leadership training grants, and a project of national significance). Dr. Yell is eminently qualified to ensure our goal and objectives are being met in a timely manner and to ensure the integrity of our academic programs and quality of the implementation of our management plan. Dr. Yell, will be involved in determining whether key activities are carried out as planned with fidelity of

implementation and the overall quality of the implementation of our goals, activities, and management plan.
External Evaluation. The external reviewer is responsible for ensure our project carries out the evaluation and will work with the internal evaluator and directors. Dr. Yell will act as the external evaluator for the grant in its entirety. We will hold frequent meetings with Dr. Yell to review data. His evaluation will be conducted in several phases across the duration of project. During year one, Dr. Yell will assess the planning of the charter school residency program by soliciting input from the directors, coordinators, and planning team. This input evaluation, based on feedback, will be aimed at ensuring that quality and scope of the program is sufficiently rigorous and that adequate resources are available and being used in an efficient and effective manner. During years one through five, Dr. Yell, will be involved in process evaluation, which involves determining whether planned key action steps are executed with fidelity (in the manner called for) in the management plan. Outcome evaluation determines the extent to which key action steps and project goal and objectives are achieved. To accomplish this, the external evaluator will review all descriptive and quantitative data for the grant period. Dr. Yell will draw on the data gathered for the internal evaluation by the internal evaluation team. Dr. Yell will review all qualitative and quantitative data for the duration of the project. He will ensure that residents are making adequate progress through program. Dr. Yell will meet with the directors and coordinators and conduct an annual review of project activities, planning team meeting notes, and grant personnel meeting notes that detail the monitoring of key action steps. He will provide formative evaluations results to the internal evaluator who will share with the planning team. In year five, Dr. Yell will conduct a summative evaluation to determine the extent to which goal and the expected outcomes of the project were achieved. Dr. Yell will accomplish this by reviewing all qualitative and quantitative data for the duration of the project as well as documentation of completion of the other project activities and goals. He will author the summative evaluation report in the final year of the project to determine the extent to which goals of the project were achieve

(ii) Extent evaluation methods are appropriate to goals, objectives, and outcomes

Our Evaluation Table summarizes the components of this project's evaluation, data collection methods and personnel responsibilities that will be followed to ensure outcomes are met. Additional evaluation measures are included in our management plan. Our evaluation plan includes evaluation methods to collect valid and reliable performance data to gauge our performance. We will analyze and use the data to monitor our progress and the extent to which our project meets our specific and measurable goals, objectives, and desired outcomes.

Table 14. ***Evaluation***

Planning Evaluation Questions Aligned to Objective Measures	1. Evaluation Component 2. Data Collection Method	Responsible Personnel
Goal: Create sustainable teacher residency programs that prepare and retain high-quality licensed educators, including teachers from underrepresented communities, in high needs areas to increase student achievement.		
P=Partner		

Objective 1. Build capacity by creating a new high-quality charter residency program and expanding and sustaining an existing residency program, based on high-need areas, through collaborative partnerships with schools and the community. **Outcomes.** Sustainable residency program that prepares high-quality teachers, induction model that helps retain teachers, statewide collaboration to sustain pathways		
Charter School Consortium Residency		
1) Was a need's assessment conducted and charter school planning team created? (1.1)	1.Internal & External Evaluation 2. List of member charter schools and planning team personnel	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr Yell
2) Were 90% of indicators on NCTR's Standards for Effective Residency Programs completed before launch of the charter school residency? (1.1)	1. Internal Evaluation 2. NCTR's Standards for Effective Residency Programs Indicators	Drs. Neilsen Gatti, Stansberry Brusnahan, Busch, & Campbell
3) Was first charter school residency cohort launched by June 1, 2021 and cohorts offered in years 2, 3, 4 and 5?(1.1)	1.Internal & External Evaluation 2. Cohort Schedule, Course information from Murphy (course scheduling software)	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr Yell
MPS Residency		
4) Was an annual need's assessment conducted and were residency cohorts offered in years 1 to 5? (1.2)	1.Internal & External Evaluation 2. Planning team personnel, cohort Schedule, Course information from Murphy (course scheduling software)	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr Yell
5) Was district planning team for MPS induction program created? (1.2)	1. Internal Evaluation 2. Planning team roster and meeting agendas	Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch
Teacher Pathways Summit		
6) Was a Teacher Pathways Summit offered annually with 80% participation of invited organizations? (1.3)	1.Internal/External Evaluation 2.Marketing materials, agendas, comparison of invited organizations to those that participated	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr Yell
R=Recruit		
Objective 2. Increase number of BIPOC high-quality educators in critical shortage areas to serve in high-needs LEAs. **Outcomes**. Educators who meet critical shortage areas, Diverse educators, Improve student achievement.		
7) Were 5 school information sessions and 5 community recruitment events attended annually	1.Internal & External Evaluation 2.Flyers, marketing materials, materials produced in multiple languages	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch

that focused on culturally diverse applicants? (2.1)		External: Dr. Yell
8) Did all cohorts started contain at least 50% of students from underrepresented diverse populations? (2.2)	1. Internal & External Evaluation 2. Cohort demographics based on selection process and NExT Entry Survey	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr. Yell
9) Did we recruit, select and prepare 155 residents (50% from diverse populations) to work in critical shortage areas in underserved high needs LEAs? (2.3)	1. Internal Evaluation 2. State Board of Teaching Licensure database, college and program post-licensure survey data, charter school and MPS school teaching rosters	Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch
E=Educate and P=Practice		
Objective 3. Prepare cohorts to meet the highest-level of eligible license requirements in identified high-need areas though a comprehensive residency model. **Outcome**. High quality educators to support student achievement.		
10) Is coursework for residency programs developed that includes standards (national, state, & technology) and effective practices (EBPs, HLPs & CSPs)? (3.1)	1.Internal & External Evaluation 2. Course syllabi with practices embedded and highlighted in each course	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, Busch, & Campbell External: Dr. Yell
11) Do 80% of residents maintain a 3.0 GPA across all coursework? (3.2)	1.Internal Evaluation 2.Course grades, clinical observations and rubrics, field experience documentation forms	Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch
12) Do 80% of residents pass all three edTPA tasks? (3.3)	1.Internal Evaluation 2.EdTPA scoring summaries as provided by Pearson Assessments	Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch
13) Do 80% of all residents meet all state license requirements to obtain a teaching license including passing all license exams? (3.4)	1. Internal & External Evaluation 2.MN Professional Educator Licensing & Standards Board license look-up database	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr. Yell
14) Do 80% of all residents demonstrate improved skills in working with diverse learners and complete practice-based	1.Internal Evaluation 2.Monthly clinical observation rubrics, NExT Entry & Exit Surveys, NExT Transition to	Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch

learning experiences in high-needs schools? (3.5)	Teaching and Supervisors Surveys (1 year after program completion)	
A=Advance and R=Retain		
Objective 4. Increase teacher retention and grow our own teacher leaders through advanced professional development and multi-tiered differentiated induction supports for four-years past graduation. **Outcomes.** Teacher retention. Diverse teacher leaders.		
15) Were multiple induction events offered per year and were levels of requested induction support tracked and provided?? (4.1)	1 Internal & External Evaluation 2.Event materials, agendas, # of events, district request forms and database	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr Yell
16) Did 50% of graduates participate in the Leadership Academy and assume teacher leadership positions? (4.2)	1.Internal Evaluation 2.Leadership Academy participation logs, charter school and district surveys of graduates, resident interviews	Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch
17) Did graduate complete service agreement	1.Internal 2.Certificate from HR at beginning and end of each year	Dr. Neilsen Gatti
E=Evaluate: Summative Program Evaluation Questions		
19) Did 80% of graduates that participated in induction supports remain in the field of teaching a minimum of four years? (4.1)	1. Internal & External Evaluation 2. Annual survey data, district & charter school teaching rosters, NExT Transition to Teaching Survey	Internal: Drs. Neilsen Gatti, Stansberry Brusnahan, & Busch External: Dr. Yell
20) Are the key action steps in the grant being implemented as planned?	1. External Evaluation 2. Interviews with project personnel, district and school personnel, residents	Dr Yell

(c) Adequacy of Resources

(i) Adequacy of support (facilities, equipment, supplies, resources) from organization

As the lead applicant, our university has both the capacity to provide adequate supports and the conviction to complete this project as we know we can and must do better in addressing educational disparities. George Floyd's murder in Minneapolis has led to nationwide protests highlighting racial segregation in all contexts. Our university is situated in the epicenter that sparked the national movement addressing systematic racism across the country with all eyes on Minnesota to lead and address racial gaps in areas such as education. Our Center for the Common Good is calling on all faculty to respond with urgency and conviction. This idea is foundational for us and is embedded in our mission. Over the last few years, our administration

has introduced initiatives to address racism on our campus. Founded in 1885, we are Minnesota's largest private university. The following table and Appendix H provide details on our DEI initiatives that set the foundation to support the important work embedded in this project.

Table 15. ***School of Education Diversity, Equity and Inclusion (DEI) Activities***

University-Wide Training. Faculty completed DiversityEdu training.
Monthly Book Study. The SoED participates in monthly book study with discussions centering on the purpose of schooling in changing societies. and schools being a site for sustaining the cultural practices of communities of color, rather than eradicating them as part of a collective movement toward educational justice.
Faculty Retreats. Faculty participate in retreats and identified at least one culturally sustaining practice and corresponding assignment for every one of our courses.
Dean's Forums. Faculty and students participate in monthly forums addressing racial literacy that build off of Columbia University's Racial Literacy Lecture Series.
Diversity Equity & Inclusion Fellows. Faculty attend Center for Faculty Development DEI Fellows Lunch and Learn sessions, which includes topics such as bias.
Brown Bag Discussions. Faculty participate in SoED Brown Bag discussions devoted to issues of diversity, equity, and inclusion, with a particular focus on issues of race.
Film Viewing. Our SoEd hosted viewing the documentary "Love Them First: Lessons from Lucy Laney Elementary" and engaged in a question-and-answer session.
Diversity, Equity, & Inclusion Committee. Our project director, Dr. Neilsen Gatti, is on the SoED DEI committee, which meets monthly and created a school-wide DEI statement.
National Urban Alliance Summit. Our university hosted and faculty participated in the NUA summer institute on "Student Engagement with an Equity Lens."

We can support this project through our 40 accredited and high-quality programs in the School of Education and College of Art and Sciences that prepare teachers and educational leaders.

- Accredited Higher Learning Commission of North Central Association of Colleges & Schools and Professional Educator and Licensing Standards Board (PELSB)
- 2019 and 2020 Best Online Colleges for Value: Master's Special Education
- 2020 Best Online Master's Special Education Degrees-Best Faculty Interaction
- 2020-2021 Top Picks: Early Childhood Education ITP Masters-Opportunities for diverse experiences, accelerated licensure path, and record for producing successful graduates

Our successful track record of managing federal grants (OSEP, 2016-2021) demonstrates our ability to support this grant. Another key support that will ensure our success on this project is we provide extensive supports so residents can successfully complete coursework, edTPA, and required license exams. Here are statistics from the last two years of graduates.

- 92% pass rate on all applicable state license examinations
- 96% pass rate on edTPA
- 95% applied for and hold state licensure

- 95% received an employment offer as a licensed teacher and hold full-time position in an educational setting
- Average of 3.42 out of 4 when supervisor asked one year after graduation if teacher effectively teaches the subject matter in license area (NexT survey)
- Average of 3.54 on differentiating instruction for students (NexT survey)

Grant personnel, course instructors, clinical supervisors, mentor teachers, and residents have access to a multitude of quality resources and support. The mechanisms our university provides interacts positively with district resources to ensure project success.

Table 16. ***University of St Thomas Resources***

Facilities. Two campuses 1) 78-acre St. Paul campus and 2) 3-city block Minneapolis campus with 1064 staff and 819 faculty. We offer more than 100 undergraduate and 60 graduate programs to 10,000 students from 50 states and 63 countries at our top-notch facilities.
Equipment and Supplies. Key project personnel have a campus office and classrooms with access to telephones, computers, and up-to-date technology including interactive whiteboards, document cameras, internet, and projectors.
University Libraries. Libraries on both campuses provide resources, services, computer access, and technology including access to copying and scanning machines.
Information Resources & Technologies. Technology services include Microsoft products and help available via phone, email or counters to get assistance with technology questions.
Center for Well-Being. Integrated model of services that provides 1) Counseling & Psychological 2) Health, and 3) Health Promotion, Resilience, & Violence Prevention.
Diversity & Inclusion Services. Services to enhance and ensure equitable retention, graduation, and satisfaction of students of color. University holds a deep commitment to develop and sustain a diverse campus community including gender, race, ethnicity, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability.
Center on Race, Leadership & Social Justice. Services to enhance diverse campus climate.
Center for the Common Good. Integrates community engagement into university experience so students learn how to influencesystematic structures and create positive social change.
Wellness Support. Services to develop healthy lifestyle choices; promote behaviors that result in enhanced wellbeing; and develop whole person by offering programs, resources, and materials on health promotion and illness prevention
Academic Counseling and Support Center. Services include a Writing Center and Math Resource Center to support residents with tools necessary for success. Services include a Writing Center and Math Resource Center to support residents with tools for success.
Disability Support. Disability services with accommodations to provide equal access in compliance with ADA & Section 504 Rehabilitation Act for qualified students.
Sponsored Programs Office. Access to support for submission of reports for this grant.
St. Thomas E-Learning and Research Center. Supports for instructors to enhance learning through transformative and intentional application of digital technologies and methods..
NCTR Technical Assistance. Support to plan and share learning from other residencies.
District Facilities and Supports. Facilities include classrooms with technology for courses. District supports also provided for residents during their residency year and induction supports provided for new teachers starting in year 1 of teaching.

ii) The extent to which the budget is adequate to support the proposed project.

Our budget is adequate to support the proposed project as we create sustainable teacher residency programs that prepare high-quality licensed educators, including teachers from underrepresented communities, in high needs areas. MPS will cover their resident's stipends. The majority of our budget covers charter residency stipends during project years two to five. Stipends will be covered as we pilot the initiative and build a solid reputation with charter schools. The TQP grant will cover a new position as we are hiring a consortium residency coordinator to support our residency programs, launch the new residency, and provide induction supports. The budget will cover some induction supports and a percentage of the project directors' costs in the summers when residency cohorts overlap with one wrapping up and another starting.

(iii) Extent costs are reasonable in relation to the objectives, design, and significance

In this project, the costs are reasonable as we build capacity by creating a new high-quality charter residency program and expanding and sustaining an existing residency program, based on high-need areas. Our project's costs will have impact beyond the five years of this grant as we build strong collaborations to sustain nonconventional pathways to licensure in our state to meet areas of high-needs and work to remove barriers to enrolling in teacher preparation programs through our annual summits. Our summits will bring new stakeholders to the table to contribute to increased capacity and sustainability. Our summits will allow smaller entities to come together to collaborate and make an impact in areas in which they are unable to do so on their own.

One of our objectives to increase the number of BIPOC high-quality educators in critical shortage areas to serve in high-needs LEAs. This is significant as these shortage areas have been identified nationally and by our state and school districts. With our well-designed PREPARE framework, we will build capacity as we strive to diversify our educator population, which is extremely important with our nation's and Minneapolis's current focus on social justice. We have a proven track record that has already yielded positive results on recruiting diverse candidates and preparing a more diverse teacher workforce. The cost-effect of diverse teachers impact on student outcomes is intangible. Our project opens doors to careers in education. Without a pathway, some might not have the opportunity to become a teacher as demonstrated by the letters of supports from some of our graduates. With our comprehensive PREPARE framework, we will prepare cohorts to meet the highest-level of eligible license requirements in identified high-need areas.

With our focus on increasing teacher retention and growing our own teacher leaders through multi-tiered differentiated induction supports and advanced professional development, we help schools avoid cost expenditures as it is estimated that the national impact of teacher turnover is 2.2 billion dollars (Ingersoll, 2015). When examining costs of preparing individual teachers, districts lose $17,000-20,000 for each teacher who leaves (Ingersoll 2015). Our development of mentor teachers and teacher leaders from diverse communities also spreads the impact of our project beyond the classroom teacher level into leadership roles.

(iv)Extent applicant has the resources to operate the project beyond grant

The funding to this project allows us to demonstrate to districts the long-term impact of a residency model and induction supports and the cost-savings of the model. To date, we have had 96% retention with the MPS residency model. Higher retention rates impact district finances. Districts can use these cost-savings to invest in residency stipends when grant support is not available. To extend activities beyond the grant, we are building several components so that they do or will not require funding in the future. For example, volunteer graduates will transition into leading our social support groups, affinity groups, and our navigating pairs. We will be using NCTR's financial sustainability tool to build a sustainable model without grant funding. To date, we have the resources to operate the project beyond the length of the grant as demonstrated by supports at the state, community, university, and partnership levels to ensure long-term success.

Table 17. ***Broad Support***

State Support. We have broad support including state agencies. See letter of support in Appendix E from the Minnesota Department of Education. Our accreditation by the Professional Educator and Licensing Standards Board (PELSB) enables us to operate beyond the length of the grant. An example of the type of support MDE provides is our residents may apply for MN Teacher Candidate Grants during clinical practice to remove financial barriers to the pathway of teaching. Our state legislators recognize the importance of nonconventional programs and there have been "Grow Your Own" grant opportunities for schools to expand teacher preparation programs in the past. With our partners and university administrators, we will remain engaged in conversations at the state level to promote nonconventional programs to address teacher shortages and diversify the workforce to sustain our residency programs. Our state has also supported diversifying the teacher workforce. We will continue to seek state funds to remove financial barriers for teachers of color.
Community Supports. Additionally, we have support and will build broader support as we build state collaborations to sustain nonconventional pathways to licensure in our state to meet areas of high-needs and work to remove barriers to enrolling in teacher preparation programs through our annual nonconventional summits. We will build capacity and yield sustainable results beyond this grant period through our annual *Teacher Pathways Summit* by providing a venue for interested parties to discuss building capacity in identified state and districts high-

needs areas with each other. In our summit, we can discuss combining efforts to make feasible and sustainable programs.

University Support. See Appendix E for letters of support from our university President, Provost, School of Education Dean, College of Arts and Sciences Dean, and Director of Charter School Authorizing. Our administration has been supportive of our current residencies as they link to our university mission. After five years of grant support, our charter residency will be fully established and self-sustainable. Our university has demonstrated commitment to the residency model by lowering the number of credits for program completion, providing scholarships, and providing facilities for classes. Our university also shows our commitment through generous human resource support.

Partnership Support. We have residency partnerships already established with St. Paul and Minneapolis Public Schools and through this project will add charter school partnerships. Our state and partner schools share the goal of increasing the racial diversity of the teacher workforce. Thus, we see this initiative extending beyond this grant period. We have firmly established the commitment of each of this project's partners and have a solid collaborative relationship. For five years, our University Project Director has worked closely with the District Residency Coordinators on a weekly basis to ensure residents experience a high-quality residency program. We have begun discussions with our charter partners about budgeting for stipends after project completion. We also encourage their advocacy to support state GYO initiatives. After this program is fully implemented, we will continue to work with our financial aid offices to help residents identify scholarship opportunities and apply for financial aid to remove financial barriers. Our Director of Charter School Authorizing is committed to assisting in sharing information about the program with charter schools throughout the state and supporting the effort through sharing knowledge and connections to additional organizations whenever possible.

(d) Quality of the Management Plan

(i) Adequacy of the management plan to achieve the objectives

Our key personnel, with extensive educational experiences in urban and diverse school environments from our School of Education and partner schools, will ensure we achieve the proposed project on time and within budget. Each role is integral to the design, implementation, and successful outcomes of our project goal and objectives. The strength of our management begins with the quality of key personnel. Our dean, Dr. Kathlene Campbell, is a residency expert having previously led the clinically oriented teacher preparation program with the National Center for Teacher Residencies and worked with the New Generation of Educators Initiative. Dr. Shelley Neilsen Gatti and Dr. L. Lynn Stansberry Brusnahan will work collaboratively as Principal Investigators/ Project Directors. Dr. Shelley Neilsen Gatti has extensive residency director experience as she has coordinated our university residency programs for over five year. She has participated in NCTR's new site development, instructional rounds, and the annual symposium, where she has presented on the use of HLPs to evaluate resident growth and

evaluating growth in culturally sustaining pedagogy. Dr. Stansberry Brusnahan has taught in the residency program for four years. Our directors and internal evaluator presented at the 2020 CEC National Convention on *Integrating CEC high leverage Practices Within A Residency Special Education Preparation Program and District Teacher Evaluation System*. The directors' expertise in research, project supervision, PD, urban education, and leadership skills makes them strongly suited to lead this work. Other key personnel include a consortium residency coordinator and district residency coordinators. See Appendix D for descriptions.

Table 18. ***Management Plan***

1. Timeline **2. Milestone Tasks** **3. Defined Responsibility**	**Aligned evaluation question**	**1. Evaluation component(s)** **2. Data collection method(s)** **3. Evaluation responsibility**
Goal. Create sustainable teacher residency programs that prepare high-quality licensed educators, including teachers from underrepresented communities, in high needs areas to increase student achievement.		
P=Partner: Build Capacity and Sustainable of Residency Pathways to Become a Teacher		
Objective 1. Build capacity by creating a new high-quality charter school residency program and sustaining and expanding an existing residency program, based on high-need areas, through collaborative partnerships with schools.		
(1.1) Charter Residency. Create and implement a residency pathway with a charter consortium based on needs assessment of partners focused on needs, priorities, preparation, field experiences, professional development, & retention to guide program.		
1. Year 1-5 2. Year 1 Plan new model. Year 2 Start new residency. Years 3-5 Plan cohorts based on needs assessments. 3. Directors, Coordinators & Planning Team	Was charter school planning team created? Were 90% of NCTR's indicators & Standards for Effective Residency Programs completed before launch? Was first charter school residency cohort launched June 1, 2021 & sustained in years 3-5? Was an annual needs assessment completed?	1. Internal & External Evaluation 2. Needs assessment, meeting calendar, minutes, data-driven decisions, list of member charter schools and planning team personnel, NCTR's Standards for Effective Residency Programs Indicators, cohort schedule, course information from Murphy (course scheduling software), charter cohorts years 2-5 3. Directors, Coordinators, Evaluators (Internal & External), & Planning Teams
(1.2) MPS Residency. Enhance, expand, and sustain MPS residency pathways.		
1. Annually in May 2. Plan cohorts based on needs 3. Directors, Coordinators, & Planning Team	Were cohorts in high-need areas started annually? Was district planning team for induction program created?	1. Internal & External Evaluation 2. MPS cohorts grant years 1-5 3. Evaluators (Internal & External)

	Was cohort in high-need areas started in years 1-5?	
(1.3) Summit. Annually, host a "*Teacher Pathways Summit*" bringing together the community to focus on (1) building state capacity; (2) sustaining nonconventional teaching pathways for BIPOC; and (3) engaging in collaborative work linked to high-needs areas and barriers.		
1. Annually plan in December 2. Annually host in Summer 3. Directors, Dean, & Community Organizations	Was a summit offered annually with 80% participation of invited organizations? Was collaborative work initiated, high-need areas established, and sustainable strategies, barriers, & solutions identified?	1. Internal & External Evaluation 2. List of collaborators, surveys, number of collaborative projects, number of barriers/strategies related to sustainability, marketing materials, agendas, comparison of invited organizations to participants 3. Directors & Evaluators (Internal & External)
(1.4) Stipends. Provide opportunities for residents to secure paid residency positions with stipends while completing coursework to remove financial barrier to becoming an educator.		
1. Annually March-April 2. Reach out to district to identify clinical practice sites and set up stipend positions. 3. Directors, Coordinators, & Partner's Human Resources	Were 100% of residents placed in paid positions with stipends?	1. Internal & External Evaluation 2. De-identified district placement & employment records. 3. Directors & Coordinators
(1.5) Data. Collect data and use a plan-do-study-act (PDSA) cycle to analyze data to articulate changes to improve the quality of program.		
1. Annually each summer 2. Review collected data. Report findings to planning team & adjust programming based on feedback. Plan next year's data collection. 3. Directors, Coordinators, Evaluators (Internal & External), & Planning Teams	Based on collected data, is a cycle of continuous improvement evident each year of the grant? Across the 5 years of the grant? Was 1+ changes made based on collected data each year?	1. Internal & External Evaluation 2. Documented programmatic changes based on data. Next Surveys (Transition to Teaching Surveys and Supervisor). Residency Exit Surveys. 3. Directors, Coordinators, Evaluators (Internal & External), & Planning Team
R=Recruit, Screen, Interview, & Select		
Objective 2. Increase number of BIPOC high-quality educators in critical shortage areas to serve in high-needs LEAs.		
(2.1) Recruit. Annually, target recruitment efforts to reach underrepresented racially and culturally diverse applicants, focusing on Somali and Hmong community. Recruit prospective teachers, from the ranks of paraprofessionals and others school personnel who have completed bachelor's degrees, by conducting information sessions each recruitment period in MPS & charter schools. Reach out beyond school to the community to recruit residents.		

1 Annually 2. By December, visit 5+ community events to recruit. By January, hold 5 information sessions with each of our partners. 3.Recruitment Specialist	Was 5+ diverse community events attended for recruiting purposes? Was 5+ recruiting sessions conducted with each partnership annually?	1. Internal Evaluation 2. Advertising materials and locations, Information session materials dated 3. Directors, Coordinators, & Internal Evaluator
(2.2) Screen, Interview & Select. Screen and select candidates for interviews utilizing an unbiased process. Interview candidates utilizing an unbiased process. Select cohorts, that include traditionally underrepresented communities.		
1. Annually 2. January-Review application process. February-Review applicant applications. March-Review interview process, update rubrics and selection process to meet partner's needs, ensure unbiased & culturally responsive interview experience based on previous feedback. Interview applicants. End of March-Select cohorts. 3. Directors, Coordinators, Planning Teams, & Interview Panels	Did recruitment efforts result in more high-quality applicants than needed for cohort annually? Were revisions to interview rubrics made to ensure culturally responsive interview process? Did project increase number of diverse educators and meet target of 50%+ BIPOC in cohorts? Were the Hmong and/or Somali communities represented in cohort?	1. Internal Evaluation 2. Number of qualified applicants, Focus Group with Interview Teams, updated annual interview rubrics with changes tracked, & Master list of accepted applicants with demographics 3. Directors, Coordinators, & Planning Teams
(2.3) Residents. Prepare 155 residents over a period of five years who graduate with a Master of Art's degree to fill high-needs critical shortage areas in underserved high-needs LEAs. • Charter Schools: Years 2-5 = 20 new teachers each year for a total of 80. • MPS: Years 1–5 = 15 new teachers each year for a total of 75.		
1. Annually in September 2. Track number of residents who graduate each year with MA. 3. Directors & Coordinators	Were cohorts of MPS 15 and Charter 20 residents prepared annually? Were 155 residents prepared over 5-year grant period?	1. Internal & External Evaluation 2. UST degree evaluations housed in Murphy (university program and degree tracking system) 3. Directors, Coordinators, Evaluators (External & Internal)
E=Education and P=Practice		
Objective 3. Prepare cohorts to meet the highest-level of eligible license requirements in identified high-need areas though a comprehensive residency model.		
(**3.1) Coursework.** Ensure each course contains a minimum of one 1) national standard, 2) state license standard, 3) technology standard, 4) high-leverage practice, 5) evidence-based practice, and 6) culturally sustaining high operational practice to prepare high-quality residents.		
1. Annually & each semester 2. Annually-Survey partners to determine priorities. Every	Does each course contain at least 1... National Standard?	1. Internal Evaluation 2. Course syllabi aligned to standards (national, state, &

semester-Review syllabi to ensure inclusion of standards and practices. Create spreadsheet of courses, standards, & practices. 3. Directors, Coordinators, & Course Instructors	State Standard? Technology? HLP? EBP? CSP?	technology) and practices (HLP, EBP, & CSP). Spreadsheet with courses, standards, & practices. 3. Directors, Coordinators & Internal evaluator
(3.2) GPA. Ensure residents maintain a grade point average of 3.0 or higher every semester.		
1. Every semester 2. Review GPAs on academic transcripts 3. Directors & Coordinators	Are 80%+ of residents maintaining a 3.0 GPA and progressing through the program with cohort?	1. Internal Evaluation 2. Resident's academic transcripts 3. Directors, Coordinators & Internal Evaluator
(3.3) edTPA. Prepare residents to pass the three edTPA™ task rubrics and meet the university required MN unit requirement of 70% through workshops.		
1. Annually in clinical practice designated semester 2. Schedule and provide edTPA workshops 3. edTPA Coordinator	Did 70%+ of residents pass all three tasks/ assessment areas of the edTPA?	1. Internal & External Evaluation 2. Documentation of edTPA sessions via syllabi or program calendar. edTPA Scores from Pearson. 3. Directors, & Evaluators (Internal & External)
(3.4) License Exams. Provide state license testing supports to prepare residents to proficiently meet applicable state certification and licensure requirements so they can advance to licensed teacher		
1. Every semester 2. Provide test supports. Provide tutoring for writing. Provide online modules for math, pedagogy and content. Provide free library supports. 3.Directors, Coordinators, SoED Librarian, & License Coordinator	Are supports in place for each required exam to prepare residents to pass state licensure exams? Are 80%+ of residents passing all required license examinations (Reading, Writing, Math, Pedagogy & Content)?	1. Internal & External Evaluation 2. Documentation of online and in-person support sessions. Resident's passing rates on applicable state licensure exams. Database of license preparation materials available through university library system. 3. Directors & Evaluators (Internal & External)
(3.5) Practice-Based Learning. Provide yearlong learning experiences in high-need schools to meet scope of license requirements (grade, disability, functioning, setting, diversity, SES), with supported interaction between resident and experienced teachers and administrators.		
1. Annually 2. Reach out to administrators to identify sites for learning rotations and yearlong experiences.	Did 100% of residents complete a year-long clinical experience and a learning rotation to meet license requirements?	1. Internal & External Evaluation 2. List of site rotations per resident, high-needs schools, & year-long resident's

3. Directors, Coordinators & Administrators	Did 100% of residents complete experiences in high-needs schools?	placements' buildings based on license area. 3. Directors, Coordinators, & License Coordinator
(3.6) Mentor. Provide high-quality mentor teachers who coach, evaluate, observe, and follow a gradual release plan that provides residents experience teaching.		
1. Weekly, monthly, and twice each semester 2. MT provides weekly coaching conversations, monthly resident evaluations, and participates in formal observation debriefings twice each semester following a gradual release plan. 3. Mentor Teachers	Did 100% of residents receive weekly coaching, monthly evaluations, and two observation debriefings each semester from MT? Did 100% residents receive 1200 hours of experiences? Did 100% of residents follow a gradual release plan and take on increasing responsibility?	1. Internal & External Evaluation 2. List of site rotations per resident & clinical practice placements of residents in buildings based on terminal license sought. 3. Directors, Coordinators, and License Coordinator
(3.7) Advise. Provide regular advising sessions to monitor cohort and individual resident progress through accelerated residency program.		
1. Every semester 2. Review cohort & individual progress in residency program. 3. Directors & Coordinators	Was there an advising session each semester to track cohort & individual progress (GPA, key assessments, dispositions, observations)?	1. Internal Evaluation 2. Advising schedule 3. Directors, Coordinators & Internal Evaluator
(3.8) Transition Point Assessments. Ensure residents are passing key assessments at four transition points to demonstrate proficiency in state licensure competencies.		
1.Each semester 2. Monitor four transitions points 3. Course Instructors, Clinical Supervisors, & Mentor Teachers	Are 80%+ of residents meeting state license competencies in assignments as demonstrated by receiving 2+ on transition point assessments?	1. Internal evaluation 2. Number of students meeting proficiency on key assessments. 3. Directors, Coordinators, & Internal Evaluator
(3.9) Dispositions. Ensure residents possess the professional dispositions to be an educator by assessing disposition skills linked to CEC's Ethical Principles.		
1. During courses & clinical practice 2. Complete disposition assessment. 3. Course Instructors, Clinical Supervisors, & Mentor Teachers	Are 80% of residents displaying needed professional dispositions & receiving a 2+ (basic) on a 4-point rubric linked to CEC ethical principles?	1. Internal Evaluation 2. Dispositional assessments 2+ scores at program midpoint by course instructors, MTs, & clinical supervisors 3. Directors, Coordinators, & Internal Evaluator
(3.10) Observations. Observe residents and provide coaching, feedback, and ratings of competency on license standards and essential teaching elements.		
1.Monthly 2.Review clinical rubrics to monitor resident's progress.	Are 80%+ of residents applying course learning in actual classrooms & meeting	1. Internal Evaluation 2. Mid-term and Final observational evaluation rubric

Conduct monthly observations. 3. Clinical Supervisors	competency as demonstrated by score of 2+ utilizing a 4-point rubric of standards during supervisor observations?	scores of 2+ average on essential teaching elements 3. Directors, Coordinators, & Internal Evaluator
(3.11) Evaluation. Evaluate student development of skills.		
1. End of program 2. Assess skill development of residents using NeXT surveys. 3. Assessment Coordinator	Did 80%+ of residents demonstrate increased skills in instructional practices, working with diverse learners, and establishing positive classroom environment?	1. Internal & External Evaluation 2. NeXT Entry and Exit surveys. 3. Directors &Evaluators (External & Internal)
(3.12) License. Prepare residents to meet license requirements and apply for license within one year after clinical experience and coursework.		
1. Annually in September 2. Check state license base. 3. Licensing Coordinator	Did 80%+ of graduates meet requirements and receive a license? Did project increase number of educators in critical shortage areas to serve in traditionally underserved high-needs LEAs?	1. Internal & External Evaluation 2. State license database 3. Directors & Evaluators (External & Internal)
A=Advance-Professional Development and R=Retain-Induction Supports		
Objective 4. Increase teacher retention & grow your own teacher leaders through advanced PD and multi-tiered differentiated induction supports for 4-years after graduation.		
(4.1) PD. Collaborate with organizations to provide an annual summer symposium, based on high-need areas in schools, to support retention and successful induction into the field.		
1.Annually each summer 2.Provide symposium based on identified areas of need. 3. Directors, Autism Society of MN, & MN Council for Children with Behavioral Disorders	Were symposiums offered each summer? How many residents and MTs attended symposium? Was symposium based on high-needs areas?	1. Internal & External Evaluation 2. Symposium marketing materials & agendas with topics. Symposium sign in sheet. 3. Evaluators (Internal & External)
(4.2) PD. Provide micro-credentials which lead to digital badges, based on high needs areas in schools, to support retention and successful induction into the field.		
1. Annually each summer 2. Launch micro credential each summer. 3. Assigned SoED & CAS faculty & STELAR / CAPE course designer	Are micro-credentials created and available? How many residents and MTs received micro credential badge? Are micro-credentials based on high-needs areas?	1. Internal & External Evaluation 2. Available micro credentials. Badges earned by residents/MTs. 3. Evaluators (Internal & External)

(4.3) Social Supports. Create social support/affinity groups per cohort with community-building events for residents to stay connected (Facebook, Google Hangout) and build on the cohort relationship-based model introduced during preparation.		
1. Annually in summer 2. Meet with residents before graduation to choose co-captains. Launch social supports/ affinity groups. 3. Directors & Coordinators	Was 1+ social support groups formed for each residency cohort of graduates? Was 1+ affinity groups formed for each residency cohort of graduates? How many residents participated in social supports?	1. Internal & External Evaluation 2. Group Site. Participation in social supports. Number of affinity groups. 3. Directors, Coordinators, & Evaluators (Internal & External)
(4.4) Navigating Pairs. Pair graduated residents with new year residents to provide navigation support from someone who has been through residency and reduce possible social isolation.		
1. Annually in August 2. Pair graduate and new resident. 3. Directors & Coordinators	Was 100% of new residents paired with a resident graduate for support?	1. Internal & External Evaluation 2. Documentation of current resident and former resident pairs. 3. Evaluators (Internal & External)
(4.5) Induction Plans. Ensure resident completes an induction plan for the next year in collaboration with MT and clinical supervisor identifying support needs for next year.		
1. Annually at end of clinical experience. 2. Write induction plan 3. Mentor Teacher & Clinical Supervisor	Did 100% of residents complete an induction plan in collaboration with MT and supervisor to identify support needs for next year?	1.Internal Evaluation 2.Number of written induction plans 3.Directors, Coordinators & Internal Evaluator
(4.6) Induction Seminars. Provide induction seminars for graduates to continue collaborative learning, provide space to discuss topics, expand community support, and reduce isolation.		
1. Each semester 2. Provide 2 induction seminars. 3. Directors & Coordinators	Was 2+ induction seminars held each semester? How many residents attended induction seminars?	1. Internal & External Evaluation 2. Induction seminar calendar, materials, number of residents attending. 3. Evaluators (Internal & External)
(4.7) Demonstration Classroom. Invite graduates starting in year 2 to become a demonstration classroom for residency assignments and/or field week learning rotations.		
1. Each May 2. Identify & recruit high-quality graduates for next year	What percentage of graduated residents	1. Internal & External Evaluation

3. Directors & Coordinators	participate in demonstration classrooms?	2. Number of residents participating in demo classrooms. 3. Evaluators (Internal & External)
(4.8) Tier 1 Support. Work with schools to provide induction support for graduates that contributes to satisfactory performance evaluation at end of year 1.		
1. Throughout year 2. Provide universal induction support. Review performance evaluations. 3. Directors & Coordinators	How many residents participated in universal induction supports? How many did residents participate in? Which did residents participate in? Did 80%+ of participating residents receive satisfactory ratings on annual teacher performance?	1. Internal Evaluation 2. Scores from teacher evaluation tool for graduates at universal support level. 3. Directors, Coordinators, & Internal Evaluator
(4.9) Tier 2 Support. Work with schools to provide induction support for graduates with identified need that contributes to satisfactory performance evaluation at end of year 1.		
1.Throughout year 2.Provide supplemental induction support. Review performance evaluations. 3. Directors & Coordinators	How many residents participated in supplemental induction supports? How many did residents participate in? Which did residents participate in? Did 80%+ of participating residents receive satisfactory ratings on annual teacher performance? What% remained in field?	1.Internal Evaluation 2.Scores from teacher evaluation tool for graduates at tier 2 support level. District/school retention data. 3. Directors, Coordinators, & Internal Reviewer
(4.10) Tier 3 Support. Work with district to provide induction support for graduates with identified need that contributes to satisfactory performance evaluation at the end of year 2.		
1.Throughout year 2. Provide intensive induction support. Review performance evaluations. 3. Directors & Coordinators	How many residents participated in intensive induction supports? How many did residents participate in? Which did residents participate in? Did 80%+ of participating residents receive satisfactory ratings on annual teacher performance? What% remained in field?	1. Internal Evaluation 2. Scores from teacher evaluation tool for graduates at tier 3 support level. District/school retention data. Number of intensive induction plans, monthly group work sessions attended, film and feedback options, tier 3 observation requests, & visits to veteran teacher's classroom. 3. Directors, Coordinators, & Internal Reviewer

(4.11) Retention. Track number of graduates hired still employed by district at end of year 1, year 2, year 3, and receive tenure.		
1. Annually 2. Collect district retention data 3. Directors & Coordinators	For each cohort, did 80% of graduates receive tenure at the end of 3 years?	1. Internal & External Evaluation 2. School hiring and retention data 3.Directors, Coordinators, & Evaluators (Internal & External)
(4.12) License. Track number of graduates who advance professionally from Tier 3 to Tier 4 license.		
1. Each July 2. Survey previous residents about license status 3. Directors, Coordinators, & Licensing Coordinator	After five years, how many residents have achieved a Tier 4 license?	1. Internal & External Evaluation 2.MDE License Lookup site Minneapolis internal licensing data (de-identified) 3. Directors, Coordinators, & Evaluators (Internal & External)
(4.13) Leadership Academy/Grow Own Mentors. Provide leadership development and "grow your own" model where graduates become mentor teachers after teaching three years.		
1.Each May 2.Identify & recruit high-quality graduates for next year 3.Directors & Coordinators	In fourth year after graduation, are 50% of graduates acting as MTs?	1.Internal & External Evaluation 2.Number mentoring residents & new diverse mentors. 3. Directors & Coordinators, Evaluators (Internal & External)
(4.14) MT PD. Provide mentor teachers training in equity, coaching, modeling, and co-teaching.		
1.Annually 2. May-Accept applications & verify MT's qualifications. August-Provide MT orientation. School year-Use scope & sequence to schedule MT PD. 3.Directors, Coordinators, & School Administrators	Were all MTs recommended by administrators? Have all MTs completed orientation? Have all MTs completed PD in equity, coaching, modeling, and co-teaching?	1. Internal Evaluation 2. Attendance logs for MT orientation, PD workshops and trainings. Completion of training materials from trainings. 3. Directors, Coordinators & Internal Evaluator

(ii) Relevance and commitment of each partner in the proposed project

Both our university and partners are relevant to the implementation of our proposed project as we work closely together to support resident's success. Our partner's needs, evaluated by our planning teams, guide our work. Our grant project key personnel include project directors, residency coordinators (university & district), evaluators (internal & external), planning teams, residents, and administration (university & district). One example of district and university commitment and collaboration includes weekly meetings between the district residency

coordinator and the university coordinator. During these meetings they plan, problem-solve, and review data to determine next steps for residents, mentors, and graduates. Monthly, other district staff, such as the mentors join to specifically plan MT PD and induction support. Other important personnel include our course instructors, mentor teachers, clinical supervisors, district and professional learning communities. As seen in the commitment table, other personnel at both the university and at our schools provide support to this project demonstrating the commitment of all parties. Project personnel represent both male and females and a range of ages with a diversity of backgrounds. Appendix D includes more information on roles and qualifications of personnel.

Table 19. ***Demonstrated Commitments and Key Personnel***

University Commitment: Our university demonstrates commitment to this partnership and the residency model by lowering required credits, providing scholarships, providing offices for key personnel, providing facilities for classes, and generous human resource supports. This includes recruitment specialist, assessment coordinator, field office support, licensing coordinator, edTPA coordinator, department assistants, charter specialist, and student workers.
Partners Commitment. Both our partners show their commitment by paying stipends. MPS frees time during the school day for the residents to attend courses. Partners also provide generous human resource support, which ensures smooth implementation of our program. The MPS residency program is housed in the Office of Human Resources. Additional offices and departments consult with the residency program, such as the district's Equity Department and Office of Specialized Services. MPS also provides staff who support and recruit for residency. All partners show commitment by providing team members to participate on planning committees, providing mentor teachers, and providing release time for MT PD.
Project Directors. Dr. Shelley Neilsen Gatti, who has been serving in a residency director role for five years, will be the project director. Our co-project director will be Dr. Lynn Stansberry Brusnahan. The majority of the directors' time and commitment are provided through the university. The directors are committed to meet weekly with each other and the residency coordinators and residents, monthly with dean; and quarterly with the planning committee. These roles include implementation of grant activities with a focus on leading partners in the design, implementation, and continuous improvement of the residency model to position the program for long term success and sustainability. Primary activities for the key personnel include leading the university in designing and delivering instruction, and performance assessments aligned to standards (national, state, & technology), acting as a liaison between residency partners and university to ensure program alignment, specifically that coursework aligns to the intensive clinical learning experiences, communicating assessment results to partners, and other key stakeholders, and utilizing data to continuously improve program implementation and impact. Other specific tasks include collaborating with the district and other university to recruit residents, mentors, instructors, and clinical supervisors. The directors work with university personnel to complete tasks related to state and federal accreditation. The directors will work with the coordinators on assigned activities such as plan course-schedule and logistics; collaborate closely with district personnel to plan implement and evaluate mentor teacher PD; engage with planning committees; facilitate PLCs, co-host information sessions; screen, interview and select residents; co-host orientations,

weekly seminars, and instructor retreats. One of the directors will serve as the representative to NCTR and participate in PD and consultation along with MPS. The directors work closely with the university and MPS residency coordinators to plan implement and evaluate induction support. The directors will work with the Dean to plan and implement our annual summit. This position reports updates on the program twice a year at the planning committee meetings and conducts research and disseminate findings. The directors will mentor the consortium residency coordinator.
Consortium Residency Coordinator. This will be a new position that reports to the directors and works closely with charter school staff to oversee residency-year experience and induction support for the graduates. This role is responsible for supporting residency graduates during their first critical years in the classroom, ensuring they have a positive impact on student learning and achievement in their classrooms, and putting them on trajectory for long-term success as a teacher and leader. This role will work closely with the partner's mentor and induction data to differentiate PD for graduates based on their needs. This role will promote retention and teacher leadership among graduates. They will identify and recruit graduates for leadership development working with district mentors and administrators. This role will work with the directors on the PD opportunities. This role will plan and facilitate the induction seminars, plan alumni networking events, and write and disseminate alumni newsletter.
District Residency Coordinator. A key commitment from this partner to the success of our program is the district's full-time residency coordinator position. This position works closely with the recruitment, application, screening, interviewing, and selection process of new residents. This position also works with administration to help recruit and select MTs. This position supports the residents throughout the residency year. The district coordinator meets weekly with the project director and quarterly with the planning team. The district residency coordinator responsibilities are split between Dr. Emily Olson and Channing Jones. Dr. Olson oversees the residency work, monitors the budget, oversees professional development, manages staff, leads planning team meetings, disseminates results, and collaborates with university personnel. This position is responsible for tracking retention data for graduates. Ms. Jones oversees the daily operations related to recruitment and residency year.
Planning Teams. The planning team includes additional partner school's leadership, human resources, special education department, principals, and mentor teachers. The meetings focus on data, planning, and use a Problems of Practice Protocol format (School Reform Initiative Consultancy Model). Representatives from the planning team meet with our other district residency planning team at least twice a year to collaborate and problem-solve challenges. For our charters, the planning team will first focus on development of the residency model, recruiting residents for cohort 1, and then shift to implementation and evaluation of the model.
MPS Induction Coach/Mentor. MPS recently hired a coach to support first year graduate-residents and mentor teachers as they are supporting residents during the residency year.
Professional Learning Community. The residency program is a unique path and requires significant collaboration for success. We have a committed PLC that meets quarterly, which includes instructors, clinical supervisors, and MTs. Both the residency planning teams and PLC review license application data, test data, NCTR data, district data and resident satisfaction data. Once the groups analyze the data, they make recommendations about next steps. Conversations based on data reviews have included how to better align curriculum and assignments and how to enhance culturally sustaining pedagogy. Some outcomes of this data analysis include adding interdisciplinary assignments, improving the course-schedule, adding

consistency to Canvas sites and revising assignment descriptions to make expectations more transparent. Mentors also engage in monthly PD, which provides time to engage in developing needed skills, such as making instructional decisions and teaching practices explicit, and providing feedback; all critically important in mentoring on the nuances of teaching.
UST Internal Evaluator. The internal evaluator will commit to regular data review and meetings with directors, external evaluator, assessment coordinator and dean for this project.
UST External Evaluator. The external evaluator will commit to regular data review and meetings with directors and the internal evaluator for this project.