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Urban Teachers: Growth, Accessibility, and Inclusion Network

Given the profound impact Social Emotional Learning (SEL) can have on student academic and life outcomes, there is a clear need to embed SEL instruction into comprehensive, coherent, clinically focused programming for preservice teachers and professional development (PD) for in-service teachers (DePaoli, Atwell, & Bridgerland, 2017). The need for meaningful, inclusive SEL instruction is particularly salient given the recent impact of COVID-19 on student learning experiences, and integral to addressing the persistent racial injustices students and educators are continuing to experience and process around the country. While a 2020 Educators for Excellence study found that nearly 40% of teachers identified SEL as a priority area for additional PD (speaking to increasing awareness of SEL as a high-leverage classroom practice), only 21% of all teachers found their school-based PD to be “very effective” in improving instruction (Educators for Excellence, 2020). SEL comprises numerous student competencies and learning objectives, each with discrete evidence-based interventions available; however, existing practices reflect a lack of comprehensive PD approach, curriculum, scope, and sequence to coherently integrate, and embedded practices in real classrooms.

As part of the proposed Growth, Accessibility, and Inclusion Network (GAIN) initiative, Urban Teachers will accelerate the SEL and academic achievement of students by providing meaningful, relevant, and replicable professional development and support for educators. The GAIN initiative will enable Urban Teachers to design, implement, and assess an intensive, clinically focused series of SEL PD modules for 570 program participants during the duration of the grant academic achievement in mathematics and English language arts for all impacted students and (2) student growth in non-c

skills, including skill development with targeted benefit for students with disabilities. Once developed and tested, Urban Teachers will document, refine, and expand its SEL PD offerings and implementation framework to provide research-backed, job-embedded PD opportunities for at least 400 additional network teachers hired in partner schools in Year 3 of the grant, for a total of 970 teachers (570 program participants and 400 network teachers) impacted by SEL PD over the grant period.

The initiative will also provide partner districts and students served with more effective, dual-certified, diverse novice educators who receive the support needed for long-term success in the classroom, including in elementary STEM fundamentals and secondary mathematics. Urban Teachers will expand recruitment and geographic reach for its core program to increase the number of highly effective educators serving students. During the three-year grant period, Urban Teachers will provide partner districts and public charter management organizations with at least 1,370 new teacher residents, including 125-150 residents in a new partner city. (Note that this recruitment initiative is distinct from the PD initiative above, although 399 participants will overlap, resulting in 1,944 total teachers served by the grant.) For further information about GAIN's strategies and expected outcomes, see the Logic Model in Appendix G1.

Urban Teachers is a national nonprofit organization that recruits, prepares, places, certifies, and supports novice PreK-12 public district and public charter school teachers as they enter the profession in one of three current partner cities: Baltimore, Washington DC, and Dallas. Unlike traditional models of teacher preparation, Urban Teachers supports participants through the entire cycle of novice teacher development from recruitment and job placement to providing rigorous preparation and on-the-job coaching throughout their initial years in the profession through a distinctive four-year commitment. All participants at Urban Teachers earn dual

certification in a content area (elementary education, secondary mathematics, or secondary English) as well as special education. In Dallas, participants also earn a third teacher certification in English as a Second Language. To prepare educators for certification and long-term high-impact instructional careers, Urban Teachers' program model is rooted in clinical practice, whereby participants complete a 14-month residency (taking on increasing classroom responsibilities in partner schools as co-teachers) prior to beginning a three-year commitment to serve as a teacher of record with a partner school. During the residency year, participants begin two years of rigorous and comprehensive clinical coursework (leading to a Johns Hopkins University master's degree) and three years of ongoing individualized instructional coaching - supplemented by additional targeted training and mentorship - to ensure that they receive the intensive training necessary to effectively engage, instruct, and empower students at all learning levels. In partnership with the hiring school, participants are continually evaluated, supported, and held accountable as they transition from aspiring-to-novice-to-experienced educators. Due to the rigor, duration, and support of the four-year program, teachers certified through Urban Teachers typically not only fulfill their initial three-year teaching commitment but make teaching their lifelong profession.

Over the last 10 years serving as a strategic human capital partner to schools, Urban Teachers has established a promising track record of success in developing increasingly large and diverse cohorts of effective early career teachers who remain in the profession and continue serving students in high-need schools.¹ Since its inception, Urban Teachers has welcomed over 1,500

¹ Across all three Urban Teachers sites, approximately three-quarters of first-year teachers have returned for their third year of teaching in their program site in recent cycles, and 90% of Urban Teachers participants and alumni are still serving as a teacher or school-based instructional leader anywhere in the country. 90% retention rate is based off of the 77% of four-year program completers for whom Urban Teachers has employment information.

teacher residents into the program and served 175,500 students across the three current operating cities. In the 2019-2020 school year, over half of program residents identified as people of color and, organizationally, Urban Teachers has committed to ensuring 55% of first-year teachers identify as Black and/or Latinx. Urban Teachers seeks to provide effective educators for students in high-need public schools, with over [REDACTED] (%) of SY19-20 [REDACTED] partners and nearly one-quarter (24%) of current participants and alumni located in Qualified Opportunity Zones (QOZs). In addition, local and state data [REDACTED] high proportions of novice Urban Teachers educators rated as effective or highly effective and increasing teacher effectiveness over time. In addition, participant retention outpaces historic retention rates in urban districts. More information on the outcomes and effectiveness of the [REDACTED] chers program can be found in Appendix A and the Addressing Needs of the Target Population and Significance sections below. Urban Teachers has not previously applied for, or been awarded a grant, under this competition. However, as an AmeriCorps grantee with the Corporation for National and Community Service, Urban Teachers has experience with federal grant management and reporting.

Quality of the Project Design [REDACTED]

Approach to Absolute Priority 1 and Competitive Preference Priorities 1, 2, and 3

With a teacher preparation and development model among the most rigorous and impactful in the nation, Urban Teachers is uniquely positioned to respond to the acute need for more effective teachers prepared to cohesively implement research-based academic and non-cognitive interventions (including SEL) in urban classrooms, and to develop a replicable and comprehensive SEL-focused PD framework and scope/sequence for the field. Though the need and demand for high-quality SEL implementation in schools is well-documented and overall adoption has increased, Urban Teachers has identified a wide gap between the discrete [REDACTED]

intervention materials and training currently available to address each identified SEL competency and the potential for cohesive, connected implementation in the classroom across competencies, and instructional activities. Urban Teachers proposes to bridge this gap through the development, scaling, and dissemination of a novel and deeply embedded approach to SEL PD within a broader teacher development and support model. The proposed work is deeply rooted in Urban Teachers' core strengths in teacher preparation, development, support, feedback/evaluation, and continuous program learning and improvement, for which the organization received top marks from TPI-US in 2019. See Appendix A for additional information regarding the organization's track record and most recent TPI-US inspection results. Supported by strong evidence, as found in Appendix G2, the proposed GAIN initiative will increase and support the pipeline of effective and diverse teachers for public school districts and public charter schools in major U.S. cities over three years (*Absolute Priority 1*), including STEM-competent elementary teachers and secondary mathematics teachers (*Competitive Preference Priority 1*). During the three-year grant period, Urban Teachers will design, implement, evaluate, refine, and expand new teacher PD focused on the five core SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and associated research-backed and culturally-relevant instructional strategies and content for all program participants (*Competitive Preference Priority 2*). This will then enable Urban Teachers to build and implement a new, coherent SEL teacher PD framework and suite of offerings to expand PD opportunities to network teachers in partnering LEAs by Year 3 of the grant, and disseminate the model scope/sequence and resource library (including lessons learned) for use by LEAs and teacher preparation programs across the nation. A critical mass of educators developed and supported by Urban Teachers will be placed within MOZs (*Competitive*

Preference Priority 3) in existing operating sites (Baltimore, Dallas, and DC), as well as the new expansion site, Philadelphia, by Year 3 of the grant.

As a result of the proposed project, Urban Teachers will:

- Recruit and place 1,370 new diverse PreK-12 educators in public district and public charter schools in four major U.S. cities (including approximately 350 in QOZs) during the grant period, through program expansion and with recruitment/selection revisions to increase pipeline diversity and representation of mathematics educators
- Develop and support 970 PreK-12 public district and public charter school educators during the grant period with PD to increase their capacity to deliver effective, research-backed, and high-leverage SEL instruction in tandem with core academic content
- Directly impact academic and social emotional learning outcomes for approximately 101,515 PreK-12 public district and public charter school students during the grant period as a result of grant-funded teacher recruitment, development, and support workstreams
- Pioneer a new approach to SEL PD for teachers with resources and applications for LEAs

Approach to Absolute Priority 1 (with Impact in Competitive Preference Priority 1). The proposed GAIN initiative will increase the number of effective teachers provided from Urban Teacher [REDACTED] onal teacher preparation program to serve in traditionally underserved LEAs, including urban public district and public charter schools. To increase the number of new and effective teachers provided over the grant period in response to key areas of need across partner LEAs, Urban Teachers will revise its recruitment and selection practices and expand its core program model - along with the new SEL PD programming proposed for this initiative - into a fourth city.

Targeted Recruitment and Selection: To reach a critical mass of diverse aspiring teachers with requisite skills and mindsets and interest in a long-term teaching career, Urban Teachers conducts data-driven digital recruitment campaigns, attends campus events and career fairs, and cultivates partnerships that increase pipeline size/diversity. Notable partners include Handshake (akin to LinkedIn for college students), UNCF, and high-yield colleges and universities, as well as Teach For America, City Year, and Breakthrough Collaborative. Urban Teachers implements a rigorous multistage admissions process including a written application, performance task, and group interview day, as well as multiple additional requirements to cross-enroll with Johns Hopkins University and prepare for entry into the profession.

As highlighted elsewhere in this narrative, Urban Teachers has experienced significant early success in scaling a strong teaching candidate pipeline while maintaining and enhancing selectivity and teacher diversity. Moreover, Urban Teachers has made substantial investments to accelerate recruitment in key areas of sector need over the past two school years – most notably, launching a five-year \$25M, grant-funded Black Educators Initiative in fall 2019 to recruit, support, and retain nearly 1,000 new Black educators. During the grant period, Urban Teachers proposes to enhance its recruitment and selection processes to increase the supply of teaching candidates in key areas of need – including future Black and Latinx educators and aspiring STEM teachers, particularly focusing on secondary mathematics for existing and new school partners and operating sites. Enhancements will focus on increasing the efficiency and effectiveness with which targeted constituencies are reached through digital marketing/outreach, strategic partnerships, and on-the-ground cultivation. Urban Teachers will concurrently audit and modify selection activities and policies to minimize barriers to entry while maintaining continued comprehensiveness and rigor. As a result of these revisions, Urban Teachers expects to sustain

and strengthen teacher diversity and STEM teacher pipeline impact while significantly scaling the overall number of aspiring teachers recruited during each year of the grant. In doing so, Urban Teachers will ensure that at least 55% of incoming program participants will identify as Black and/or Latinx during the grant period, and the supply of secondary math teaching candidates will grow at a commensurate pace with overall program enrollment at minimum (14% annually, with an estimated total yield of ~170 new recruits pursuing certification in secondary mathematics during the grant period).

City Expansion: Urban Teachers has selected Philadelphia for expansion into a fourth program operating site, given the consistent demand for effective, diverse educators, and recent investment in teacher residency programs. Over the past year, Urban Teachers has worked closely with the School District of Philadelphia, Mastery Charter Schools and some smaller public charter school networks that are mission-aligned and support expansion into the city (see letters of support in Appendix D). Grounded in lessons learned from previous program expansion to Dallas in 2016, Urban Teachers plans to start with a small cohort of 50-75 teachers in Philadelphia in July of 2022, with recruitment for this cohort commencing in August of 2021. From there, Urban Teachers anticipates methodical needs-responsive growth, with an initial goal of bringing in at least 150 new teachers annually by 2027. All told, Urban Teachers expects that 125-150 new teaching residents will be placed in Philadelphia during the grant period. When expanding programming into Philadelphia, Urban Teachers' intent is to include the planned SEL initiative and offerings, enabling program participants and partner schools to better serve Philadelphia's students.

Focused Impact in Competitive Preference Priority 2. All teachers participating in the Urban Teachers program currently receive comprehensive high-quality training (including clinically-

based coursework and individualized coaching) to achieve fluency of teaching practice across five primary domains: (1) cultivating welcoming and inclusive classrooms, including positive behavior interventions and supports, trauma-informed practices, and culturally responsive pedagogy; (2) gathering and using student data effectively; (3) planning and implementing high-quality instruction, including Multi-Tiered Systems of Supports and Response to Intervention approaches; (4) fostering academic discourse; and (5) demonstrating growth mindset and professional behaviors. These teacher development and support activities will continue for all program participants during the grant period, including new program participants recruited, placed, and developed as a result of grant-funded expansion activities.

Moreover, through the proposed GAIN initiative, Urban Teachers will significantly increase clinical SEL PD and support for program participants and network members. During the grant period, Urban Teachers proposes to research, design, pilot, evaluate, refine, and scale a new comprehensive SEL PD model for teachers spanning all SEL core competencies identified by CASEL, including a replicable curriculum, scope, sequence, and resource library accessible to LEAs as a demonstration. Specifically, the GAIN initiative will address the following five SEL competencies outlined in the CASEL framework: self-awareness, self-management, social awareness, relationships skills, and responsible decision-making. By implementing an integrated model of PD that addresses all five competencies, GAIN will impact students' ability to develop positive personal relationships; demonstrate determination, perseverance, and the ability to overcome obstacles; and improve self-esteem, problem-solving skills, and self-regulation.

Through [REDACTED] will increase the supply of PreK-12 educators who successfully prepare students to be informed, thoughtful, and productive [REDACTED]

individuals and citizens fostering academic and social emotional knowledge as well as holistic skills development (including practical skills for work, life, and citizenship such as self-mastery and relationship skills).

Focused Impact in Competitive Preference Priority 3. As a mission-driven organization, Urban Teachers partners with districts serving historically underserved student populations. Current Urban Teachers operating sites include over 80 designated QOZs deemed to be in high need of economic investment; Baltimore City has 42 (nearly 30% of Maryland's total), DC has 25, and Dallas has 15. As of school year 2019-20, 24% of Urban Teachers' total active educator network in partner cities worked in these zones (~220 educators, including ~26% of new teaching residents placed in 2019) and 21% of SY19-20 school partners hosting one or more active program participants were located in these zones (56 schools total). Please see Appendix G3 for a listing of all partner schools in QOZ census tracts.

During the proposed grant period, Urban Teachers will continue to prioritize placement of new program participants into high-need, high-opportunity public district and public charter schools in QOZs, resulting in approximately 350 new teaching residents placed in these neighborhoods by 2023. Urban Teachers will also continue to enact a sustained school partnership and clustered impact strategy. By grouping at least 2-4 well-prepared, well-supported novice teachers in each partner school wherever possible, Urban Teachers will foster school-wide improvement through cross-classroom impact and team building (rather than simply filling vacancies across a broader number of schools). With additional residents placed over time through sustained partnerships, a critical mass of effectively developed teachers is formed that can positively transform school culture and student learning outcomes and as more schools partner with Urban Teachers over time, the opportunity to transform neighborhood and citywide outcomes expands as well.

Design of Professional Development

Current Professional Development Design. In collaboration with IHE partner Johns Hopkins University, Urban Teachers provides sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused PD for teaching residents and novice teachers which are integral to schools' instructional and non-cognitive child development strategies and educational improvement plans across partner cities.

Across all programs of study, PD offerings for Urban Teachers participants are scoped and sequenced such that participants will seamlessly move between learning new content and skills, applying learnings in the classroom with formative support and feedback, adjusting implementation as needed, and returning to the development space to reflect on and further hone their teaching practice. Urban Teachers' overall PD arc for program participants includes three distinctive, high-leverage central components:

- ~40 clinically focused graduate-level coursework credits over two years (including two summers), with deep practical training in effective, inclusive, and equity-focused general [REDACTED] culminating in a master's degree
- 85+ hours of individualized coaching over three years (often administered by the same faculty who are teaching coursework), including real-time in-person² classroom [REDACTED] analysis of student data and lessons, and cycles of observation and debrief to ensure that training consistently translates to teaching practice and outcomes
- Thorough and repeated evaluation of classroom teaching practice against increasing

² While the majority of coursework and coaching is typically delivered in-person, Urban Teachers is capable of pivoting to virtual coursework and coaching in response to school and student needs, and has been able to continue coursework and coaching with scarcely any disruption during COVID-19 related school and campus [REDACTED]

expectations over three years culminating, if deemed effective, in recommendation for state professional teaching certification.

Opportunities and Challenges in SEL Professional Development for Teachers. Social emotional development is critical to student learning (e.g., CASEL, 2005; Humphrey, 2013), and SEL instruction for all students can drive improved academic and life outcomes (Taylor, Oberle, Durlak, & Weissberg, 2017). To inculcate SEL skills that allow learners to recognize their own emotions and personal goals, regulate their behaviors, understand different backgrounds and cultures, build healthy relationships, and engage in self-directed problem solving, teachers must incorporate consistent modeling and practice with students into the daily learning process (Yoder, 2014).

Current State and Promising Practices. Across multiple SEL curricular frameworks now available, there has been general agreement about the importance of SEL competencies, but limited guidance on exactly how to effectively and coherently teach these core competencies in the classroom. As a promising start, CASEL has pioneered a framework consisting of five core non-cognitive competencies, and among the evidence-based benefits of this framework, CASEL lists academic outcomes and improved behaviors, long-term and global impact, 11:1 return on investment, and potential for reduced poverty and improved economic mobility as well as improved overall lifetime outcomes (CASEL, 2020).

Impact and Intersections for High-Need Students, Including Students with Disabilities. As part of a more coherent, comprehensive approach to non-cognitive skill development, there is clear opportunity to implement and expand SEL interventions in alignment with Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) approaches. SEL supports, by design, include students at all tiers of instruction. And in fact, educational programming for students

with disabilities which embeds social emotional competencies is not only beneficial, but critical to empower the recipients of individualized instruction to maximize their potential and contribute meaningfully to their communities. Students with disabilities are often socially and emotionally impacted as a result of unique individual cognitive and/or behavioral needs and challenges. For example, they are more than twice as likely to be suspended as students without disabilities, and these rates are particularly disproportionate for Black students with disabilities as compared to white peers (NCLD, 2017). As a result, across the spectrum of educational disabilities, social-emotional goals and supports are already frequently included in Individualized Education Plans (IEPs) to facilitate access to and inclusion within the general education curriculum. This practice is consistent with available research indicating promising outcomes when SEL is prioritized for students with disabilities.

Potential to Elevate SEL Through Culturally Responsive Pedagogy and Content. The increased adoption of currently-available SEL curricula in schools has also naturally surfaced areas of growth for the evolving discipline. For example, social emotional learning and action objectives must have resonance across students' cultures, backgrounds, and home lives to be accessible, applicable, and impactful (both within and beyond the classroom) (Jones, Bailey, Brush, & Kahn, 2017). Given that norms vary from culture to culture and context to context, this requires teachers to achieve fluency in not only *standardized* SEL competency standards and content (Weissberg & Cascarino, 2013), but the skills, habits of mind, and resources necessary to deliver *inclusive and differentiated* SEL instruction. Though early exploration and experimentation suggests that adapted SEL instruction can yield extremely positive results for key student subgroups, cultural relevance and responsiveness remains a particularly salient need and improvement opportunity with a relative dearth of actionable best practices.

Urban public district and public charter schools predominantly enroll students of color and serve many English Language Learners, and numerous cultures are typically represented in any given school. To ensure that the needs of all learners are met with equity and excellence, Urban Teachers embeds culturally responsive pedagogy across every aspect of PD curriculum from student-centered text selection in literacy instruction, to cultural connections in math instruction. The organization is well-positioned to apply expertise and lessons learned to build SEL PD that transcends off-the-shelf, one-size-fits-all SEL content and pedagogy and substantially increases the efficacy of SEL instruction for many learners whose cultures, backgrounds, and needs are not fully reflected in the existing canon. Urban Teachers plans to develop transformative SEL within the envisioned PD curriculum for teachers, through which students and teachers build “strong, respectful relationships founded on an appreciation of similarities and differences, learning to critically examine root causes of inequity, and developing collaborative solutions to community and societal problems” (Jagers et al., 2014).

Moving from Theory to Practice in the Classroom. CASEL’s research and analyses support the need for effective teacher PD that builds educator capacity to advance academic, social, and emotional learning which benefits all students. However, Urban Teachers’ landscape analysis indicates that while district adoption of SEL interventions and curricula has increased in recent years, there is a clear and sizable gap between theoretical research-based consensus in the field regarding the importance of SEL, and the fragmented implementation across teacher preparation programs and LEAs. For example, despite a rich body of research supporting the implementation of SEL across classrooms for all students, a 2017 survey of 710 K-12 school leaders conducted by CASEL (DePaoli, Atwell, & Bridgeland, 2017) revealed that one of the biggest impediments to implementation of successful SEL instruction was insufficient teacher training to support

students' development of SEL skills; further, 70% confirmed the need for a formal curriculum teaching social emotional skills and intentionally developing students' competencies. Further, implementation has tended to focus on one or more discrete competencies and associated interventions - as opposed to a coherent SEL teacher PD approach that deeply embeds research-backed supports across all five core competencies in day-to-day classroom instruction.

Proposed Teacher Professional Development Across SEL Core Competencies - A New Approach. Through the proposed GAIN initiative, Urban Teachers will design, implement, refine, expand, and disseminate a new comprehensive teacher PD model addressing all five CASEL-identified SEL core competencies as a cohesive whole. Drawing on organizational experience and expertise in clinical PD design and delivery, the proposed model will incorporate selected evidence-based interventions and content identified by the What Works Clearinghouse as well as inclusive best practices such as culturally responsive instruction and content selection within a customized, comprehensive scope and sequence.

Core Phases of SEL Professional Development Delivery, from Design to Expansion. Urban Teachers envisions designing, delivering, refining, and expanding the proposed SEL teacher PD model in the following phases:

- During Year 1 of the grant, Urban Teachers will engage in research and work collaboratively with experts in the field to design and implement an initial small-scale spring semester PD pilot (15-20 total PD hours expected) focused on 2 CASEL competencies with 15 first-year teachers in Urban Teachers' program.
- During Year 2, Urban Teachers will utilize lessons learned from the pilot to collaborate with AIR to conduct a Randomized Controlled Trial (RCT) with 125 first-year teachers in Urban Teachers' program as the treatment group and 125 additional first-year teachers

in Urban Teachers' program as the control group. The treatment will include PD spanning all five SEL competencies across the academic year (40+ total PD hours expected), utilizing the curriculum outlined below.

- During Year 3, Urban Teachers will utilize the findings from the RCT to refine the PD and offer the treatment to the 125 teachers who served as the control group in the previous year (delayed treatment), as well as 305 new first-year teachers in Urban Teachers' program. Simultaneously, GAIN will engage 400+ additional network teachers in partnering schools/districts in a modified year-long professional learning experience, while offering support to school partners in integrating the model into existing training and coaching structures. By Year 3, Urban Teachers will also launch an online resource repository of content, supplemental materials (e.g., classroom artifacts, lesson plans, rubrics), and initiative lessons learned. This initiative will prepare Urban Teachers for continued post-grant PD implementation and refinement within the Urban Teachers program model and throughout the network.

Five Core Competencies, One Cohesive Clinical Curriculum for Educators. Urban Teachers envisions a single cohesive SEL curriculum for teachers enacted through a sequence of intensive PD activities. As outlined below, Urban Teachers has generated a working-draft curricular overview for each of the five core competencies, informed by CASEL's SEL framework and associated resources, preliminary research into WCC-housed interventions/programs with potential to shape and seed this cohesive curriculum, and Urban Teachers' expertise in inculcating culturally responsive pedagogy across content areas and programs of study. These competencies will be developed through multimodal teacher PD activities, as described below.

Proposed PD Content & Activities

Competency 1 - Self-Awareness: Through this competency, teachers will implement clinical practices in their classroom which foster:

- A sense of self for all students, to include cultural values and worldview
- The ability to recognize and identify one's emotions, thoughts, and values and how they influence decision-making
- An accurate self-assessment of strengths and limitations
- A growth mindset, self-confidence, and self-efficacy
- Student beliefs about the importance of identity to the sense of self and the degree to which group membership is seen as positive and affirming

Urban Teachers proposes to embed Second Step in its pilot-phase PD content. Second Step is a curricular program designed to integrate issues of mindsets and goals, values and friendships, thoughts, emotions and decisions, and peer conflicts.

Competency 2 - Self-Management: Through this competency, teachers will implement clinical practices in their classroom which foster:

- Emotional regulation in a variety of situations
- Stress management, impulse control, self-discipline
- Self-motivation
- Goal setting and monitoring skills
- Organizational skills
- Identification and use of adaptive coping strategies
- Ability to see and respond to acculturative pressures and discrimination as reflections of societal ills rather than as personal affronts

Urban Teachers proposes to embed Youth-led Participatory Action Research in pilot-phase PD

content. Youth-led Participatory Action Research is an innovative approach to positive youth and community development in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them.

Competency 3 - Social Awareness: Through this competency, teachers will implement clinical practices in their classroom which foster:

- Perspective-taking and empathy with others
- Ability to recognize and distinguish among cultural and race-related messages and expectations
- Understanding of social and ethical norms for behavior
- Recognition of family, school, and community resources and supports
- Respect for others and appreciation for diversity
- Discernment of cultural demands and affordances in various settings

Urban Teachers proposes to embed Facing History and Ourselves in pilot SEL training, a curricular program designed to integrate issues of race and ethnicity into social studies and language arts instruction through historical examples of conflict, justice, and discrimination.

Competency 4 - Relationship Skills: Through this competency, teachers will implement clinical practices in their classroom which foster:

- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups
- Clear communication, active listening
- Cooperation with others/Teamwork
- Resistance to inappropriate social pressure
- Ability to negotiate conflict constructively

- Knowledge of when to seek help
- Cultural fluency (the capacity to effectively learn about and negotiate cultural differences)

Competency 5 - Responsible Decision-Making: Through this competency, teachers will implement clinical practices in their classroom which foster:

- The ability to make constructive choices based on ethical standards, safety concerns, and social norms
- Realistic evaluation of consequences of various actions
- Consideration of the well-being of oneself and others
- Ability to identify problems, analyze situations, solve problems, and evaluate/reflect on outcomes
- Understanding of ethical responsibility

Each competency will be developed through multimodal teacher PD activities designed to consistently introduce, embed, and reinforce SEL instruction in classrooms. Following the initial pilot in Year 1, the proposed PD will be designed to extend across one full academic year and will include self-paced introductory modules (1 hour expected per competency), in-person seminars (3 hours per competency), practitioner webinars (45 minutes per competency), curriculum-specific workshops (45 minutes per competency), and individualized SEL coaching and observation (2 hours per competency). In total, the full PD treatment will provide 40+ PD hours for five competencies, including 28+ hours of group learning, 10 hours of coaching and observation, and 2+ hours of reflection and follow-up activities.

Self-paced modules will provide an introduction to each core SEL competency (including student learning outcomes, proven instructional practices and content, and application scenarios),

and will be followed by post-work such as lesson and activity planning and SEL projects. Weekend seminars will be focused on practical applications of module content (e.g., lesson planning, rehearsals, and feedback). Facilitated peer-to-peer practitioner webinars (virtual PLC activities) will focus on problems of practice and best practices from individual participant classrooms. Each competency will also include [REDACTED] hour of side-[REDACTED] classroom-based “elbow” coaching and one hour of evaluative observation.

Addressing Needs of the Target Population [REDACTED]

The proposed initiative is designed to increase the pipeline of diverse, effective, inclusive, and SEL-competent PreK-12 teachers working with historically underserved students including students of color, students with disabilities, and students from lower-income backgrounds in urban school districts and charter schools, and build a replicable model through which growing numbers of teachers across the U.S. become SEL-competent.

Diversity, Effectiveness, and Retention of Teachers in Urban Schools. Teachers are a central lever to close the opportunity gap for historically underserved students as their diversity, [REDACTED] efficacy, and retention all have a profound effect on students’ academic, social-emotional, and life outcomes. For example, studies have shown that Black students with just one Black teacher in elementary years are more likely to pursue college attendance (Gershenson et al., 2018); [REDACTED] months of learning in core subjects and expected lifetime earnings vary significantly in just one school year based on teacher effectiveness (Bill & Melinda Gates Foundation, 2012 & Chetty et al., 2011); and significant classroom-level teacher turnover can affect the academic performance of entire schools (Carver-Thomas et al., 2017). Urban Teachers’ proposed initiative will increase the supply of diverse, effective, and committed teachers for urban schools at every stage of the pipeline, including: [REDACTED]

- Recruitment:* From 2008 2009 to 2015 2016, the number of enrollees in teacher preparation programs fell by nearly 38%, despite persistent and widespread teacher vacancies which higher-poverty schools experience outsized challenges in filling (Garcia et al., 2019). Moreover, despite a growing body of research demonstrating unique educational impact for Black and Latinx students taught by educators who share their race/ethnicity, the share of Black educators in the teacher workforce in nine U.S. cities declined between 2002 and 2012 in both traditional district and public charter schools in some cases quite steeply (Bond et al., 2015). In this challenging environment, Urban Teachers has successfully scaled a diverse teacher pipeline through a rigorous preparation model requiring a minimum four-year commitment across three major U.S. cities, launched a landmark Black Educators Initiative to accelerate near- and long-term teacher diversity impact, and laid the groundwork to continue to grow in number of enrolled participants and geographic scope. During the grant period, Urban Teachers will build on these promising results, revising recruitment and selection processes to fuel continued strategic pipeline growth in areas of need in current service areas and expanding educator placement to a fourth city (Philadelphia) in which PreK-12 public school students are historically underserved.
- Preparation:* The quality and scope of teacher preparation is essential, both overall (with teachers with little preparation leaving the profession at twice to three times the rates of their peers per Sutchter et al., 2016) and in key content and practice areas (with, for example, general education teachers receiving insufficient special education training despite most students with disabilities spending some, most, or all of their instructional time in general education settings [e.g., DC Office of the State Superintendent of

Education and TNTP, 2019]). During the grant period, Urban Teachers will steadily increase enrollment in its intensive evidence-based teacher preparation program while developing, testing, scaling, and disseminating a new SEL teacher PD model designed to accelerate students' acquisition of non-cognitive skills and attainment of academic and life goals.

- *Retention:* Consistent with research demonstrating that depth, quality, and duration of novice teacher preparation and support is substantially correlated to persistence in the profession (e.g., Sutcher et al., 2016), the vast majority (90% as of SY19-20)³ of Urban Teachers participants who have completed their four-year teaching commitment are continuing to serve as teachers or in school-based instructional leadership roles across the U.S. During the grant period, Urban Teachers will continue to provide novice urban educators with deep pre- and in-service clinical PD, coaching, and mentorship, maximizing both preparedness for the classroom and propensity to continue in the profession.

SEL to Accelerate Positive Academic and Life Outcomes. As described in detail in prior sections of this narrative, a growing body of research and LEA case studies has demonstrated the real potential of SEL instruction to substantially increase positive academic and life outcomes for all students including students with disabilities and students of varying cultural backgrounds by enabling them to master and integrate essential non-cognitive skills that promote “intrapersonal, interpersonal, and cognitive competence” (CASEL, 2020). Further, “SEL interventions that address CASEL’s five core competencies increased students’ academic performance by 11 percentile points, compared to students who did not participate in such SEL

³ Retention data is based off of the 77% of four-year program completers for whom Urban Teachers has employment information.

programs.” (Durlak et al., 2011). Accessible and replicable across teachers, schools, and programs within and beyond Urban Teachers’ operating cities, Urban Teachers’ proposed comprehensive, culturally responsive, and clinically-focused SEL PD model and resource library will multiply impact for all students (and particularly underserved students such as students of color and students with disabilities) by increasing delivery of effective, inclusive SEL instruction that promotes mastery of essential non-cognitive skills and habits of mind and in turn, academic goal attainment and success beyond the school building in professional and community settings.

Project Sustainability

Urban Teachers’ proposed initiative will lead to sustained and sustainable impact for students, teachers, schools, and the field beyond the grant period.

Supply of and Demand for Effective Teachers in Current and Future Partner Cities. Over the past decade, Urban Teachers has grown enrollment in its evidence-based teacher preparation program from less than 40 incoming teaching residents in SY10-11 to nearly 300 in SY19-20, with additional growth of approximately 20% expected in SY20-21 based on early trends. On the supply side, despite an overall decline in national enrollment in teacher preparation programs over the past several years as noted in the federal Title II reports, Urban Teachers has scaled a pipeline of aspiring novice teachers while maintaining strong selectivity and diversity, with a 25-30% program admissions rate in recent cycles and 63% of SY19-20 teaching residents identifying as people of color. On the demand side, Urban Teachers has become a teacher recruitment and development partner of choice, with partner schools returning over time to hire Urban Teachers educators (74% of active SY19-20 partner schools hosted at least one Urban Teachers program participant within the two years prior) and continuous growth in partner

schools (primarily due to positive experiences and word-of-mouth among teachers and school leaders, with 34% total growth in active partner schools from SY17-18 to SY19-20). State- and city-level data corroborates a continuing need for diverse, effective teachers in core subject areas (with, for example, DC's four most frequently reported shortage areas of the past 20 years mirroring Urban Teachers' programs of study - elementary education, special education, English language arts, and mathematics [DC Office of the State Superintendent of Education, 2019], as well as growing student enrollment in city public district and public charter schools.

Demand for Urban Teachers Professional Development and Increased SEL Support. As cited earlier in this narrative, CASEL and Educators for Excellence studies and surveys convey a growing demand for high-quality SEL PD, as well as a clear disconnect between teacher and student needs and the quality and scope of PD currently offered by schools and teacher preparation programs. Urban Teachers is well-positioned to respond to this demand and the gaps in available teacher PD as a result of aligned experience and expertise, but also because of (1) its pre-existing strong reputation as a holistic teacher PD provider with well-integrated needs-responsive content and (2) a deep presence and continuously-growing supportive network within partner sites. District and charter school partners agree that the clinically-focused and comprehensive PD offered by Urban Teachers ensures the effectiveness of novice teachers in urban classroom settings; for example, 91% of partnering principals in SY18-19 agreed that first-year teachers trained by Urban Teachers were prepared for the classroom. Moreover, Urban Teachers has built a strong and burgeoning network of school leaders and educators within and across partner schools who have either directly participated in current PD offerings or indirectly benefited from their impact. As such, Urban Teachers has a broad network of stakeholders ready to participate in, and help to shape, the proposed SEL PD model.

Sustained, Scalable, and Replicable SEL Impact for Schools, Teachers, and Students. By design, the SEL teacher PD model, scope/sequence, and resources developed during the grant period will be scalable within the Urban Teachers program model and school partner network and broadly accessible to teacher preparation programs and LEAs across the U.S. for supported adoption. Urban Teachers will lay the groundwork for successful adoption and implementation of the comprehensive SEL teacher PD model at larger scale through rigorous testing, evaluation, and refinement with transparency around lessons learned, and an intentional development arc that moves from heavier initial investment in ready-made materials and consultative support to cost-efficient solutions such as continuously reusable teacher kits, teacher-generated lesson planning resources, and train-the-trainer capacity-building. In addition, Urban Teachers will work over the grant period to identify and integrate teacher credentialing and career pathway incentives (e.g., seeking approval in each state or LEA to offer Continuing Education Units [CEUs] for completion of the envisioned SEL PD) and explore the possibility of offering a stand-alone SEL micro-credential for teachers who successfully complete the PD and meet associated teaching practice standards. Urban Teachers will also work with partnering districts and charter management organizations where feasible to incorporate SEL PD as a credited activity within schools' teacher career pathways/ladders (e.g., as part of PD activities required to attain "Expert" or "Master" teacher status with increased pay and responsibilities).

Business Model and Financial Sustainability. Since inception, Urban Teachers has benefited from deep strategic philanthropic partnerships, with current major investors including Ballmer Group, the Charles and Lynn Schusterman Family Foundation, Carnegie Corporation of New York, Overdeck Family Foundation, and the Walton Family Foundation as well as a strong cadre of investors in each local operating site. At the same time, Urban Teachers' current business

model drives down reliance on contributed public and private dollars as program enrollment grows, such that reliance on contributed revenue for general program operations has decreased from ~70% in FY15 to ~40% in FY19 (and projecting at ~30% for FY20). Urban Teachers expects to continue to decrease the proportion of general program operations funded by contributed revenue by continuing to grow enrollment and earned revenue while capitalizing on economies of scale and leveraging philanthropic partnerships to seed program improvement and innovation. With respect to the proposed SEL PD model specifically, Urban Teachers anticipates decreased year-over-year, per-participant implementation costs during and beyond the initial grant period, cost-effective replicability for LEAs and other teacher preparation programs due to ability to use preexisting staff and resources for PD delivery with train-the-trainer support, and increased earned revenue from partner schools as proven post-pilot SEL PD and capacity-building offerings move into fee-for-service arrangements.

Significance

Anticipated Results

Preparing and supporting effective, diverse educators committed to student success. Access to teachers of color is a critical component driving student academic and personal success in the classroom (e.g., Carver-Thomas, 2018). Further, residency programs have significantly increased the diversity of teachers entering the profession and have positively impacted student academic outcomes (Guha, Hyler, & Darling-Hammond, 2016). Urban Teachers has a proven track record of preparing effective, diverse cohorts of teachers. In the 2019-2020 school year, 63% of the aspiring teachers recruited by Urban Teachers identified as teachers of color, with 52% identifying as Black and/or Latinx. As the organization continues to grow as proposed in this project, Urban Teachers is committed to ensuring that at least 55% of participants entering the

program identify as Black or Latinx. This means over the course of the grant period, at least 750 new Black and/or Latinx teachers will enter the classroom to serve students in Baltimore, Washington DC, Dallas, and Philadelphia.

In addition to serving as a pipeline of effective novice educators for partner schools, Urban Teachers also supports educators through their initial years in the classroom to ensure they remain in the profession. Research shows that quality and intensity of teacher preparation and support is positively correlated to teacher retention (Guha, Hyler & Darling-Hammond, 2016) - and at baseline, “almost half of all public-school teacher turnover takes place in just one quarter of the population of public schools. The data show that high-poverty, high-minority, urban, and rural public schools have among the highest rates of turnover” (Ingersoll et al., 2018). In addition to supporting student academic and life outcomes, retention of effective educators is critical as the high cost of teacher turnover disproportionately impacts high-needs LEAs (Learning Policy Institute, 2017). As 90% of Urban Teachers four-year program completers across all cohorts are still serving as U.S. teachers or school-based instructional leaders as of SY19-20 per latest alumni [REDACTED] entering the program through the GAIN initiative will also increase the number of effective, diverse educators remaining in the profession while also reducing attrition costs for LEAs.

Given the success the Urban Teachers flagship model has demonstrated in preparing effective teachers as measured by overall teacher effectiveness data (which includes elements of student learning outcomes), new participants in the organization will positively and directly impact 58,310 students in partner districts over the next three years.⁴ For example, data from the annual [REDACTED]

⁴ Based on Urban Teachers data collection, in the 2018-19 school year, 91% of all Urban Teachers first year teachers were rated as prepared for the classroom by their principals.

teacher evaluation employed by Baltimore City Schools shows that Urban Teachers educators are performing at or above the level of all other teachers in the district with the same years of experience. The evaluation considers a teacher's professional practice as well as student growth through the Student Learning Objective (SLO). The most recent available data from SY18-19 show that over 85% of Urban Teachers' first- and second-year teachers were rated in the top two tiers of Effective and Highly Effective on the district evaluation. These positive evaluation findings correlate with national studies citing that teacher preparation programs with (1) highly selective models and (2) multi-year clinically-based coursework produce statistically significantly higher student achievement results (IES, 2016). This was confirmed through an IES study of 65,000 students citing the positive effects such programs had on student math achievement. Through the GAIN initiative, Urban Teachers will build upon this research and substantially grow the footprint of its program through maintaining selectivity, enhancing program quality, ensuring teacher effectiveness and, ultimately, driving student achievement.

Supporting educators as they develop inclusive classroom environments to impact student learning and life outcomes. Research has found that providing SEL instruction improves classroom climate, assists with implementing classroom inclusion models and reduces disruptive behaviors (Schonert-Reichl, 2017). In fact, researchers noted that, “children with stronger social and emotional competencies are also more likely to enter and graduate from college, succeed in their careers, have positive work and family relationships, better mental and physical health, reduced criminal behavior, and to become engaged citizens” (Osher et al., 2019). Despite these findings, a 2020 survey of educators conducted by Educators for Excellence exposed the reality that many teachers still identify SEL as an area most needed for additional PD (Educators for Excellence, 2020). Further, a 2017 survey of PreK-12 school principals conducted by CASEL

highlights that while principals see the value in SEL instruction (with 70% of principals expecting their teachers to provide SEL instruction), only 25% of principals felt this expectation was met within their schools (DePaoli, Atwell, & Bridgeland, 2017). The support Urban Teachers will provide to participants and network teachers through facilitating PD across core SEL competencies will help principals [REDACTED] to meet their [REDACTED]s and to improve classroom climates to foster safe, nurturing learning environments that enhance student learning, increase students' involvement in their o[REDACTED]-emotional development, and increase student perceptions of self and others. Urban Teachers anticipates that students taught by these educators will experience significantly more positive changes to perceptions of school climate, perceptions of self and others, reductions in student absences, and [REDACTED]s in student disciplinary actions. Urban Teachers also expects the GAIN initiative will result in significantly increased student learning outcomes in mathematics and English language arts. A 2017 meta-analysis of over 200 SEL programs indicated that the positive academic achievement outcomes from SEL programs are long-lasting, with students who engaged in SEL programs scoring an average of 13 percentile points h[REDACTED]ho did not engage in SEL programming (Taylor, Oberle, Durlak, & Weissberg, 2017). Urban Teachers anticipates that the teachers who engage in SEL programming will yield higher student academic outcomes than teachers who receive [REDACTED] training in SEL competencies, as measured during the randomized controlled trial in Year 2 of the grant.

Contribution to the Field

Contributions to theory, knowledge, and practice in SEL education. In alignment with its mission-driven commitments to diversity, equity, and inclusion, Urban Teachers will focus its SEL programming on the implementation of Transformative SEL, a culturally relevant [REDACTED] approach

to the five competencies. A 2014 analysis of the original framework through the lens of race and equity rendered a series of concerns related to attempts to shape the development of social emotional competencies in learning environments where the group's norms did not embed or align with culturally relevant pedagogy (Jagers, Rivas-Drake, & Borowski, 2014). The authors of "Equity & Social Emotional Learning: A Cultural Analysis" (2014) identify opportunities to propel the initial model to realize its potential for classrooms with diverse student populations where there is an absolute need to address issues of social justice, power dynamics, and privilege along with acculturative stress which often results from a misalignment between social and ethical norms of behavior across groups. The findings from the GAIN initiative should contribute to advancing the body of evidence in the field of social-emotional learning through the potential to uncover the most effective ways to model and support SEL competencies for all students. Moreover, while there is significant research assessing the impact of SEL instruction on student outcomes, including academic outcomes, there is limited research assessing the impact of specific SEL strategies on the academic and life outcomes for students with disabilities. Urban Teachers currently prepares all participants to earn teacher certification in special education along with their academic content area, making the organization a natural fit for assessing the impact of SEL strategies on students with disabilities. The GAIN initiative will provide insight into the impact the five SEL strategies have on students with and without disabilities, enabling Urban Teachers to share findings broadly with the field. Given the variety of educational settings where students with disabilities may be placed, the initiative will ensure implementation of SEL instruction in special education settings (such as inclusive classrooms, self-contained classrooms and/or intervention settings) to gain the best understanding of how these strategies impact a diverse population of learners. Pending results of the randomized controlled trial, Urban

Teachers also plans to enhance the SEL preparation of participants through additional PD in the area of self-determination with a focus on students with disabilities. This area will be assessed separately for its impact on student learning and reported via formative findings. These findings have the potential to fill a gap in national research and to provide further insights of a model providing instruction on self-determination as an SEL competency within teacher preparation programs.

Grant funding will enable Urban Teachers to create a library of SEL curriculum applications specifically for teachers working with students with disabilities, providing existing teachers and candidates enrolled in other teacher preparation programs with access to open, actionable, and research-backed materials they can use in the classroom. The initiative will ensure the library of SEL curriculum is available for all teachers when the grant period concludes. The initiative's application of SEL theory to understand the impact of specific strategies in the classroom and develop actionable materials for teachers will address a largely unmet need in the field.

Replicable model of SEL instruction and rigorous recruitment and selection process for teacher preparation programs. Despite the well-documented positive impacts of SEL instruction on student academic and life outcomes, according to a 2017 scan of teacher preparation programs conducted by CASEL, the majority of teacher preparation programs in “49 states did not address any of the five core Students’ SEL dimensions” (Schonert et al., 2017). One of the long-term outcomes of the GAIN initiative is to provide the field with a replicable model to ensure that aspiring teachers have the knowledge and skills needed to provide effective SEL instruction to their students in all five core SEL competencies. Urban Teachers seeks to support the overall preparation field by making the SEL sequence publicly available for other preparation programs to scale research-backed practices. Further, throughout each year of the

grant period, Urban Teachers will publicly share progress on developing, implementing, assessing, and continuously improving SEL instruction within the program to provide additional support for programs considering investing in SEL instruction for their participants.

In addition to providing preparation programs with a model for SEL instruction, Urban Teachers seeks to share best practices and lessons learned for creating a rigorous, efficient, and effective recruitment and selection model for program admission. While Urban Teachers is already highly selective in its admissions practices, the GAIN initiative provides an opportunity to revise existing recruitment and selection processes from assessing the effectiveness of different recruitment pathways, both in-person and virtual, to determining the most impactful stages of the application process. As Urban Teachers seeks to strengthen its admissions process and increase the number of overall candidates entering the program, including aspiring math teachers, the organization will also assess the impact the process has on recruiting and admitting participants of color. Urban Teachers also plans to share lessons learned from the revision, implementation, and assessment of its admissions process broadly within the field in an effort to increase the number of [REDACTED] profession.

Dissemination Plan

In addition to disseminating findings at the conclusion of the grant, Urban Teachers seeks to provide [REDACTED] stakeholders with meaningful, actionable information throughout the duration of the grant. This includes sharing the SEL instructional sequence publicly to provide the educator preparation field with a replicable model for delivering SEL instruction to participants, as well as providing insight into the program revision process. Urban Teachers also seeks to provide teachers, specifically special education teachers, with a public lessons-learned library to support SEL instruction for students with disabilities. [REDACTED]

Year	Audience	Medium	Description
1	Preparation programs PD providers	Social media and Website content	An initial guide to how the program is tackling the development of new SEL modules and the intended impact of the initiative Launch of marketing materials highlighting the focus on SEL instruction
2	Prospective teachers	Social media	Launch of recruitment campaign for new program site in Philadelphia
2	Preparation programs Policymakers	White paper	End-of-year brief outlining what the organization learned from initial implementation of the SEL instruction in addition to early outcomes
3	Policymakers	White paper	Overview of findings related to the impact of SEL instruction on novice teacher retention, knowledge, and classroom environment
3	Policymakers	White paper	Overview of early findings related to the impact of SEL and special education professional learning on network teachers, including the impact in special education settings
3	Preparation programs PD providers	Website updates and social media	Contents and evaluation of effectiveness for each SEL module created during the grant for other programs/providers to use as a model for continuous improvement
3	Preparation programs Applicants Policymakers	Social media	Lessons learned from initial expansion year in Philadelphia, including participant/school partner success and how Urban Teachers will plan for year two of operations

3	Teachers	Social media and Website content	Create a teachers' lessons learned library for SEL curriculum, including for students with disabilities
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Quality of the Management Plan

Goals, Objectives, and Outcomes

GAIN proposes objectives and outcomes to correspond with each of the strategies pursued by the initiative. Each of these is outlined in Appendix G4 in a table that provides the initiative's overarching goal, strategies, outcomes, outputs, data sources, instruments/methodology, and completion dates. Additional details on the methods used to assess the outcomes listed under strategies one (*Add SEL content to the Urban Teachers curriculum for current participants*) and two (*Develop new SEL and Special Education professional learning sequence for non-Urban Teachers educators in partner schools*) are provided in the evaluation section of the proposal.

In addition to the targets outlined in the Goals, Objectives and Outcomes Table, Urban Teachers commits to reporting on the following SEED program measures:

- The percentage of teacher participants who serve concentrations of high-need students
 - Note: As part of its mission, Urban Teachers places all of its teachers in schools with high concentrations of high-need students and will continue to do so.
- The percentage of teacher participants who serve concentrations of high-need students and are highly effective
- The percentage of teacher participants who serve concentrations of high-need students who are highly effective and serve for at least two years
- The cost per participant in the Urban Teachers program

- An evaluation that meets, at a minimum, the WWC standards with reservations

Management Plan

The Project Leadership Team will represent a cross-section of the organization in order to support the entire scope of this initiative. The Project Director will be Urban Teachers' Director of Policy and Business Development, [REDACTED]. In this role, [REDACTED] coordinates development of organization-wide policy stances and leads expansion and business development efforts. Prior to joining Urban Teachers, [REDACTED] led teacher preparation policy for the New Jersey Department of Education (2013-2018) where she supported universities as they developed residency-based programs and helped the state become one of the first in the nation to require extended clinical preparation for all novice teachers. [REDACTED] extensive and diverse professional background, ranging from public school teaching in urban and international environments to large-scale project management across multiple divisions of state government, will ensure the GAIN initiative is implemented with fidelity.

Additional members of the Project Leadership Team (see resumes in Appendix B) include:

- [REDACTED] who will provide Project Oversight to champion the work and ensure that the Board, school and philanthropic partners, and the full complement of Urban Teachers resources will be leveraged for this landmark project. [REDACTED] previously served in key leadership positions at the New Jersey Department of Education. In his most recent role as Deputy Commissioner, he managed human capital, accountability and performance management initiatives and spearheaded policies to improve the academic achievement of 1.4 million students.
- [REDACTED] will provide a curricular vision for SEL instruction and support content dissemination to partner organizations. [REDACTED] is

a founding staff member of Urban Teachers and co-architect of the Teacher Practice Rubric and PD framework. Her background includes 20+ years of experience across teaching, curriculum development, training, clinical supervision and managing school reform initiatives.

- [REDACTED] who will provide content and curricular expertise to design SEL instruction modules. [REDACTED] has been a special education professional for almost 18 years and has held positions as an early interventionist, special education teacher, and administrator in PreK-12 programs in the Washington, DC area. She holds a master's degree in Early Childhood Special Education and a doctorate in Special Education Policy. Throughout the years, [REDACTED] professional expertise has expanded to include supporting special education policy compliance and data analysis, research, and curriculum design.
- [REDACTED] who will help measure the impact of the PD and liaise with the external research vendor. [REDACTED] is a Ph.D. candidate in the Educational Measurement, Statistics, and Evaluation department at the University of Maryland and holds a master's degree in Teaching English to Speakers of Other Languages (TESOL). In 2017, she joined Urban Teachers through the Strategic Data Project, a fellowship hosted by Harvard University's Center for Education Policy Research. [REDACTED] has worked in the field of education for 12 years total, including experience as a TESOL teacher in California, a university-level English instructor in China with the United States Peace Corps, and as a manager of large-scale K-12 state assessment programs.
- [REDACTED] who will support efforts to

refine and revise recruitment and admissions processes and lead recruitment efforts for the new program site. [REDACTED] joins Urban Teachers as of July 2020 after more than a decade of leading national recruitment strategy for Teach for America and managing large teams. Using a data-informed approach, [REDACTED] has a track record of success in exceeding recruitment targets by optimizing systems, developing a talented team, building a sound strategy, and continuously monitoring progress to make adjustments as needed.

- [REDACTED] who will design and launch a plan to execute SEL PD for teachers not affiliated with the program and ensure participant compliance with SEL program requirements. [REDACTED] has been with Urban Teachers for five years in both Site and National roles and now directs all matters related to participant policy and district contracting. Prior to joining the Urban Teachers team, [REDACTED] taught middle and high school Spanish for six years in Baltimore City Public Schools.
- [REDACTED] who will support budget management ensuring that budget managers have a place to document expenditures and that any discrepancies or overages are immediately addressed. [REDACTED] has over 14 years of experience in accounting, and at Urban Teachers, she leads all day-to-day finance operations and budget processes to ensure all systems and procedures are in place to support effective program implementation and assure timely and accurate financial information. Before joining Urban Teachers, she was the Controller at Maryland Food Bank where she led the finance operations and audit processes. [REDACTED] is a Certified Public Accountant (CPA) in Maryland and Washington, DC.

The Project Leadership Team will meet on a monthly basis, with bi-weekly meetings during periods leading up to important milestones as indicated in the Gantt chart (See Appendix G5). Other members of the organization and external stakeholders will rotate into meetings as needed. This includes representatives from the site and technology teams, school leaders, and district partners. There will be an advisory committee composed of program participants, specifically those who serve special education students, to support SEL content development, inform recruitment and admissions process revisions, help advocate for the initiative to colleagues and peers. The Project Director will engage with them on a quarterly basis.

Timeline, Responsibilities and Milestones. The Gantt chart in Appendix G5 outlines the phase-in of each initiative strategy and identifies the person in charge and essential milestones (in blue).

Feedback and Continuous Improvement

The key stakeholders for this initiative are program participants, applicants, network teachers, school leaders, district partners, policymakers and other preparation organizations. The advisory committee will provide frequent feedback and input into the design, implementation and assessment of initiative-based activities. In addition, Urban Teachers will incorporate questions about the strength of SEL PD and delivery as well as areas for improvement in a survey sent to all program participants annually and later, bi-annually. This feedback will help inform immediate changes to delivery as needed and longer-term planning for the following project year. Feedback from school leaders and district partners will be gathered through existing, quarterly meetings with representatives from district and charter Talent Offices and school buildings will be a formal feedback mechanism, including questions around SEL instruction and recruitment and admissions process.

feedback will be gathered through ad hoc focus groups to learn about their appetite for expanded programming (inclusive of new sites and PD) and their experience with the recruitment and admissions process. In addition, applicants will complete an annual, pre-entry survey.

Initiative progress will be formally communicated on a quarterly basis to the organization's Cabinet (Chief-level leaders), who will help to problem-solve any challenges or roadblocks; on a bi-annual basis to the entirety of the organization through the staff newsletter; and on an annual basis to both internal and external stakeholders through formal lessons learned documentation and white papers outlining key findings. These will be available on the Urban Teachers website. The lessons learned documentation will be developed through a formal lessons learned session with the Project Leadership Team, at which point the team will review feedback gathered throughout the program year from principals, program participants, applicants and district staff, and discuss their own findings. Additionally, there will be immediate updates about initiative progress shared externally on Urban Teachers' social media accounts.

Urban Teachers will partner with the American Institutes for Research (AIR), an external research, partner to measure the impact of SEL instruction on student behavior and teacher development through a randomized controlled trial. Kristina Cassidy, Urban Teachers' Assistant Director of Research & Evaluation and a key member of the Project Leadership Team, will be the liaison between AIR and the rest of the organization, engaging in monthly meetings with the vendor to discuss progress and ensure the contract is fulfilled. On an annual basis, a representative from AIR will present findings to the Project Leadership Team and Cabinet. These findings, coupled with the lessons learned documentation, will set the stage for brainstorming and planning for the following project implementation year. There will also be designated time during monthly Project Leadership meetings to discuss more immediate opportunities for

improvement as they pertain to SEL instructional delivery, accessibility of initiative information, recruitment and admissions processes, and participant support.

Urban Teachers will leverage the project management tool Asana to coordinate this initiative.

This will allow asynchronous collaboration and team-wide visibility into tasks, milestones, and deliverables. In the event that a task or milestone is missed, the Project Director will immediately address the issue with the owner of that task/milestone to determine how to proceed. If this missed deadline impacts the overall project timeline, the Project Director will look at dependent tasks to identify how to make up time elsewhere to ensure the project remains on track. Where necessary, the Project Director will convene the Project Leadership Team for an ad hoc meeting to rectify challenges with project deadlines and roadblocks toward progress, including the Cabinet as needed.

The Controller will keep a detailed budget tracking document to ensure that budget owners have a place to record expenditures, that expenditures are kept in line with projections, deviations are clearly outlined and accompanied by a rationale, and that the overall project stays on budget.

Expenditures will be recorded in real time, and the overall budget will be reviewed on a monthly basis. On an annual basis corresponding to the Urban Teachers budgeting process, the Project Leadership Team will have a budget planning meeting to make sure that projections for the following year are accurate and any unanticipated expenses are accounted for.

Quality of the Project Evaluation

AIR will conduct a rigorous, experimental evaluation of GAIN Strategy 1 to examine the impact of Urban Teachers' SEL PD and support on teacher and student outcomes. The outcome evaluation will produce reliable evidence and contribute to the body of research about the effectiveness of SEL PD and support on teacher instructional practice and student achievement.

The multi-site, teacher-level random assignment study will **meet WWC standards without reservations**. The evaluation will also provide periodic feedback and assessments of progress in Years 1, 2, and 3 of the SEED grant, including teacher knowledge and use of SEL strategies in the classroom; student perceptions of school and classroom climate; positive perceptions of self and others; social skills; and existence of safe, inclusive classrooms. The evaluation will address program outcomes and research questions (RQs), using the qualitative and quantitative data sources in the table below. Items within the table align with the proposed initiative Goals, Strategies, Objectives, and Outcomes (Appendix G4) and logic model (Appendix G1).

Program Outcome	Research Questions	Data Sources
Outcome Evaluation		
Outcome 1.7: Increase student learning outcomes in math and ELA as measured by state-administered standardized assessments.	1. What is the impact of SEL PD and ongoing supports on student reading and math achievement?	Student math and ELA state standardized assessment scores, student administrative data
Outcome 1.4: Reduce student absences, disciplinary referrals, and suspensions.	2. What is the impact of SEL PD and ongoing supports on student nonacademic outcomes, including absences, disciplinary referrals, and suspensions?	Student attendance and discipline administrative data
Outcome 1.5: Increase student perceptions of school climate, positive perceptions of self and others, and social skills. Outcome 1.6: Increase the number of teachers who create safe, inclusive classrooms.	3. What is the effect of SEL PD and ongoing supports on student perceptions of school and classroom climate, self and others, and social skills?	Student surveys

Outcome 1.2: Increase teacher use of SEL strategies in math, ELA, and special education settings.	4. What is the impact of SEL PD and ongoing supports on teacher SEL classroom practices?	CLASS observation data, teacher demographic data
Formative Evaluation		
Outcome 1.1: Increase teacher perceptions, knowledge, and understanding of SEL strategies in math, ELA, and special education settings.	What are teachers' perceptions, knowledge, understanding, and use of SEL practices?	Teacher surveys, teacher and Urban Teachers staff interviews, Urban Teachers observation data
Outcome 1.2: Increase teacher use of SEL strategies in math, ELA, and special education settings.	To what extent is the SEL PD and support implemented with fidelity? What are teacher perceptions of the SEL PD and support?	Teacher surveys, teacher and UT staff interviews, UT PD participation data and supporting documents

Evidence of Effectiveness to Meet WWC Standards Without Reservations

The outcome evaluation will address RQs 1–4 to examine the impact of the proposed UT SEL PD and support on teacher- and student-level outcomes. As displayed in the logic model (Appendix G1), the project expects that teachers' participation in the SEL PD and support will result in increased knowledge and use of SEL practices in the classroom, resulting in changes in students' perceptions of school and classroom climate, social skills, and their relationships with their teachers. AIR will examine changes in teacher SEL classroom practices and student achievement after this first year of implementation to see whether there are early impacts on these outcomes, in addition to reductions in student disciplinary referrals and increased student attendance.

Specifically, AIR will conduct a delayed-treatment, randomized controlled trial (RCT). The evaluation will test the impact of SEL PD and support on first-year UT participant teachers' SEL

classroom practices and their students' achievement. In Year 1 of the SEED grant, AIR will randomly assign 250 UT first-year teachers to one of two conditions: (1) 125 teachers who will receive SEL PD and ongoing supports in Year 2 (treatment group) or (2) 125 teachers who will receive the PD and support in Year 3 (control group with delayed treatment). The study will take place in three school districts: Dallas, Baltimore, and Washington, DC. AIR will ensure that all teachers within a school are either assigned to the treatment or control groups, to prevent treatment teachers from sharing information they learned during the PD with control group teachers. After random assignment, AIR will conduct baseline equivalence analyses to document the extent to which the random assignment resulted in equivalent treatment and control groups. AIR will test equivalency on key variables, such as percentage of students who receive special education services, percentage of students eligible for free or reduced-price lunch, and prior achievement on state standardized tests. The random assignment strategy should achieve standardized mean differences between groups of 0.25 or lower on key variables. Because the SEL PD will be embedded within the supports Urban Teachers provides to first-year teachers participating in the program, the initiative anticipates low levels of attrition from the evaluation. Treatment teachers will participate in SEL PD and support during the 2021–22 school year, while control teachers continue with business as usual. AIR will collect student outcome data at the end of the 2021–22 school year to estimate the impact of the PD after one year of implementation for a total of 250 novice Urban Teachers participant teachers (125 treatment and 125 control). AIR will collect CLASS® observation data for a sample of 132 teachers (66 treatment and 66 control) to estimate the impact of the PD after one year of implementation on teachers' SEL classroom practices. These sample sizes are sufficient for detecting minimum detectable effect sizes (MDES) of $d = 0.09$ for student outcomes (e.g., scores on state-

standardized tests, student attendance, and student disciplinary incidents)⁵ and an MDES of d 0.43 for teacher outcomes (SEL classroom practices).⁶ This effect size is both policy-relevant and within reach based on prior PD and coaching studies. For example, a recent meta-analysis of coaching studies conducted by Kraft, Blazar, and Hogan (2018) found pooled effect sizes of 0.49 standard deviations on classroom instruction on student achievement.

AIR will estimate impact models using multilevel regressions that will account for the variability in student, teacher, and regional characteristics, as well as the nesting of data. The models will estimate mean differences between treatment and control on the key outcomes while controlling for student- and school-level characteristics. Even though these characteristics will have been balanced during the randomization process, the inclusion of covariates will increase the precision of the program effect estimates (Raudenbush, 1997).

The use of an experimental design, establishment of baseline equivalence, use of valid and reliable outcomes (described below), anticipation of low attrition, and use of industry standard analytic methods will ensure the outcome evaluation produces evidence of effectiveness that meets WWC evidence standards without reservations, fully satisfying the scoring criterion of the Department of Education's notice inviting applicants (NIA) for the SEED program.

Performance Feedback and Periodic Assessments of Progress Toward Achieving Intended

5 AIR conducted the power analysis for student outcomes assuming 249 teachers will be randomized across three geographic locations (Dallas, Baltimore, and Washington, D.C.), and that each teacher will teach an average of 25 students (6,225 students total). AIR made some other standard assumptions, such as power of 0.80 and an alpha of 0.05 for a two-tailed test. It was assumed that 20% of variance would be explained by student-level covariates, 60% of the variance would be explained by teacher-level covariates, and an intra-class correlation of 0.10. AIR used PowerUp, a tool for calculating sample sizes and minimum detectable effect sizes for study designs (Dong & Maynard, 2015).

6 AIR conducted the power analysis for teacher-level outcomes assuming 132 teachers will be randomized across three geographic locations. In addition to the standard assumptions, such as power of 0.80 and an alpha of 0.05 for a two-tailed test, it was assumed that 25% of the variance would be explained by covariates.

Outcomes

The formative evaluation will address R○s 5 6 to provide feedback about Urban Teachers fidelity of SEL PD and support implementation, as well as teacher perceptions, knowledge, understanding, and use of SEL strategies learned during the SEL PD and support. In Year 1 of the SEED grant, while Urban Teachers start develop and pilot test the SEL PD and support, AIR will work with Urban Teachers to identify implementation fidelity criteria and develop and align implementation metrics to data collection instruments to measure implementation fidelity. Data collection, including surveys, interviews, and teacher evaluation data, will take place at the schools and districts with participating first-year teachers during Year 1 (pilot year) and Year 2 (implementation/evaluation year) of the SEED grant.

Interim reports from AIR will provide feedback assessing progress toward achieving the stated intended outcomes based on interview, survey, and teacher classroom observation data and will be available at least twice per year (e.g., reports of results from fall and spring semester teacher and student surveys). In Year 1 of the SEED grant, AIR will collect and analyze formative data using surveys and interviews to improve the curriculum during the pilot year (which will take place in spring of 2021). AIR will continue to collect and analyze survey, interview, and teacher classroom observation data to provide additional, formative feedback to Urban Teachers. Prior to Year 2 (summer of 2021) and throughout the treatment year (2021 22 school year), Urban Teachers will use these formative data to make iterative improvements to the SEL PD and support to ensure teacher and student outcomes are eventually met (and to inform the development and implementation of SEL PD for non-Urban Teachers participants, which will begin in findings and the final evaluation report will inform Urban Teachers and partner school districts of the extent to which

meet intended teacher and student outcomes, with qualitative data to supplement summative evaluation findings.

Use of Objective Performance Measures Related to Intended Project Outcomes

Throughout the 3-year grant, AIR and Urban Teachers will use a variety of objective performance measures, which represent qualitative and quantitative data that are aligned to RQs and the intended outcomes as shown in Appendix G4.

For the outcome study, the evaluation measures will provide an objective assessment of outcomes. These measures include student standardized test scores, student attendance, student disciplinary records, and teacher CLASS® observation data. Academic achievement (RQ1) will be measured with students' scores on state standardized tests, obtained from participating local education agencies (LEAs), which are valid, reliable, and policy-relevant as determined by the WWC v4.1. The assessments will include ELA and mathematics in Grades 3–8 and high school, plus science in available grade levels and subjects. Students' test scores will be standardized within grade, subject, and LEA. Student attendance and discipline measures (RQ2) are mediating, policy-relevant measures that mediate student achievement outcomes. These measures are not over-aligned with the intervention and are considered valid and reliable by WWC (IES, 2017).

Student Surveys. To address RQ3, student perceptions of school and classroom climate, self and others, and social skills, AIR will develop and administer paper student surveys in the fall and spring of Year 2 of the SEED grant to students of teachers in both the treatment and control groups (approximately 5,000 students). AIR will obtain an 85% response rate, and we expect to achieve this result because Urban Teachers asks teachers as part of their program participation agreement (signed in their first year of the Urban Teachers program) to participate in all Urban

Teachers research activities. Student surveys will collect information on student background, grade level, and nonacademic scales such as feelings of security in school and in their classroom, self and social awareness, and relationship skills. AIR will use items from validated survey instruments, including the nationally-validated U.S. Department of Education's School Climate Surveys and AIR's Conditions for Learning Survey,⁷ and will develop items specific to the Urban Teachers SEL PD and support. AIR will pilot test and finalize student survey items/scales in Year 1 of the SEED grant, prior to administering to students of treatment and control teachers in fall of 2021 and spring 2022 (Year 2 of the SEED grant). We will use similar methods as the above-mentioned teacher survey analysis methods to analyze and examine student survey data.

CLASS[®] Observations. The Classroom Assessment Scoring System[®] (CLASS[®]; Pianta, LaParo, & Hamre, 2008) (R4) is a valid, reliable teacher observation protocol used to measure effective teacher and student interactions across three domains, including emotional support, classroom organization, and instructional support. The emotional support domain measures SEL practices in the classroom, such as positive climate, teacher sensitivity, and regard for student perspectives (Yoder, 2014). To evaluate the impact of SEL PD and support on teachers' classroom practices, in Year 2 of the SEED grant, AIR (with Urban Teachers staff support) will video four consecutive 20-minute observations of 132 teachers randomly sampled by grade and subject taught (66 treatment and 66 control). AIR researchers who are certified in the use of the CLASS[®] protocol will review and score teacher videos of classroom interactions. AIR will take an average of scores across the four observations and use scores in the outcome analysis of teacher outcomes (described above).

⁷ Information on the U.S. Department of Education's School Climate Surveys can be found at <https://safesupportivelearning.ed.gov/edscls>. Information on AIR's Conditions for Learning survey can be found at https://www.air.org/project/conditions_learning_survey.

Teacher Surveys. To address formative RQs 5 and 6, AIR will develop and administer surveys to teachers participating in the SEL PD and support pilot in spring of Year 1 and then to 250 teachers (125 treatment and 125 control) in fall and spring of Year 2 of the study. AIR will obtain an 85% response rate and will work with Urban Teachers staff to administer surveys to teachers during times when they are participating in in-person or virtual training sessions with Urban Teachers (both treatment and control teachers will be enrolled in Urban Teacher's business as usual training and coaching for first-year teachers). Teacher surveys will gather information on teacher background and experience, including educational credentials, gender, age, and race/ethnicity. Surveys also will include questions to capture teacher understanding of SEL strategies, SEL content knowledge, use of SEL practices in the classroom, and views toward teaching, including job satisfaction and commitment. AIR will use survey items from validated survey instruments that align with the key SEL skills (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), including the Center on Great Teachers and Leaders' Self-Assessing Social and Emotional Instruction and Competencies and the nationally-validated U.S. Department of Education's School Climate Surveys.⁸ AIR will also develop items specific to the Urban Teachers SEL PD and support. For example, AIR will work with Urban Teachers to identify implementation fidelity criteria and develop items to measure implementation fidelity indicators. AIR will pilot test and finalize teacher survey items/scales in Year 1 of the SEED grant, prior to administering to treatment and control teachers in fall of 2021 and spring 2022 (Year 2 of the SEED grant).

AIR will use scale scores for existing sets of validated survey items and factor analysis to create

⁸ Information on the Center on Great Teachers and Leaders' Self-Assessing Social and Emotional Instruction and Competencies can be found at <https://gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf>. Information on the U.S. Department of Education's School Climate Surveys can be found at <https://safesupportivelearning.ed.gov/edscls>.

reliable scales for new survey items (e.g., items measuring implementation fidelity, such as implementation of SEL practices; frequency and intensity of SEL support, nature of support) that describe SEL perceptions, knowledge, and implementation for treatment and control groups. AIR will calculate frequencies of responses and, to assess differences in outcomes between the treatment and control, use t-tests and chi-squared analyses to determine whether there are statistically significant differences in responses for teachers (and their students).

Teacher and UT Staff Interviews. To further address formative RQs 5 and 6, in spring 2021 (Year 1 of the SEED grant), AIR will conduct interviews with 15 UT teachers piloting the SEL PD and support. AIR will develop interview protocols to collect information on teacher perceptions, knowledge, and use of SEL strategies learned through the pilot SEL PD, as well as obtain qualitative feedback on challenges, or barriers, to using SEL strategies in classroom. These findings can be used to improve the SEL PD and support before Year 2 implementation. AIR will also interview up to five Urban Teachers staff members who work on PD development, delivery, and teacher coaching. AIR will develop protocols to collect information on fidelity of implementation metrics to incorporate into teacher and student survey data instruments, as well as collect formative feedback on the quality and utility of the pilot version of the SEL PD and support to inform improvement before fully implementing in Year 2 of the SEED grant.

In Year 2 of the SEED grant, AIR will conduct interviews with a sample of 30 teachers (15 treatment and 15 control teachers) in late fall of 2021. AIR will develop interview protocols aligned to surveys to obtain detailed information on teacher perceptions and use of SEL strategies in their classrooms, as well as qualitative feedback on challenges, barriers, and successes associated with use of SEL strategies in classrooms to inform continuous improvement of PD and support. AIR will use NVivo qualitative software to code and analyze interview

transcripts. The analysis will use an inductive approach and incorporate a systematic method of managing data through reduction, organization, and connection (Dey, 1993; LeCompte, 2000). This process will rely on structured procedures for coding and categorizing the data to recognize patterns within and across treatment and control teachers.

UT PD and Support Documents. To address RQs 5 and 6 to examine fidelity of implementation of PD and support delivery, participation, and use of SEL practices, AIR will use Urban Teachers documents, such as teacher attendance in PD sessions and coaching logs that track ongoing SEL support activity participation, frequency, and content for 125 treatment teachers.

Urban Teachers Classroom Observations. For formative purposes, and to further address RQ5, Urban Teachers coaches will conduct in-person classroom observations of all 125 treatment and 125 control teachers in fall 2021 and spring 2022. To reduce bias in observation data, coaches will observe and rate teachers whom they do not coach in spring 2022. To measure treatment teacher general instructional practices and SEL-specific practices, AIR will use summative evaluation data collected during Year 2, compared to evaluation data of the control group. Summative observation scores from teacher evaluation systems provide face validity, with directly observable practices reflecting standards (Cohen & Goldhaber, 2016). UT will supplement its existing classroom observation instrument with at least five items designed to measure each of the five key aspects of the Urban Teachers SEL PD and use of those SEL practices in the classroom. Urban Teachers will test and finalize new observation instrument items during Year 1 of the SEED grant to measure teacher SEL practices and fidelity of implementation to the Urban Teachers SEL PD and support program. The Urban Teachers observation instrument, the Teacher Practice Rubric (TPR), currently uses 11 indicators to assess the quality of classroom instruction and learning environment, with each indicator rated on a 4-

point scale. Rubric development was informed by several research-based and validated measures commonly used to assess teacher practice (e.g., Danielson's (2013) Framework for Teaching and Pianta et al.'s (2008) CLASS® rubric). The TPR is aligned with the standards set by the Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium and encompasses four sets of skills that new teachers must master to become effective: Building productive and nurturing classroom environments, operating as diagnosticians, setting precise goals and enacting them, and fostering academic talk. Urban Teachers conducted internal analyses using SY13-14 data to see if its measures of teaching practice are associated with student learning gains and found that the composite coach ratings of teachers on the TPR had a statistically significant, positive relationship with their students' achievement gains on the NWEA MAP assessment (Jackson, 2015).