



Georgia Gwinnett
COLLEGE

School of Education



GWINNETT
COUNTY
PUBLIC
SCHOOLS

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GIFT: Georgia Gwinnett College Inspiring Future Teachers

This application for a Teacher Quality Partnership (TQP) grant addresses **Absolute Priority 1** – *Partnership Grants for the Preparation of New Teachers* (AP1) by carrying out an effective **pre-baccalaureate** teacher preparation program that includes a year-long clinical fellowship experience. Through a partnership between Georgia Gwinnett College (GGC), a minority-serving institution, and Gwinnett County Public Schools (GCPS), a high-need LEA located in the nation's 7th most diverse county, we plan to increase the diversity of the educator pipeline leading from GGC to GCPS in critical shortage areas including: secondary math and science (6-12), special education (K-12) and elementary English Learners' (ESOL-endorsed) teachers. Through these grant funds, we will be able to enhance our comprehensive efforts by designing and delivering three key activities including: (1) **recruitment and preparation** of a more diverse pool of teachers to serve in critical-shortage areas; (2) an intensive **year-long fellowship** designed to support **40** brand new teachers (across two cohorts) in their transition from coursework to the classroom; (3) two-year **induction support** model piloted with graduates of GGC's School of Education employed in GCPS, in order to further support their transition into teaching, increasing the likelihood they will be retained in high-need schools.

Absolute Priority 1: Effective pre-baccalaureate teacher preparation program

Below, a brief overview is provided of each component of our proposal, further detailed in subsequent sections throughout the remaining narrative application as well as appendices.

(a) Program Accountability - A key performance measure in this project is tracking the percentage of teacher candidates who meet all applicable State certification requirements. The GIFT fellowship is designed to promote strong teaching skills by pairing exemplary teacher candidates with highly effective experienced mentors to support their transition into teaching. In addition, the required coursework in the teacher preparation program addresses the effective use of technology, universal design for learning, and positive behavioral interventions to support students. (See *Appendix H* for more detailed course descriptions) The integration of coursework with the experiences in-field monitored and supported by GGC field supervisors provides the optimal opportunity for GGC residents to graduate profession-ready. All GIFT-funded residents will take the state certification (i.e., GACE) content assessment in the fall to meet state licensure requirements and will complete a culminating exit portfolio in the spring demonstrating the mastery of the GGC School of Education's (SOE) key domains of interpersonal expertise, content and pedagogical expertise, assessment and analytical expertise, leadership expertise and adaptive expertise.

(b) Required reforms - **(b1)** - The GGC School of Education utilizes a Quality Assurance System with six key assessments and five School of Education (SOE) domains. The six assessments measure 1) Content Knowledge 2) Planning 3) Assessment 4) Teaching Behaviors and 5) Dispositions which are aligned to the INTASC (Interstate Teacher Assessment and Support Consortium), ITSE(International Society for Technology in Education), GaPSC(Georgia Professional Standards Commission), GACE(Georgia Assessments for the Certification of Educators) standards, SOE outcomes, and 6) IEE(Independent Education Evaluation) goals. Each of these assessments is collected at various transition points during each semester. Furthermore, Program Chairs in collaboration with faculty use internal and external forms of data to determine which performance tasks need reforms, rubric revisions, or assessment revisions to better address program competencies. These changes are noted in the continuous improvement plans which are part of the annual data analysis completed by each

program discipline. Once all data has been shared with all stakeholders, including the SOE Advisory Board, we solicit feedback and make changes to our program based on their recommendations and needs. **(b2)** - Each of our programs provides prospective teachers with knowledge of student learning methods and research-based instructional methods. Candidates take a two-semester sequence of instructional and content methods courses (e.g., EDUC 3400A and EDUC 3650A) that guide them in exploring student learning methods and in planning lessons that incorporate research-based pedagogies. In the accompanying experiential/field-based classes (e.g., EDUC 3400B and EDUC 3650B), candidates have opportunities to put these methods into practice in GCPS classrooms under the guidance of a mentor teacher and GGC field supervisor. In addition, our prospective teachers learn and practice data analysis skills in their Educational Assessment course (e.g., ELED 4600B). The outcomes of this course center on understanding, interpreting, and using a variety of assessment and data collection practices to fuel instructional practices. Further, the students in the Elementary Education (ELED) program gain specialized knowledge and practice in the analysis of student reading and writing assessment data. (See *Appendix H* for detailed program plans)

GGC candidates initially learn about differentiating for students with special needs in their SPED 3100, Characteristics of Students with Special Needs course, taken during the first semester of the program. During the fall of the student teaching experience, candidates enroll in the Instructional Adaptation course (e.g., SPED 4600B), which focuses on adapting instruction for students with exceptional needs, students who are gifted, and those with limited English proficiency. Candidates in the SPED Bachelors program learn about how to write IEPs in their upper-level SPED courses. Students in all other GGC programs adapt lesson plans, interpret IEP's and practice IEP meetings in the adaptation course and in the 'characteristics of the students' course.

Finally, candidates take ELAN 3000, Language and Culture in the Classroom. This course focuses on instructional methods for teaching students who have limited English proficiency and those who

speak and write non-standard dialects of English. **(b3)** The GGC School of Education collaborates with other GGC departments, including English, History, and Political Science in the School of Liberal Arts, and Biology, Chemistry, Integrated Science, and Mathematics in the School of Science and Technology. These collaborations include many elements such as joint program planning, processing curricular changes, completing alignment charts and writing accreditation reports, mentoring students, and scheduling courses. (See *Appendix E* for support letters) **(b4)** - The plan described in Section A - Project Design details a two-year induction program as one of the three key components of this project. **(b5)** - GGC's School of Education has a history of working closely with GCPS human resources department to ensure that our fellowship program objectives align with the skill set needed for successful employment in GCPS. To date, we have partnered to recruit SpEd paraprofessionals employed in GCPS to complete their Bachelor's in SpED and become teachers. GGC schedules courses for cohorts of GCPS para's on nights/weekends to accommodate their full-time employment in GCPS. This effort to fill SpEd teacher vacancies is fully funded by GCPS and GGC. Recruitment efforts will continue to be a collaborative process, continually seeking feedback on the hiring needs of GCPS. It is the policy of Georgia Gwinnett College to fulfill the mission of the college by encouraging students of diverse levels of preparation, ethnicity and age to attend this institution and develop their full potential as individuals and members of the community.

To be selected for the GIFT program, students must demonstrate proficiency in dispositions necessary for successful job performance. Additionally, students must maintain a minimum of a 3.0 GPA, have proficient scores on reliable and valid observation instruments (CAPS and CPDA) and be recommended by GGC field supervisor. Applicants will have equal access to the fellowship opportunity and equal treatment regardless of race, color, national origin, gender, age or disability. In accordance with the Americans with Disabilities Act, GGC is prepared to work with GCPS to provide appropriate accommodations so that the GIFT program is accessible to students with

disabilities. (b6) - The secondary math or science residents recruited into the GIFT program may be tasked with teaching an AP class at the high school level and GGC ensures they are prepared to do so. All GGC candidates are required to take courses focused on differentiation and adaptations beginning in the first semester of the Educator Preparation Program as well as beginning practice with the GGC Lesson Plan template which requires both remediation and enrichment for students. During the third semester of the program, candidates enroll in the Instructional Adaptations course which focuses on adapting instruction for students who are gifted.

(c) Clinical Experience and interaction

(1) Section A - Project Design clearly describes a year-long fellowship, serving in high-need schools (i) with close supervision from experienced teachers and administrators. (ii).

(2) All academic content areas will be represented in this project since we are recruiting special education teachers as well as ESOL-certified elementary teachers whose fellowship will focus on integrating classroom practice to promote effective teaching.

(3) All GIFT fellows will receive high-quality mentoring from their assigned GIFT Mentor/Coach, who will have expertise in the grade level and content area to which the fellows are assigned.

(4) and (5) - Additional field experiences are provided to GGC's education majors through courses tightly aligned with the field experiences taken throughout the Educator Preparation program. Three foundational courses, taken prior to entering the education program, each require 10 hours of field-based experience so that students get exposure to the requirements of the program prior to application. In their senior year, students dig deeper into assessment and differentiation courses which have closely paired assignments based on program-specific field experiences. GGC field supervisors and course instructors work closely together to ensure that each semester's work is aligned with scaffolded field experiences so students are learning skills that can be directly applied in their field experience.

(6) and (7) - GIFT fellows will be learning to teach in GCPS, learning the initiatives and processes of our urban district, and the unique needs of our urban community. Beginning in the summer prior to the fellowship year, GIFT residents, GIFT Mentor-Coaches and GGC college field supervisors will attend a mini-conference in order to strengthen relationships and build collaboration. The activities will include topics to assist GIFT Coaches in providing constructive feedback and support to GIFT fellows. Topics will include how to support students' well-being, becoming a reflective practitioner who can build an inclusive and supportive learning environment, and building relationships in the Gwinnett community. Included in the training will be timely topics on compassion training and equitable communication to provide a foundation for fellows to develop equity mindfulness to better mirror the school communities and reflect the diversity of our world. **(CPP4)**

(8) All GIFT coaches will get additional release time and stipend for their mentoring role, and faculty members will receive course workload credit for time spent teaching in the GIFT program.

(d) Induction program for new teachers - As detailed below in Section A, GGC and GCPS will work collaboratively beginning in grant year 2, to develop resources and opportunities for networking among novice teachers to support their transition to the field. This support will be provided over a period of two years.

(f) Teacher recruitment - This project focuses solely on teacher shortage areas of math, science, special education and ESOL. **(CPP2)** In addition, the recruitment efforts described below and in the publication titled *2020-21 Annual GCPS Recruitment Update* (Appendix H) detail efforts to recruit individuals from underrepresented populations.

(g) Literacy training - GGC prepares candidates in all programs to be effective reading teachers for all students. A 12-hour (4 course) GaPSC-approved Reading Endorsement is embedded within GGC's Elementary Ed and Middle Grades educator preparation programs, and teacher candidates in all other areas take at least one course in reading across the content areas. Candidates learn about research-

based assessment instruments and administer them under the guidance of a GGC instructor. Candidates also examine specific strategies for teaching students with learning disabilities related to reading in their Characteristics of Students with Special Needs course.

This application also meets the following **Competitive Preference Priorities (CPP)**, summarized briefly below and referenced throughout the proposal.

CPP 1 - Increasing educator diversity through a partnership led by Georgia Gwinnett College (GGC), a minority-serving institution	<p>–(a) GGC has held the designation of AANAPISI since 2019 and recently added a federal designation as a Hispanic-Serving Institution (HSI) in 2022.</p> <p>–(b) GGC has streamlined the recruitment and application process to ensure diversity of teacher candidates available to serve highly diverse LEAs such as Gwinnett County Public Schools (GCPS).</p>
CPP 2 -Supporting a diverse educator workforce increasing number of teachers with certification in a critical shortage areas	<p>–This project recruits and supports teachers to serve in secondary math/science, special education and ESOL which are deemed critical shortage areas not only by GCPS but also the Georgia Dept of Education.</p> <p>–The <i>2020-21 Annual GCPS Recruitment Report</i> included in Appendix H lists numerous recruitment strategies designed to increase the proportion of diverse educators.</p>
CPP 3 - Creating a positive, inclusive climate at Georgia Gwinnett College (GGC)	Georgia Gwinnett College has been ranked the most ethnically diverse regional college in the south, according to U.S. News and World Report for the past seven years. The establishment of our <i>IGGC</i> initiative fosters a sense of belonging, understanding and inclusion across the campus with many activities for all students creating an open and inviting campus. GGC also offers evidence-based first-year experience courses (Clouse, 2012) to support student needs.
CPP 4 - Promoting equity in student access to resources and opportunities	Professional development will be provided to both teaching fellows and their mentor coaches that examine sources of inequity as well as strategies for addressing it so they are able to create inclusive,

	unbiased learning environments for their students. GCPS also has a Chief Equity Officer and creates professional development resources for teachers in the areas of equity, culturally responsive teaching, and inclusion.
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(A) Quality of the Project Design

This partnership will be led by the School of Education at Georgia Gwinnett College (GGC) in close collaboration with Gwinnett County Public Schools (GCPS) on every aspect of the design and implementation of this project. ***Gwinnett will be Inspiring Future Teachers (GIFT)***. GGC is well-positioned to undertake a project of this scope because of the emphasis already placed on mentoring relationships between faculty and students. The following key elements provide a solid foundation on which to build the TQP-funded GIFT program to meet the needs of our high-need LEA partner, GCPS: (1) Small class sizes allow GGC students and faculty to work closely together (2) Field-based courses give GGC students extensive practice in a wide range of strategies for teaching and managing their classrooms; (3) GGC's faculty development focuses on the enhancement of teaching and mentoring skills. GGC does not offer tenure. Faculty retention and promotion are dependent upon annual performance evaluations; (4) Core courses covering topics such as literacy and reading, meeting the needs of students with disabilities and students who are limited English proficient, and using research and data to modify instruction; (5) content-specific courses aligned with state academic content standards; and (6) a required prerequisite course titled “Exploring socio-cultural perspectives on diversity in educational contexts” to equip future teachers to serve students from diverse backgrounds (**CPP4**). GCPS already has an MOU in place with GGC because typical teacher candidates have been completing their semester of clinical experience in GCPS for a number of years.

(A)(i) The extent to which the proposed project demonstrates a rationale.

Gwinnett County is located near Atlanta with GGC and GCPS serving an ethnically and economically diverse population. The U.S. Census Bureau’s Small Area Income and Poverty

Estimates (SAIPE) produces data on poverty for all U.S. states and counties as well as estimates of school-age children in poverty for all 13,000+ school districts. In 2020, the SAIPE data indicated Gwinnett County had **24,690** children ages 5 to 17 living in poverty which far exceeds the eligibility requirement of 10,000 students. In addition, GCPS data for 2020-21 indicates that **50%**, or ~90,000 of the 180,000 students were from low-income families based on eligibility for free/reduced priced lunch. GIFT residents will serve in one of **56 high-need schools** across GCPS, including 33 elementary, 13 middle, & 10 high schools.

It is important to note that GCPS' teacher turnover rate is high compared to state averages, and highest among novice teachers. The teacher retention rate across GCPS schools is 84% (16% turnover) compared to the most recent state retention rate of 91% (9% turnover). In fact, the GCPS teacher retention rate has been declining in the past five years, from 88% in 2016-17 to 84% currently. In 2021, **the retention rate for novice teachers with <= 3 years of experience was even lower at 80.8% (19.2% turnover)**. In fact, a recent report from our state education agency studying trends in teacher retention showed that only 50.8% of new teachers in GCPS remained employed here five years later, which is substantially lower than the state of Georgia's 5-year retention rate of 63% for new teachers. In 2022, **27% of the teachers in our high-need schools had five or fewer years of experience** which demonstrates the need to strengthen our GGC to GCPS teacher pipeline and build capacity to deliver a high-quality two-year induction program.

Invitational Priority (IP) - development of a 'Grow Your Own' program

The number of GCPS graduates enrolling at GGC the year after graduation had been increasing from 2015 to 2019. While a dip in enrollment occurred in 2020 due to the pandemic, we anticipate enrollment will continue to grow, providing an ample pool of diverse teacher candidates from which we can recruit. GCPS also hosts "Teacher Signing Day" each May, where high school seniors who intend to enroll in college as an education major can sign a letter of intent to return to GCPS as a

teacher, with some also receiving locally-funded scholarships. This annual event provides an opportunity for them to learn how to stay in touch with GCPS after graduation, so their commitment to return results in a guaranteed interview for a position. This TQP grant supports our efforts to design a ‘grow your own’ program that will train GCPS graduates who can return to their communities four years later and serve as teachers. The college-going data below is from the National Student Clearinghouse.

Class of ...	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
# of GCPS graduates enrolling at GGC w/in one year	1,869	1,966	1,952	2,034	2,070

In addition, another component of our comprehensive effort to prepare teachers to fill critical short vacancies in Special Education includes paraprofessionals employed by GCPS. Recently, GGC and GCPS teamed up to offer an evening/weekend program that allows GCPS paraprofessionals (e.g., teachers' aides) to complete a bachelor's degree and become certified in Special Education while continuing to work. Successful candidates complete the degree program w/in six semesters. In Dec. 2021, 13 paraprofessionals graduated and transitioned to special education teacher positions in GCPS. Nine paraprofessionals are currently underway in the program, which is locally funded by GGC and GCPS. We estimate each year of this grant, additional cohorts, averaging 9 paraprofessionals each, will enroll in GGC's SpEd Bachelor's program and graduates will be supported through the GIFT 2-yr. induction program, developed and piloted as part of this grant.

GCPS is also the largest district in Georgia and has the largest percentage of English Learners (EL) with 1 in 5 GCPS students having a home language other than English. Of the 425 new Bilingual teachers hired in 2021, 23% of them were GCPS graduates. In the past five years, since 2017, GCPS has hired 9,963 new teachers and 22.6% of them were alumni of a GCPS high school. Our largest demographic group is Hispanic (33.4% of our students) yet only 6% of GCPS current teachers are

Hispanic so there is a need to increase the diversity of the GCPS workforce. This project is a natural partnership with our neighbor, Georgia Gwinnett College, recently designated by the U.S. DOE as a Hispanic-Serving Institution. **(CPP1)** In addition, GCPS operates Dual Language Immersion (DLI) programs in ten of our elementary schools, which is a state-approved delivery model for ESOL services. Four of the DLI programs are implemented in high-need schools, and 10% of DLI teachers are graduates of GGC, whose elementary education majors graduate with ESOL certification as part of their preparation program. For this reason, our district DLI coordinator actively recruits GGC Junior-level Elementary Education majors by inviting them to tour DLI classrooms in March of each year and provides information on GCPS salary and benefits as a recruitment tool. This is a solid foundation on which to build recruitment and training for a “grow your own” partnership with GGC.

GGC collaborates with the GCPS Career and Technical Instruction department and works specifically with the *Teaching as a Profession* pathway to provide opportunity for students to visit the GGC campus, participate in volunteer activities and get a head start on educational foundation courses prior to entering college. Some GGC faculty also serve on local GCPS school advisory boards providing support and information. Currently, GGC faculty are working with GCPS to develop high school roadmaps that provide detailed plans for students who want to complete a teaching pathway and gain admission to GGC. These roadmaps will provide a pipeline for preparing students beginning in the ninth grade for the teaching profession and specifically for attending GGC.

(A)(ii) The goals, objectives, and outcomes are clearly specified and measurable.

Objectives	Outcomes/Performance Measures
Goal 1. Deliver an effective teacher preparation program resulting in a diverse pool of candidates with strong teaching skills, able to meet applicable State licensure requirements (AP1(a)&(b))	
Obj. 1.1: Increase the diversity of the teacher workforce by recruiting potential teacher candidates from GGC Schools of Liberal Arts and Health Sciences, including graduates of GCPS high schools (IP - ‘Grow Your Own’)	<p><u>Measure 1.1a:</u> Recruit a diverse pool of teacher candidates from GGC undergraduate students, reflecting the GCPS community. (e.g. 1/3 Latinx, 1/3 Black, 1/3 White/Asian)</p> <p><u>Measure 1.1b:</u> Provide 20 stipends/incentives to GGC junior level teacher candidates pursuing certification in critical shortage areas.</p> <p><u>Measure 1.1c:</u> Provide up to 10 annual scholarships to GCP high school graduates intending to pursue a degree in Education and return to GCPS as a teacher.</p>
Obj. 1.2: Increase the number of GGC graduates successfully completing a rigorous preparation program resulting in certification and placement within a critical-need area of teaching.	<p><u>Measure 1.2a:</u> At least 90% of participants attain initial certification within 1 year of program completion (GPRA 1)</p> <p><u>Measure 1.2b:</u> At least 85% of participants attain initial certification in a critical shortage area (math/science, SPED, ELL) within a year of program completion (GPRA 2, CPP2)</p>
Goal 2: Design a year-long intensive clinical experience providing new teachers with daily mentoring and monthly professional learning and community of practice to facilitate their transition into the field of education. (AP1(c))	
Obj. 2.1: Design professional learning experiences for teaching residents such as: affinity groups, communities of practice, and monthly check-ins focused on teacher well-being. (CPP3)	<u>Measure 2.1a:</u> 1-year persistence - At least 90% of program participants who were enrolled in GGC’s education program will either graduate or persist into the next grant reporting period. (GPRA 3)

Obj. 2.2: Develop an intensive clinical experience for teaching fellows that includes mentoring from an exemplary mentor-coach.	<p><u>Measure 2.2a:</u> At least 90% of participants complete the full-year fellowship in a critical shortage area and agree to continue in GCPS after graduation.</p> <p><u>Measure 2.2b:</u> Teaching fellows receive at least 200 hours of individualized coaching/mentoring support during the clinical fellowship period.</p>
<p><u>Goal 3.</u> Improve novice teacher retention in high-need schools by designing resources and expanding to a 2-yr induction program (AP1(d))</p>	
Obj. 3.1: GGC and GCPS collaboratively design and deliver post-baccalaureate induction support for GGC teachers employed in GCPS.	<p><u>Measure 3.1a:</u> At least 90% of pre-bacc teacher candidates score at the “Proficient” level or higher on the Gwinnett Teacher Evaluation System rubric.</p> <p><u>Measure 3.1b:</u> 1-yr retention - At least 80% of program completers who were employed for the first time as teachers of record in the preceding year will be retained for the current school year. (GPRA 4)</p>
Obj. 3.2: GGC will support development of resources for use throughout GCPS that address the needs of novice teachers, providing more in-depth induction support during their first two years.	<p><u>Measure 3.2a:</u> 3-yr retention - 70% of program completers remain employed in GCPS for three consecutive years after initial employment (GPRA 5)</p> <p><u>Measure 3.2b:</u> At least 75% of novice teachers (< 3 yrs exp) will indicate their intent to return to GCPS the following year.</p>

(A)(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

The three main components of this project include: (1) recruitment of diverse group of teachers into a pre-baccalaureate program (AP1) focused on a critical shortage content area (CPP2); (2) a selective, year-long paid fellowship for 40 teacher candidates per year, placed in high-need schools with intensive mentoring support; and (3) follow-up support and induction for novice teachers throughout GCPS as they begin their teaching careers. This TQP grant will allow GGC and GCPS to expand and re-design many of the supports provided, while also allowing us to study the impacts on teachers in terms of recruitment, retention, mobility, job satisfaction and performance. The learning opportunities

we deliver will be ongoing and differentiated, providing targeted support and opportunities for feedback.

The first project component is **recruitment** which will begin with sophomores enrolled at GGC. Information will be disseminated through the School of Liberal Arts at GGC and the School of Science and Technology in addition to sharing with undeclared majors and education majors at GGC. Incentives will be offered for applicants applying to major in the critical shortage areas of teacher education. Several college-wide recruitment events will be held in partnership with the GGC Career and Advisement Center to encourage interested students to apply during fall semester. Students will apply for the fellowship program during the spring semester of their junior year. Requirements for applicants include a 3.0 grade point average, proficient ratings on field observation instruments during prior field experience and strong written and oral communication skills evidenced by responses to several reflective essay prompts. Preferred qualifications include demonstrated leadership skills, strong organizational skills, and the ability to make quick and effective professional decisions. Recommendations are required from the applicant's GGC field supervisor or GGC course instructor. Qualified applicants will be interviewed by a GGC faculty fellowship committee and top candidates will advance to a second interview including GCPS faculty and staff. In the final round of interviews, GIFT applicants will be chosen for school placement by joint committees of GCPS school administration and GGC faculty giving preference to both a diverse candidate pool as well as alumni of GCPS. (IP) GGC's rigorous selection process ensures that GIFT candidates are outstanding, highly qualified individuals who have the dispositions necessary to be effective teachers in high-needs schools. GGC's foundational educational courses (EDUC 2110, 2120 and 2130) require satisfactory dispositional evaluations for students to move forward in the educator preparation program. Consequently, by the time students are ready to apply for the fellowship they have amassed sufficient evidence of required skill sets. By including school administrators in the selection process, GGC also

ensures that GIFT candidates will be a good fit for their schools before they are invited to become a part of the program.

The second project component is the year-long paid **clinical fellowship** placement. To prepare GIFT candidates specifically for the schools in which they will work, the GIFT curriculum integrates the schools' content-specific curriculum into the preparation program so selected candidates are fully prepared to teach to Georgia and GCPS standards on the first day they enter the classroom. For example, GIFT Fellows will learn the school's lesson plan format prior to beginning the fellowship year and use this, along with the GCPS pacing charts, to develop all of their lesson plans. In addition, through the GGC curriculum and support mechanisms in place, issues of equity, poverty, and teaching diverse students are addressed, including culturally relevant and responsive pedagogy. **(CPP4)** During the first semester of the teacher preparation year (pre-fellowship), all prospective teachers are introduced to GCPS by completing field experiences in both high- and low-need schools. (See *Appendix H* for pre-fellowship field hours.) The GIFT program will be an immersive, yearlong teaching experience in a high-need school in GCPS. **(AP1)** The areas of placement will be in middle grades math or science, high school math and/or science, Special Education (K-12) or elementary Dual Language Immersion (DLI) schools and/or elementary schools with a high percentage of English Language Learners. Highly effective mentor teachers (GIFT Coaches) will be selected by GCPS principals in collaboration with the GGC fellowship committee and assigned a GIFT Fellow. The GIFT coach and fellow will share teaching responsibilities in a co-teaching model of instruction. The Gift Coach in collaboration with a GGC field supervisor will observe, provide feedback to the resident, and guide the resident in reflecting on practices and choosing instructional methods to support high needs students. Training will be provided for GIFT coaches on how to provide explicit guidance and offer feedback and tie it to district expectations. The residents will assume more classroom responsibilities as the year progresses but will have the co-teaching support of the GIFT coaches

providing the needed level of support for risk-taking and growth. (**AP1**) A college field supervisor will also provide support for the GIFT fellow as well as ensuring that they complete all curriculum components for degree fulfillment. The GIFT fellowship candidates will have had preliminary preparation in their Junior Year prior to the fellowship as short, intense field experiences including observation and initial teaching responsibilities are embedded into curriculum and instruction courses. The GIFT residents build strong teaching practices with the consistent, collaborative support of a GIFT Coach, and college field supervisor. Curriculum components will be tightly integrated into the teaching experience to ensure that residents are applying strategies and tools that enhance their current teaching roles. (See *Appendix H* for program maps)

The third component of the project is reforming our **extended induction support** provided by both GGC faculty and GCPS staff to each first- and second-year teacher. An important aspect of retaining teachers is providing effective and comprehensive induction programs. (Young, et al., 2017) Through this grant, GCPS instructional coaches and faculty from GGC will have the necessary resources to provide extensive ongoing support to the teachers covering their first two years in the classroom. This approach will include social and emotional support through monthly check-ins as a cohort group, establishing their peer support network. Additionally, induction services will be expanded to provide additional professional support and leadership training to all novice teachers in GCPS (**CPP3**) Facilitating a collaborative support group provides a trusting space in which GIFT residents can discuss personal, academic and professional needs. This approach which Gist and colleagues (2021) call “critical mentoring” is central to supporting teachers and especially diverse teacher candidates. “Teachers who received this type of critical mentoring experienced a greater sense of confidence and agency, as well as a stronger professional identity early in their careers.” (pg. 33) The cohort model creates a stronger support network. In the Los Angeles IMPACT program, led by UCLA (2014 TQP grantee), 73% of the residents surveyed stated that the weekly meetings allowed them to stay

connected and build strong relationships with peers. (Guha, Hyler & Darling-Hammond, 2016).

Gilliam (2019) also found in studying the Kern teacher fellowship program that residents reported finding value in the cohort as it builds community and collaboration opportunities. Additionally, the meetings fostered bonds between the residents that helped them develop work skills, share struggles and build shared resources. This layer of support that fosters trust empowers GIFT residents to build self-efficacy and provides examples of how to balance life and work as a community of educators.

Professional development opportunities will be designed to meet the specific needs of first- and second-year teachers. Residents will complete needs assessments to determine specific areas of focus for professional development. GGC faculty will work closely with the novice teachers and provide individualized and whole group support in quarterly professional development sessions. Topics covered in these sessions will be determined by the needs of the teachers in the cohort with input from the GGC supervisor. Monthly observations by GGC faculty will continue during the first year of teaching to provide instructional support. During the second year of teaching, cohort professional development will continue each semester with observational feedback occurring quarterly. GIFT fellows who have completed the initial year will be asked to contribute and share with upcoming fellows, GGC faculty and GCPS staff to continually improve the fellowship experience.

In summary, the comprehensive sources of support outlined above will be reformed through this TQP grant to include: more intensive clinical experiences for pre-service teachers in critical shortage areas (**CPP2**) including professional development for GIFT residents and coaches in the use of innovative strategies to create an inclusive, equitable and unbiased learning environment for their students. (**CPP4**) The table below outlines additional components of our comprehensive effort that will provide support for this project to improve teacher recruitment, teaching and learning and support rigorous academic standards. **See **Appendix H** for detailed publication about GCPS' comprehensive effort titled "*2020-21 Annual GCPS Recruitment Report*".

Type of existing support	Department responsible	Brief description and target audience
<p>Special Education Bachelor's degree program*</p> <p><i>(see budget narrative for additional information)</i></p>	<p>GGC SOE and GCPS HR</p>	<p>GGC and GCPS recently teamed up to offer an evening/weekend program that will allow GCPS paraprofessionals (e.g. teachers aides) to complete a bachelor's degree and become certified in Special Education while continuing to work. In Dec 2021, 13 paraprofessionals graduated and transitioned to special education teacher positions in GCPS. Nine paraprofessionals are currently underway in the program. Graduates will also receive induction support through the TQP-funded GIFT program though they will not complete a GIFT fellowship since they are already employed by GCPS as paraprofessionals.</p>
<p>GCPS STEM Fellowship Program*</p> <p><i>(see budget narrative for additional information)</i></p>	<p>GCPS HR Dept of Recruitment and Retention</p>	<p>The GCPS STEM Fellowship Program is locally funded and was designed to help transition professionals from college into the high school classroom. This model serves as the basis through which we plan to expand/reform the approach to include more critical shortage areas. To date, the program has been vital in helping to build our STEM teacher pipeline for high schools. These residents must complete a certification program while spending the year learning how to teach from the experts while getting paid. Residents spend one academic year working full-time as a resident/intern at a school teaching in a STEM field. This program serves as the foundation for the development of this TQP-funded GIFT fellowship model. This STEM resident model will continue operating with about 6 residents per year, through at least year 3 of the grant.</p>
<p>Teacher and School Leader (TSL) Incentive grant from U.S. DOE</p>	<p>GCPS' Leadership Development office</p>	<p>Awarded in FY2020, the federal TSL grant supports GCPS' efforts to re-design and deliver professional learning to novice leaders, improve our principal pipeline, and design professional learning opportunities for veteran principals in areas such as equity, instructional leadership and improving school climate.</p>

		This grant also establishes a career ladder for teachers providing incentives for them to earn additional credentials such as completion of the ESOL endorsement, mentor training, teacher leader training, along with an aspiring leader preparation program.
<i>Teacher Insights</i> dashboard	GCPS' HR and Data Governance divisions	Accessible through GCPS' district intranet, so district and school leaders can view summary information on our workforce. This tool, developed in late 2021, provides real-time data related to teacher demographics, degree and experience levels, and placement areas.
New teacher orientation and mentoring	GCPS Staff Development office	4-day new teacher orientation for teachers new to the district, augmented by site-based mentoring for each teacher new to the district, or new to their school. Mentor training includes 20 hours of support for Lead Mentors through the <i>Mentor Gwinnett</i> program. This program will be re-designed through this grant to add content specific to the needs of novice teachers during their first two years in the classroom.
Multi-year acceleration plan	GGC School of Education and GCPS Curric/Instr division	Since the return to in-person learning post-Covid, GCPS and GGC formed a partnership through which students performing below grade level in high-need schools receive weekly individual tutoring support from GGC undergraduate students, who are paid for providing this service. To date, we have hired 77 GGC students, both education and non-education majors, as part-time employees to provide tutoring through this multi-tiered system of support. This partnership will serve as a recruitment tool for this TQP grant, encouraging undergraduate students to pursue certification in critical-shortage areas.
Hiring incentives	GCPS Human Resources	In 2021-22 and 2022-23, GCPS offered recruitment incentives for newly hired teachers who complete the year and sign a contract to return the following year. Incentives include \$4,000

for hard-to-staff areas		for the following areas: bilingual, special ed. for mildly disabled students, secondary math/science, comp science/engineering; and a \$5,000 incentive for special ed. teachers for severely disabled students. (CPP2)
Referral incentives for hard-to-staff areas	GCPS Human Resources	Employees can earn a locally-funded referral incentive by recommending qualified candidates who are hired by the district in these high-need areas: \$450 special education teachers, \$350 general education teachers, \$250 bus drivers, \$250 substitutes, \$500 speech/language pathologists. (CPP2)
Perkins Innovation grant from U.S. DOE	GCPS' Office of Career/Tech Ed	Awarded in FY2019, this grant from the Office of CTAE at U.S. DOE provides support for teachers in meeting the certification requirements to add Computer Science (CS) to their certificate. The increased supply of CS teachers has allowed GCPS to increase the course offerings and enrollment in CS and Engineering courses in middle and high schools.
Coaching endorsement added to certificate	GCPS Staff Development office	Training program delivered by district leaders to teachers wishin to add an endorsement to their teaching certificate. Focus is on teacher leadership and providing feedback and support to fellow teachers, to build their effectiveness.
Teachers as Leaders	GCPS Staff Development office	Train 40-60 teachers per year, selected through an application process, to develop their leadership skills in the classroom and with fellow teachers
Participation in <i>Learning 2025</i> initiative	GCPS Superintdnt's office	<i>Learning 2025: Student-Centered, Equity-Focused Education</i> — operates under the School Superintendents Association. It provides a network for 121 select school districts from across the country to collaborate and develop ideas for improving the education system. One initiative of <i>Learning 2025</i> is improving the pipeline to hire more diverse educators. (CPP1(b) & CPP4)

Teach Gwinnett - alternative certification program	GCPS Staff Development	State-approved provider for program that trains alternatively-certified teachers with a bachelor's degree outside education, to become fully-certified in critical shortage areas (primarily Spec Ed) Those accepted into the program are full-time teachers with a provisional state certification during their Teach Gwinnett experience (one to three years).
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In addition, GGC has evidence-based programs in place to support students' social and academic needs. **(CPP3)** For example, *GGC 1000 First-Year Seminar* is a 1-credit course designed to increase your academic and personal success. Additionally, first year experience courses often aim to increase students' sense of campus community and connection to their institutions, while giving students the opportunity to interact with faculty and peers. This approach has been found to have a significant positive impact on credit accumulation, persistence and degree attainment. (Clouse, 2012; Wilkerson, 2008) GGC also designed linked learning communities for students. Learning Communities are intentionally linked courses designed around an area of interest or goal for student success, and connect students with others having similar interests, help them build relationships with faculty and staff, and provide great class schedules. The Student Success Center also offers workshops on topics such as time management, stress management, and how to care for their personal well-being so students are better equipped to adapt and thrive in the college environment.

Mentoring and support for students is a key component of the college experience at GGC. Peers provide mentoring support through the *The Grizzly Mentor Collective Program* that links new students one-on-one with a peer mentor. Students are paired with someone invested in their success – a person ready to listen, inspire, help navigate challenges and recognize opportunities. Students learn what to expect in school, how to approach challenges, gain career advice and valuable insights, while mentors build their networks and develop skills to become better professionals and leaders. Students meet with faculty mentors once each semester at a minimum to get advice on courses and registration and advice

on how to navigate the college experience. Additionally, the faculty mentor checks on the student during the course of the semester and provides resources, encouragement or support as needed.

(A)(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The GIFT program involves an intensive clinical fellowship experience for teachers in critical shortage areas within GPCS' high-need schools. **(AP1)** Following graduation, when these teachers become teachers of record in the same high-need LEA, we will continue to support them throughout their first two years of teaching via an induction and mentoring program designed to build their capacity and sense of efficacy while helping them navigate the challenges often experienced by early career teachers. Our approach is grounded in solid research evidence related to best practices in pre-service and novice teacher support, detailed above on pgs 15-16, with additional research below.

Teaching fellowship- One of the early Urban Residency studies conducted with participants of the Boston Teacher Residency collected data demonstrating that their residency program had been successful in recruiting teachers in hard-to-staff subjects, in increasing the diversity of the teaching workforce, and in reducing turnover among novice teachers as compared to traditional teacher preparation programs (Papay, J. P., et al. 2012). Ingersoll, et al. (2014) examined the effects of teacher education and preparation on beginning teacher attrition and compared different fields of teaching with a focus on mathematics and science. Controlling for the differences in teacher's characteristics and placements, the analyses showed that some aspects of teacher preparation and education received by teachers were significantly associated with attrition. "Specifically, the type of college, degree, entry route or degree mattered little. What did matter was the substance and content of new teachers' pedagogical preparation. Those with more training in teaching methods and pedagogy- especially practice teaching, observation of other classroom teaching and feedback on their own teaching- were far less likely to leave teaching after their first year..." (Ingersoll, et.al, p. 78) Providing extensive teaching practice with the dedicated support of a mentor teacher and college supervisor's feedback as

structured in the GIFT fellowship will provide a training ground empowering teachers who feel confident, connected and committed to their profession.

Henry, Bastian & Smith (2012) used a quasi-experimental design to study the effects of the North Carolina Teaching Fellows program that awarded \$26,000 to teachers recruited into the profession, and assigned to high-need schools for a period of time as ‘repayment’ of the award. A selective recruitment process, similar to what we propose here, resulted in a pool of award recipients with higher SAT scores and high school GPAs than their counterparts who did not receive the award. Results showed that students assigned to award recipients demonstrated significantly higher math achievement than similar non-award recipients in similar schools. Researchers also studied whether award recipients were more likely to persist in teaching, beyond the required amount of time to ‘repay’ the award. Findings showed “*teachers who received the competitive [award] were 1.1 times more likely to remain teaching in public schools than their in-state prepared peers. Furthermore, because teachers in all the other preparation categories were significantly less likely to stay for 5 years than in-state prepared teachers, it is clear that the teachers who received the [award] demonstrate the greatest commitment to continuing to teach in...public schools*”. (p.90) Researchers concluded that the selection process combined with the financial incentive were the “key programmatic ingredients in producing the positive findings”. (p.91) This evidence supports our approach to providing a paid fellowship for 20 teachers per year, selected from a pool of approximately 150 eligible participants based on academic performance and interviews.

Zeichner, Payne & Gence (2015) argue that teacher training programs should make connections with community and families to be relevant and adequately prepare teachers. The basis of GIFT is a cultural immersion into the full community of the school. Our candidates spend time getting to know the community, the students, the faculty prior to and during the full year of the fellowship. “Traditional student teaching—a few weeks in one school setting, perhaps another few weeks in a second setting—

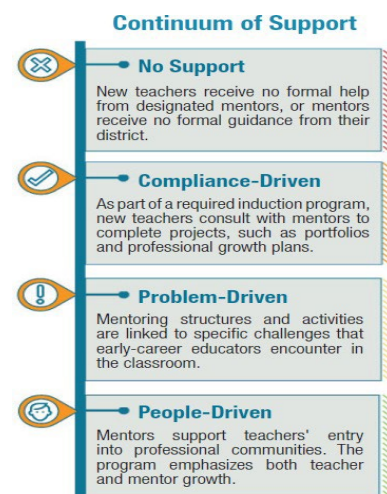
is simply insufficient. Schools are different places during the excitement of September, with the energy before the winter holidays, during the long break from instruction for standardized tests in the spring, and with the exhaustion of students and teachers at the end of the school year. The teacher who has not seen all of these moments has not been prepared" (Fraser, J, & Lefty, L., p. 181, 2018).

Novice teacher induction and mentoring - Young, et al. (2017) used a rigorous design to study the effects of a two-year induction model. New teachers received two years of support from mentors and met weekly with their mentor for a total of 180 minutes each month. Mentor forums and in-field coaching, where a lead coach would observe the mentor's interactions with teachers and provide feedback, were also provided. This approach is similar to what we are planning to provide through this project. Results showed significant positive effects on student achievement in ELA and Math, and the WWC review cited this study as **Moderate (Tier 2) evidence of effectiveness**.

Another large, cluster-randomized control study funded by IES in 2010 found that districts operating a two-year comprehensive support model observed significant positive outcomes in terms of student achievement (Glazerman, et al., 2010). This cluster-RCT meets WWC standards without reservations. The treatment schools were provided with an intensive two-year induction program of professional development, along with dedicated, experienced mentors allowing for weekly contact with each teacher. The results showed that a two-year long "comprehensive induction led to an increase in test scores of 11 percent of a standard deviation in reading, which is enough to move the average student up 4 percentile points, and an increase of 20 percent of a standard deviation in math scores, enough to move the average student up 8 percentile points" (Glazerman, 2010, p. xxv). This rigorous study of a comprehensive support model for early career teachers included the same core elements proposed in this project - professional development supplemented by intensive, frequent mentoring and coaching.

Brondyk and Searby (2013) outlined a conceptualization of the fluid nature of the teacher/mentor

relationship, describing how mentors sometimes need to act as the instructor transferring skills to the novice teacher and at other times as a partner in the classroom, with the mentor as a supportive guide. As the teacher develops greater capacity and insight, mentor/coach and teacher can become more equal and function more as colleagues, engaging in collaborative problem solving. Over the course of the project, we anticipate the needs of the teachers and their capacity for learning from interactions with their mentor will ebb and flow. Our approach will ensure mentors are prepared for the changing needs of their teachers. SREB's 2018 publication titled *Mentoring New Teachers: A Fresh Look*, describes a continuum of support mentors can provide. As shown in the figure, most districts typically provide either no support or compliance-driven support for their novice teachers. This project will go beyond that to provide **problem-driven support and people-driven support** increasing the likelihood teachers become highly effective and remain in the classroom for years to come. Further, we ensure a clear, cohesive design for mentoring by framing our process around the research-based High-Quality Mentoring and Instructional Coaching Practices used in the research reported by Glazerman et al. (2010). This model includes: 1) careful selection of mentors (i.e. *fellowship coaches*) based on qualities of an effective mentor/coach; 2) ongoing professional development and support for mentors; 3) committed time for interactions with teachers; 4) multi-year mentoring; 5) intensive and specific guidance and support that moves teaching practices and student learning forward; and 6) teacher learning that is data-driven and standards-based.



(A)(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

The underlying principles guiding our procedures for continuous improvement were

developed by Bryk et al. (2015) through the Carnegie Foundation for Advancement in Teaching (CF). In fact, members of GCPS Research and Evaluation Team along with members of GCPS' Leadership Development Team have completed two training sessions with CF in 2021 focused on the use of improvement science with GCPS' federally-funded TSL grant. We plan to build on this knowledge throughout the TQP project as we intentionally incorporate opportunities for continuous performance feedback. This project will establish a feedback loop which embeds CF's "six core principles of improvement" including: (1) make the work problem-specific and user-centered – focusing on the implementation of integrated learning, and the experiences of the teachers throughout the intervention; (2) variation in performance is the core problem to address – study between-school differences as well as differences between content areas in how the fellowship is being implemented; (3) see how local conditions shape work processes – touching base monthly with school and district leaders to document local school context for implementation support; (4) embed measures of key outcomes and processes – documenting GIFT teachers' evolving perceptions as well as GIFT coaches' perceptions of their support roles; (5) engage in rapid cycles of Deming's Plan, Do, Study, Act (PDSA) Cycle; and (6) accelerate improvements through networked communities. Effective communication and coordination of the partners will be ensured through monthly meetings with the management team and quarterly check-ins with the ED program officer assigned to the project. GIFT Coaches will meet with each principal monthly to provide updates on implementation and keep them abreast of project progress and any barriers or accelerators they experience. GIFT Coaches will also keep detailed logs, document the hours teaching candidates are supported, and meet at least monthly with GGC's project director to ensure a continuous feedback loop is in place to address implementation challenges as they arise. All of these touchpoints will enable this support model to be institutionalized in these schools and persist beyond the life of the grant. This type of short-cycle formative evaluation provides multiple benefits, allowing the project team to promptly recognize necessary refinements to the intervention and

anticipate what might pose a challenge to implementation fidelity in the next cohort of participants (Leis & Shojania, 2016).

(A)(vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

The GGC President and the GCPS Superintendent have already stated their intent to extend the partnership beyond the period of federal financial assistance. In addition, we plan to work with external evaluation partners in years 3-5 to study the outcomes associated with implementation of our various forms of support. The recommendations derived from the work will help to determine the feasibility, sustainability, and scalability of the GIFT program beyond the grant period. Six district leaders in GCPS, from the Offices of Research and Evaluation along with Leadership Development, have recently completed a 2-day workshop focused on improvement science. This knowledge will be used to build our capacity to take the data we compile from the initial years of the TQP grant and consider how we can scale-up the evidence-based programs and resources we are developing with the TQP support. Specifically, this funding will allow us to not only pilot the GIFT program, placing teaching candidates in high-need schools and content areas with dedicated coaching support, but also allows us to develop and pilot a more intensive 2-year induction program designed to meet the needs of novice teachers throughout GCPS. As mentioned elsewhere in the proposal, reducing novice teacher turnover by even a small percentage can provide a significant cost savings to the district that will help fund the continuation of expanded induction support developed through this project. With the help of GGC, leaders in the GCPS Human Resources and Staff Development offices can develop training resources and activities specific to the needs of novice teachers. Through the use of improvement science strategies, GCPS can work with GGC to contextualize our findings and examine sources of possible variability in outcomes between high-need schools. This will help our leaders plan expansion efforts and scale-up in a manner that is more likely to be successful.

All of this training and research support would not be possible without these funds allowing us to improve and expand the services currently provided to our teachers. In addition, GGC will help GCPS facilitate the expansion of professional learning support for novice teachers, who comprise about $\frac{1}{5}$ of **GCPS' teaching workforce**. Expanding the services we are able to provide to teachers should reduce turnover while also building their capacity to deliver more effective instruction that ultimately improves student achievement. For example, the GIFT Coaches hired for this project will be exemplary, experienced teachers who, through this funding, will receive the training and support necessary to become highly effective coaches and mentors for novice teachers. This skill set builds GCPS' capacity in an area of great need. With the recent developments in our society related to COVID-19, the emotional and professional toll on our leaders, teachers and students is evident. It is more important than ever to equip teachers and leaders with the skills to address students' academic needs along with their social and emotional needs to support their well-rounded development.

(B) Quality of the Project Evaluation (up to 20 points).

This project will receive a significant amount of support from the GCPS research office as well as faculty from GGC with expertise in evaluation and data collection. Specifically, GGC's Dean of the School of Education along with the GCPS' Chief Strategy & Performance Officer will provide high-level oversight of project implementation and outcomes. On a more granular level, the project evaluation will be supported by GCPS' Office of Research and Grants, and other members of the research and evaluation team with expertise in data analysis and reporting. For example, Dr. Melinda Mollette will serve as the primary research support for the project, assisting in the monitoring and assessment of the overall project. She will collaborate with the GGC project director, Dr. Anderson, as well as GCPS' Human Resources department to document and measure project activities. Dr. Mollette will assist with preparation of semi-annual reports for the U.S. DOE, tracking important metrics. She is well-equipped for this role given that she is certified in Version 4.0 of the What Works Clearinghouse

evidence standards and has served as research support for GCPS’ federal TSL and Perkins grants for the past three years so she is familiar with federal reporting requirements. The Research and Evaluation office has six other team members with expertise in various areas to provide consultative support as needed.

(B)(i) The evaluation will provide valid and reliable data on relevant outcomes.

We will measure domains specified in the *Evidence review protocol for Teacher Excellence – Version 4.0* published by the What Works Clearinghouse in May 2019. A quasi-experimental design will allow us to measure the effects of a 2-year intensive novice teacher support program on teachers and students. At the end of grant year 2, as cohort 1 is completing the fellowship, we will select comparison teachers from elsewhere in the district that are similar to the GIFT residents in terms of the school level and content area in which they are placed along with the percentage of economically disadvantaged students in their school. A two-level hierarchical model will be used to measure the effects of the intervention. In the interest of increasing precision in our estimates of program impact on student outcomes, we will include teacher-level and student-level covariates in the model. Subgroups of interest for novice teachers (Level 2 covariates) include whether they are in treatment or control groups, and years of experience (0 to 3). Subgroups of interest for students (Level 1 covariates) will include gender and economic disadvantage status along with individual-level test scores lagged one year. This quasi- experimental study will include outcome measures in the WWC review protocol:

Eligible student outcome domains	-Student achievement – core content areas
Eligible teacher outcome domains	-Instructional practice – after two years of support -Teacher retention at their school -Teacher retention in the district

Student achievement measures will include scale scores from the state ESSA assessments in math and ELA, administered annually by GaDOE. The high stakes nature of these tests will ensure their **validity and reliability** as well as the integrity and consistency of administration across multiple sites. Prior year same-subject scores will be used as a covariate, since ELA and Math tests are administered annually in grades 3-8. In order to allow aggregation across grade levels, scale scores will be converted to z-scores using the state-level mean and standard deviation provided by the GaDOE assessment office. Outcomes for high school students will use 8th grade same-subject z-score as a covariate. For the dichotomous teacher outcome variables focused on teacher retention, logistic regression will be used to determine whether participating in the piloted novice teacher mentoring makes teachers significantly more likely to remain in their schools and in the district. In addition, for the outcomes utilizing survey data, the instruments administered by the Center for Educational Effectiveness (CEE) detailed below have been field-tested and are supported by strong evidence of construct and concurrent validity and internal reliability, as detailed in the research brief provided in Appendix H. Specifically, all ten factors measured on student and staff surveys have reliability coefficients (Cronbach’s alpha) ranging from 0.81 to 0.94 demonstrating high reliability.

(B)(ii) The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

In addition to the quasi-experimental quantitative methodology detailed above, we plan to track the TQP-established performance measures listed in the NIA as follows:

<p>a & b (GPRA 1 & 2)</p>	<p>The percentage of program graduates who have attained initial State certification/licensure in a critical shortage area (e.g. math/science, SPED, ELL) by passing all necessary licensure/ certification assessments within one year of program completion. (<i>Goal 1 - Objective 1.2</i>)</p>
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c (GPRA 3)	One-Year Persistence. The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting period. (<i>Goal 2 - Objective 2.1</i>)
d (GPRA 4)	One-Year Employment Retention. The percentage of program completers who were employed for the first time as teachers of record in the preceding year by GCPS and were retained for the current school year. (<i>Goal 3 - Objective 3.1</i>)
e (GPRA 5)	Three-Year Employment Retention. The percentage of program completers who <i>were employed</i> by GCPS for three consecutive years <i>after initial employment</i> . (<i>Goal 3 - Objective 3.2</i>)
f (GPRA 6)	Student Learning. Improved aggregate learning outcomes of students taught by new teachers, based on state standardized assessments. (<i>years 3-5</i>)

We will also be measuring the goals and objectives specified earlier, in Section A(ii). Thus, we have designed a process for evaluating each of the three components of this grant, allowing us to utilize our established continuous quality improvement (CQI) process to ensure we are making progress toward achieving our intended outcomes. In addition, GGC will closely monitor recruitment efforts, attendance at recruitment events, applications submitted for GIFT and the demographics of all potential candidates. (*Objective 1.1 - see also sample GCPS recruitment and retention report in Appendix H, produced annually*) GGC also routinely tracks performance of teacher candidates collecting data semi-annually on the percentages of graduates obtaining certification and in what content areas. (*Objective 1.2*) In partnership with the GCPS Office of Research & Evaluation, we can “build on evaluation techniques...to craft a coherent and integrated framework that can guide future evaluative efforts for continuous improvement networks”. (Sherer, et al., 2020, p.29) The table below shows (1) the instruments routinely administered throughout GCPS that will be used to evaluate our

progress toward achieving intended outcomes, with related objectives noted in parentheses; (2) additional qualitative data sources that will provide ongoing information on implementation quality.

Data source	Frequency of data collection	Purpose
Q12 survey for teachers (developed by Gallup)	Annually	The 12-item survey measures teachers' job satisfaction. Aggregated to the school level and included in the leader dashboard as indicator of teacher engagement. (Obj.3.1, 3.2)
Teacher perception survey (Center for Educational Effectiveness)	Annually	Administered to all teachers in all schools measuring factors such as instructional support, professional development, and the extent to which schools provide supportive, inclusive environments for students. Disaggregated to focus on data from novice teachers in high-need schools to measure progress. (Obj. 2.2, 3.1,3.2)
Student perception survey (Center for Educational Effectiveness)	Annually	Survey administered to students in grades 4-12. Data included allows teachers and leaders to discover students' perceptions and sense of belonging and identity, along with feedback on schools providing a supportive learning environment. (Obj 3.2)
HRTM data on teacher recruitment, retention, and turnover	Annually	Counts of teachers returning from year to year, along with characteristics of exiting teachers. Teacher mobility (within district transfers - requested v. granted) tracked to determine trends in mobility (Obj. 3.2 and 2.2)
Student achievement data	Annually	Annual state assessment data also included in evaluation of novice teacher performance, along with performance of GIFT residents as a follow-up measure to induction support. (Obj. 3.2)

Professional learning feedback	Monthly	GGC and GCPS collect survey data measuring teacher perceptions of the professional learning opportunities, identifying areas for growth. (Obj. 1.1, 2.1)
Focus groups	Semi-annually	Qualitative feedback will be collected from GIFT fellows and GIFT Coaches participating in the professional learning supported through this grant, at least semi-annually, to provide performance feedback that will allow periodic revisions that allow us to maximize effectiveness of the content and the delivery approach. (Obj 2.1 & 2.2)
Agenda, logs, training artifacts	Monthly	Agendas from professional learning sessions, coupled with logs of coaching/mentoring activities and samples of induction resources developed will be reviewed bi-monthly to measure progress toward meeting our intended outcomes. (all objectives)

The Center for Educational Effectiveness (CEE) partners with GCPS to administer perceptions surveys to stakeholders. As described above, teacher and student perception survey data will be utilized in this grant evaluation. CEE provides detailed reports, combined with an **interactive online dashboard**, to provide a blueprint for formative discussion, to guide, measure and suggest change. This alignment between measures will support the TQP evaluation because the data can be disaggregated by teacher and student groups to focus on analyzing potential variability between implementation sites which can further support scaling efforts that occur after the funding ends.

GGC will continue to use evaluative measures required by the state for teacher certification and key program assessments to measure the effectiveness of the fellowship program in teacher preparation. Using the GGC School of Education continuous quality assurance plan for analyzing outcomes, each year key assessments, student evaluations and stakeholders' feedback (GIFT coaches, principals, GGC

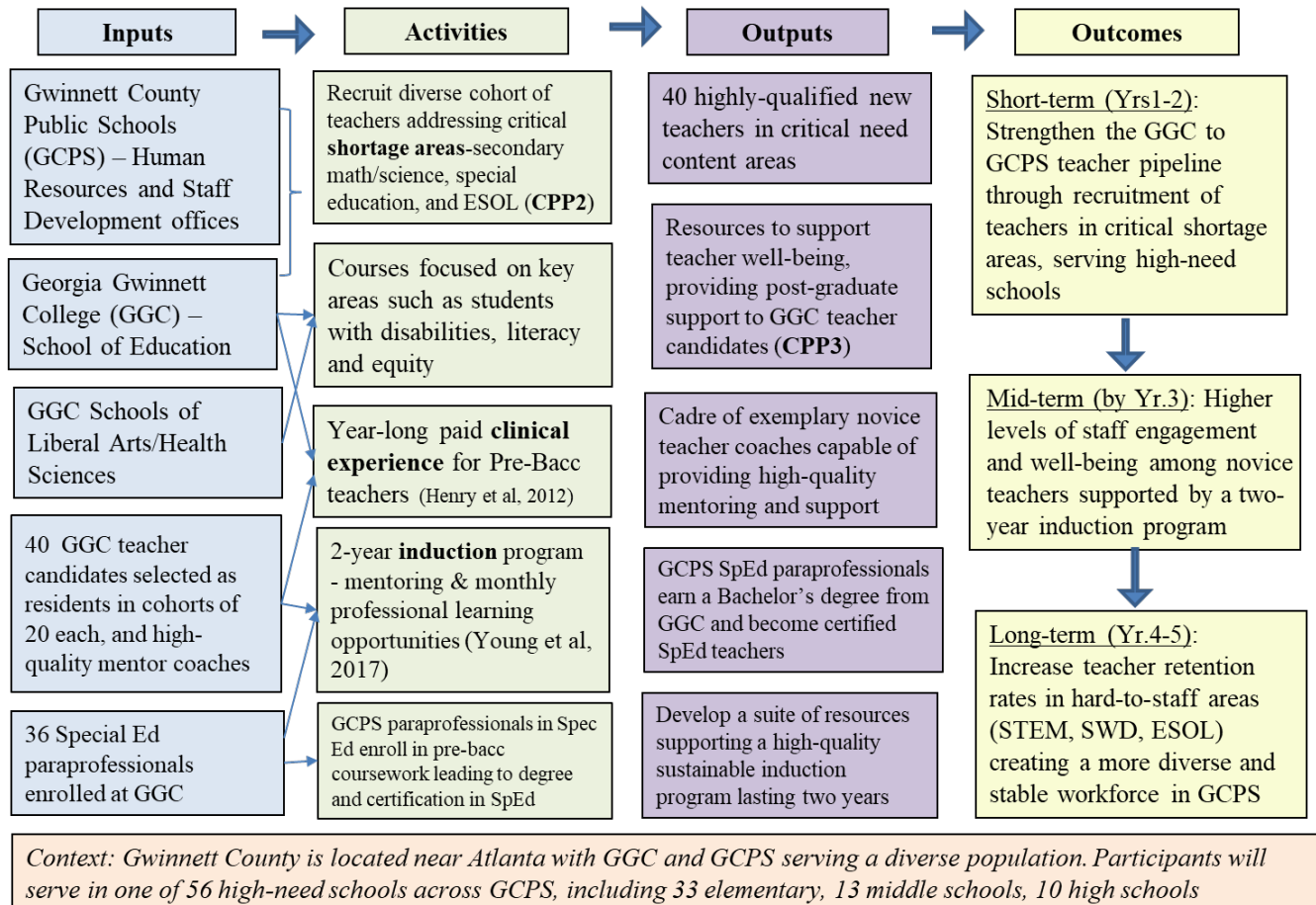
supervisors, GGC instructors) will be synthesized by faculty. The resulting data will be used to inform the fellowship program, induction and GIFT Coach support.

(C) Adequacy of Resources

GGC School of Education has a coordinator of grants that provides support and oversight for grant proposal construction as well as implementation and management of grant programs driven by the School of Education. GGC School of Education is also supported by the GGC Office of Sponsored Programs, which services the entire institution and also provides grant support and management by coordinating the contributions of other offices on campus such as Business & Finance, Human Resources, and any other necessary inclusion. In addition, GCPS was awarded a \$6 million 3-year federal TSL grant in 2020 and a federal Perkins Innovation grant in 2019, and since that time has designed efficient and effective procedures and processes for grant management, implementation tracking, data collection and reporting. Staff across GCPS will contribute to the success of this project, supported by multiple divisions including Business & Finance, Teaching & Learning, Human Resources, and Research & Evaluation to ensure aligned resources are available to the GIFT fellowship program. GCPS is committed to using our financial and human resources to ensure our core business of teaching and learning is built on a rigorous curriculum, high-quality instruction and authentic assessments, providing a safe and secure learning environment, and governing the district fairly and openly, seeking the engagement of the many stakeholders we serve. Nonetheless, we continue to contend with the challenges school systems face across the country - recruiting and retaining highly qualified and effective teachers, especially in our high-needs schools. The pandemic has placed additional pressure and strain on school districts to ensure that schools have the adequate resources - human and financial - needed to address additional gaps especially as we support the social-emotional needs of our students. GGC is already providing resources to GCPS in this regard and the GIFT program will expand that support further. The logic model below outlines the inputs,

activities and expected outputs and outcomes resulting from these efforts. This document will be reviewed annually to ensure it accurately reflects all the resources utilized in the project.

Georgia Gwinnett College Inspiring Future Teachers (GIFT) - TQP logic model



(C)(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

The new program assistant will have an office on GGC campus in the SOE with access to support from an administrative assistant, office supplies/equipment, and conference rooms so they can meet with student recruits. The Dean will share info on the program with other Deans at their regular college leadership meetings. Keeping other Deans as well as the Provost and college cabinet informed of the project's progress will help ensure alignment of GGC resources in support of the project. The GGC project director, Dr. Anderson, will have access to all SOE facilities to hold recruitment events, interviews for GIFT candidates, and meetings with current/future GIFT fellowship candidates and

mentor coaches as often as needed. Kristi McBride, GGC Educator Program Specialist will also provide support for GGC field supervisors and instructors ensuring that candidates are on track for graduation. The project director will have support from the GGC grants office, Marie Firestone and the SOE Grant Coordinator, Dr. Amber Ebert, as well as the business/finance office to help ensure all project activities and reporting are completed on time and within budget and all expenditures are tracked and recorded accurately. Off campus locations will provide needed conference space for summer workshops to prepare faculty, and residents.

This project builds on an existing partnership and expands the support and resources GGC is able to provide to GCPS. One major way in which GGC has been able to adequately support GCPS is through the multi-year tutoring program which was designed in Fall 2021 and began delivery of tutoring services in Spring 2022. Many GGC teacher candidates get additional experience in literacy instruction by participating in tutoring opportunities in GCPS. Our GGC Grants Coordinator and GGC Chair of Field and Clinical Experiences worked together to develop a service that GGC could offer to GCPS that would pair well with our teacher preparation program. As a result of this collaboration our GGC Tutoring Program was developed and GCPS chose our program, through a selective bid process held in late 2021, as one of the six vendors to provide tutoring services to the district. The GGC Tutoring Program employs currently enrolled GGC students. GGC tutors are hired to assist GCPS students in improving reading and math skills in face to face or virtual sessions held each week. Groups of GGC tutors are managed by School of Education faculty who coach the students in high leverage tutoring practices, assessment and professional communication. There are currently 77 GGC tutors managed by 9 faculty members serving 15 schools and 211 students in Gwinnett County. Our candidates are not only teaching and gaining field experience but are participating in small groups with trained faculty coaches.

GCPS employs a Director of Teacher Retention, and is in the process of filling two additional leadership positions for an Assistant Director of Recruitment and Retention and a Senior Recruiter for Diversity and Equity. Both positions are to be filled by July 2022 and are funded with GCPS internal/local funding sources so they will be able to continue to support project activities beyond the life of the grant. GCPS also funds several staff members in the Research/Evaluation department devoted to monitoring district performance and accountability measures. This will also support the project.

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

The detail provided in the budget narrative for federal and non-federal funds demonstrates the adequacy of our budget to support all of the project activities. GCPS and GGC are both sources of matching in-kind contributions since both partners are heavily invested in the success of the project. As detailed in the management plan, providing personnel from both GGC School of Education and GCPS Office of Human Resources, Research & Evaluation, and Staff Development will enable the partnership to operate efficiently and effectively, aligning the implementation closely with the needs of the district. The goal in designing the budget is to create an avenue through which GGC and GCPS can expand their existing partnership to provide a source of support for teacher recruitment and retention while funding as much of the GIFT pilot as possible with internal funds, and only utilizing TQP funds for additional necessary expenditures to ensure the fidelity of implementation and adequacy of measurement. After the five-year period, if the GIFT approach proves cost effective and the revised induction support can demonstrate a return on investment in terms of reduced teacher turnover, it can serve as a foundation upon which the district can justify the use of funds necessary to sustain this level of support beyond the funding period. It is also important to note that GGC's year 1 budget of just over \$300,000 is smaller than $\frac{3}{4}$ of the year 1 budgets for the FY2019 and FY2020 grantees. In addition, our overall budget of \$3.88 million is smaller than 61% of previous FY2019 and FY2020 grantees

preparing similar numbers of teachers. This illustrates our efforts to design a cost-effective program, absorb as many of the program costs as we can ourselves, and helps ensure the sustainability at the end of the funding period.

The budget allocates a fellowship salary (e.g. stipend) of \$28,500 to each of the GIFT residents so they are able to dedicate themselves to the year-long clinical experience which is typically an unpaid ‘student teaching’ experience. See additional information in the budget narrative on how this was calculated. GCPS GIFT coaches will be compensated for additional duties and training during the fellowship year. GGC will hire a project coordinator to oversee the day-to-day operation of the project activities, keep detailed records of training events and expenditures, and serve as the main point of contact, or liaison between GGC and GCPS. In addition, Dr. Anderson (GGC) will devote an adequate percentage of her time to designing the recruitment and selection process, fellowship preparation experiences, and monitoring the progress of the fellowship candidates during their first year. She will also lead efforts to develop the induction support provided upon completion of the fellowship experience. Dr. Mollette (GCPS) will devote an increasing percentage of her time as the project progresses, serving as a research and evaluation specialist closely tracking data on the GIFT residents including job satisfaction, observational data, and subsequently student achievement data. This will ensure the effort devoted to measuring impact is adequate to detect the potential benefits and significance of the fellowship experience. Teacher retention and mobility data will be closely monitored in our schools, and among novice teachers in particular.

(C)(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the project

Recent studies suggest teacher turnover can cost suburban districts as much as **\$11,000 per teacher**, increasing to \$20,000 in urban districts including school and district expenses related to separation, recruitment, hiring, and training. (Carver-Thomas & Darling-Hammond, 2019). At the conclusion of the 2020-21 school year, GCPS had 1,394 classroom teachers resign, which was a 9%

increase over the previous year. According to the calculator provided by researchers at the Learning Policy Institute, this turnover translates to an **annual cost of \$15.3 million** to GCPS (1,394 teachers x conservative estimate of \$11,000 per new hire). (learningpolicyinstitute.org/product/the-cost-of-teacher-turnover) Learning to develop effective strategies to reduce turnover by even 10% can provide annual cost savings that far exceeds the annual amount of TQP funding requested. Researchers at the Learning Policy Institute state “High teacher turnover—or churn—undermines student achievement and consumes valuable staff time and resources”. Specifically, GCPS had 1,342 teachers newly hired in time for the start of the 2021-22 school year. Of these, 327 (24%) were Special education teachers. Developing mechanisms and resources that will increase teacher retention, thereby reducing the number of vacancies per year, can provide a significant cost savings to GCPS (Learning Policy Institute, 2017). “A 2007 cost-benefit analysis that monetized increased teacher effectiveness and examined savings from reduced teacher turnover found that every \$1.00 invested in a comprehensive induction program produces a return of \$1.66 after five years” (Villar & Strong, 2007, p.15). This project is designed to not only improve teacher retention in hard-to-staff areas such as secondary math/science, special education and ESOL, but also improve teacher effectiveness and subsequently student achievement. The potential cost savings are substantial given the intensive amount of support, in relation to the cost typically incurred by districts when teachers leave. The fellowship salary of \$28,500 is well below what a first-year teacher would earn in GCPS, but it is reasonable compensation for a pre-baccalaureate teacher candidate. The GIFT Coaches are paid in accordance with the teacher salary schedules approved by the GCPS Board of Education and the GGC project coordinator’s salary utilizes the adopted salary guidelines for their institution. Hence, these compensation figures are all considered reasonable in relation to what is typical for similar positions in both organizations.

(C)(iv) The GIFT program will have the resources to operate the project beyond the length of the grant, through the demonstrated commitment of GCPS and evidence of broad support from stakeholders critical to the project's long-term success.

GGC's strategic plan for future development is to be a "dynamic learning community where faculty engagement in teaching and mentoring students will be the hallmark. It will be a driving force for change in student success. As such, it will be a model for innovative approaches to education, faculty engagement with students, and highly efficient student, facility, and administrative services"(GGC Strategic Plan, 2017). As a part of the strategic initiative GGC has made a commitment to "developing a workforce of highly competent teachers and staff who are also action oriented and innovative" (GGC Strategic Plan, 2017). "The need for partnerships has never been greater because research and experience indicate that, when teacher preparation providers and districts work together in truly mutually beneficial ways, candidates have a more coherent preparation experience (Darling-Hammond and Bransford,2005) and pre-K–12 student achievement rises" (Clift and Brady, 2005).

Multi-year operating plan and evidence of broad support from Gwinnett stakeholders

Appendix E contains a copy of the collaboration agreement (MOU) signed by GGC's President and GCPS' Superintendent outlining the detailed plans for collaboration in the coming years. GCPS is also a partner in *Learning 2025: Student-Centered, Equity-Focused Education* which is an initiative that operates under the American Association of School Administrators (AASA). It provides a network for 121 select school districts from across the country, including GCPS, to collaborate and develop ideas for improving the education system. One initiative of *Learning 2025* is improving the pipeline to hire more diverse educators. (CPP1(b) & CPP4) GCPS' ongoing commitment to leadership and effective governance are further outlined in the district's vision, mission, and strategic goals. Underlying this commitment is the Board of Educations' core beliefs and commitments and the district's Strategic Direction 2020-2030. The Strategic Direction keeps the district focused on teaching and learning as its core business, while ensuring equitable access to educational opportunities for all students, especially in our high-need schools. Included in Appendix H is the 2-page **GCPS Strategic Direction for 2020-2030**,

approved by the School Board in January of 2020. To prepare for the next decade, in 2019 GCPS launched a community-wide campaign to invite input on updating the Strategic Priorities. Many stakeholders were involved in crafting what is now called the *Strategic Direction for 2020-2030*. Two series of 12 focus groups each gathered the thoughts and ideas of parents, GCPS employees, students, and community members, and an online survey brought in thousands of responses. Like its predecessor, the *Strategic Direction for 2020-2030* consists of 10 components or “drivers” that guide our day-to-day work. Several components from the previous version remain, but stakeholders also felt GCPS should focus on some new ones moving forward. The plan documents seven strategic goals which include: “**Recruit, employ, develop and retain** a workforce that achieves the mission and goals of the organization”. This strategic direction also states a goal that all GCPS employees will: “**respect cultural differences and build on the rich diversity** found within our student population and workforce” and “communicate in effective and meaningful ways that foster positive relationships”. It also states GCPS schools will: “promote a **culturally responsive classroom**”, and “cultivate respect, empathy and kindness throughout the learning community”.

(C)(v) The relevance and demonstrated commitment of each partner to the implementation and success of the project.

On February 1, 2022, Georgia Gwinnett College (GGC) and Gwinnett County Public Schools (GCPS) hosted a joint signing ceremony marking the start of new strengthened collaborative efforts to prepare today’s students to be tomorrow’s leaders. The agreement, signed by GGC President Jann L. Joseph and GCPS Superintendent Calvin J. Watts, will enhance connections between the college and GCPS, building on the work of past leaders to strengthen relationships between the two largest education organizations in Gwinnett County and to provide a more strategic use of resources. This work will be led by a team of GGC academic deans and GCPS leaders who will collaborate on initiatives designed to improve student graduation rates, create stronger pathways to college, and build

a sustainable system that encourages positive outcomes for Gwinnett students over time. (*See full press release in Appendix H*)

Further evidence of the demonstrated commitment GGC and GCPS have to this partnership is the tutoring program that began in March 2022 as part of GCPS' multi-year acceleration plan to combat learning loss due to the pandemic. An article published on March 4, 2022 states *"In a program that has been in development since August and was rolled out this week, some 75 GGC students will serve as tutors for approximately 170 students attending elementary schools in the county. It is expected that the tutoring program will reach into the school system's middle and high school ranks in the coming school year."* (See full article in Appendix H) The GGC tutors come from various Schools within the college, including undergraduate students majoring in sciences, business, psychology, education and others. In recent weeks, two of our tutors have shared their intent to change their major to education based on the enjoyment they got out of serving as tutors. This is another example of how we can support recruitment for this project.

GGC and GCPS have had a long-standing partnership in preparing teacher candidates to be profession ready. In 2019-2020, 113 GGC student teachers were placed in 37 schools; 79 teacher elementary candidates were placed in 4 schools; 13 special education traditional track candidates were placed in 10 schools, and 27 teacher certificate program students were placed in 3 schools. In the Spring of 2021, candidates returned to in-person placements, with 87 elementary candidates, 13 special education candidates, and 27 secondary candidates. In the fall of 2021, with COVID restrictions less stringent, there were 131 student teachers placed in 56 schools. Currently, GCPS places approximately 250 GGC teacher candidates each year in schools across the district. Additionally, GCPS' Dual Language Immersion (DLI) schools host our GGC elementary school candidates onsite each spring to enable students to tour facilities and ask questions. Currently 10% of GCPS' DLI faculty are GGC graduates. GGC's diverse student population is an excellent resource for dual language schools. GGC

continues to partner with GCPS to refine and create programs to recruit, train and prepare teacher candidates that are ready to lead and innovate.

(D) Quality of the Management Plan

Highly effective coordination of the project is integral to the success of its implementation; and understanding the significance of the outcomes of this project for leaders, teachers, and students is paramount to the overall success of the school community. Cross-divisional expertise and support will ensure fidelity of implementation of this project. Members of the GCPS divisions of Curriculum and Instruction, and Human Resources and Talent Management will collaborate with GGC to ensure a cohesive support model that builds the collective capacity within our schools. The tables below specify key milestones and person(s) responsible.

(D)(i) Management plans to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The Management Plan shows timelines for important project tasks, activities, and milestones. Consistent with the goals and objectives presented in Section A above, key milestones under Goal 1 pertain primarily to recruitment of candidates, where milestones under Goal 2 pertain primarily to the fellowship and Goal 3 to induction support.

GGC - Key Personnel (Resumes for key personnel listed below in Appendix D)

The project team will engage in periodic discussion, planning, implementation, and evaluation as part of a continuous quality improvement cycle to meet the goals and objectives of the project. The grant will be managed by **Anita Anderson**, current Chair of Field and Clinical Experiences and Educational partnerships at GGC. Dr. Anderson works closely with GGC faculty and staff and ensures that all field and clinical requirements are integrated with the course curriculum. Dr. Anderson coordinates stakeholder meetings with GCPS principals, fellowship coaches and residents, collaborates with curriculum committees and chairs to ensure that fellowship curriculum is tightly integrated into field experience and helps create cohort professional development. The Chair of the GGC Fellowship

Committee – work with the committee and stakeholders to choose participants for the fellowship. Additionally the Office of Field and Clinical Experiences (OFCE) serves as the liaison between local school districts and GGC. **GGC field supervisors**, who are content experts with program specific teaching experience, certify that residents are completing educator preparation requirements, and work collaboratively with the fellowship coordinator and course instructors to keep course assignments tightly aligned to field experiences. **GGC course instructors** are content experts in specific programs and provide course instruction which supports and enriches the field experience. The **GGC program assistant (PA)** will provide support in the planning and implementation of the fellowship, helping to coordinate and manage project tasks and deliverables. The PA will conduct administrative duties such as planning calendars, meetings, professional development, create deliverables for events and any other duties as assigned by the director. In addition, the PA will collect feedback from school locations, principals, fellowship coaches, and school staff to share with the GGC fellowship committee. The **Curriculum Specialists** will work as collaborators who will be instrumental in partnering with GGC faculty, GGC supervisors, GCC Grant Director, and GCPS staff to create tightly integrated curriculum, conduct training, and schedule events. Additionally, the Curriculum Specialists will collect and share data with the project director, analyze and develop action plans for continuous improvement of the curriculum elements and address any concerns raised by residents, fellowship coaches or other GCPS staff regarding expectations and district requirements at quarterly meetings with the GGC fellowship director, GCPS grant manager and other stakeholders.

GCPS Division of Human Resources and Talent Management (HRTM)- Within HRTM, the *Department of Human Resources Staffing* is responsible for attracting, employing, and retaining highly effective teachers and support staff for GCPS. The staff includes an Executive Director, **J.W. Mozley**, supported by seven Staffing Directors, focused on specific areas (e.g. Special Education) or grade bands (e.g. elementary, middle or high). This department directs the staff recruitment programs, serves

as the liaison between colleges and universities, and is responsible for student teacher placements and district job fairs. In addition, within HRTM, the *Department of Recruitment and Retention* builds and develops partnerships with local colleges and universities to recruit and source highly qualified candidates to hiring managers. The Department is led by a Director, **Patrice Pendergast**, with support from two Assistant Directors. They oversee student-teacher placement and coordinate recruitment events to build and strengthen applicant pools in high needs areas and use analytical data to determine future recruitment goals and strategies. **Dr. Keysha Robinson**, Director of Special Ed Staffing and Residencies will also serve as a key point of contact for GGC staff throughout the project.

GCPS Office of Grants, Research & Evaluation- Dr. Melinda Mollette has served GCPS since 2013 and served the field of education since 1994. She has over 15 years of experience working on educational program evaluations and frequently consults with departments across GCPS as well as other neighboring districts on the design of evaluations, in particular for federally funded grants. She will lend her expertise not only to the management and reporting for the grant but also the research design created to measure the outcomes specified in Section A, above. She will be supervised by the **Chief Strategy & Performance Officer (CSO)** in GCPS who also has extensive experience in research along with district-level leadership related to policy development. The CSO job description is included in Appendix D with resumes. The table below specifies the key milestones for each goal, along with person(s) responsible and expected timeline for completion.

Goal 1: Deliver an effective teacher preparation program resulting in a diverse pool of candidates with strong teaching skills, able to meet applicable State licensure requirements (AP1(a)&(b))

KEY MILESTONES	Start	End	Responsibility
PD = GGC Proj Director of TQP Fellowship program (A. Anderson); CSO =GCPS' Chief Strategy Officer; HRED = GCPS Exec Dir of Human Resources (Mozley); LRP = GCPS' lead researcher (Mollette); TRR = GCPS Teacher Recruitment/Retention Staff (K. Robinson and P. Pendergast); PA = GGC project assistant;			
Develop MOU between GGC and GCPS related to data sharing and partner responsibilities.	10/1/2022	11/15/2022	PD, CSO
Press release followed by a project kickoff meeting to review goals, milestones, and timelines.	11/1/2022	12/10/2022	GCPS Chief Commun. Officer w/ PD, CSO, and HRED
Compile baseline data on recruitment and retention of diverse pools of teachers in high-need schools & critical shortage areas.	12/1/2022	2/1/2023	TRR, data provided to PD & LRP
Post job opening, interview and hire GGC Project Assistant (PA)	10/15/ 22	2/10/2023	PD
Post job, interview and hire GGC adjunct faculty/external evaluator	1/6/2023	2/10/2023	PD
Post job, interview and hire GGC on-site fellowship Coordinator	3/10/2023	4/7/2023	PD
Quarterly review of implementation plan with all partners to ensure project stays on track with timeline and budget.	Ongoing; in March, June, Sept and Dec each year		PD, HRED, CSO, LRP, TRR w/support from PA and FC
Collect data on GGC teacher candidates performance on certification tests	Semi-annually in January & June, 2024 to 2027		PD and PA
Archive all teacher training and support materials for purposes of program replication and sustainability	Ongoing from July 2023 through June 2025		PD, PA, LRP

Collaborative Curriculum Meetings with GGC fellowship faculty, staff and GCPS professional development staff	Ongoing from Fall 2022 through June 2025		PD, PA, TRR, LRP
Review course curriculum in educator prep program to suggest and implement reforms to content in order to meet needs of teacher candidates	Summer 2023 (Year 1)	Summer 2025 (Year 3)	PD in collaboration with GGC faculty and Dean of the School of Educ. & Curric coordinator
Prepare narrative summary of progress toward goals and objectives	Semi-annually in May & November beginning 2023		LRP and PD
Goal 2: Design a year-long intensive clinical experience providing new teachers with daily mentoring and monthly professional learning and a community of practice to facilitate their transition into the field of education. (AP1(c))			
KEY MILESTONES	Start	End	Responsibility
Advertise fellowship opportunity throughout GGC, encouraging applications from diverse groups of candidates	Dec 2022	March 2022	GGC (PD)
Interviews with fellowship applicants for Cohort 1 (<i>Repeat in Apr 2024 for Cohort 2</i>)	April 2023	April 2023	GGC fellowship Committee and GCPS principals/admin
Provide guidance to principals on identification GIFT Coaches to support for Cohort 1 residents	4/1/2023	5/1/2023	GGC (PD) & TRR
Selection and placement of GIFT residents	Cohort 1-April-May,2023 <i>Cohort 2-April-May,2024</i>		GGC (PD) GCPS principals, HRED
Daily check-ins between GIFT residents and GIFT Coaches	Ongoing 2023/24 to 2025/26		PA monitoring and documentation
Monthly meeting with GIFT residents	Ongoing 2023/24 to 2025/26		PD, GGC Field Supervisors
Provide guidance to principals of Cohort 2&3 schools, on identification of GIFT Coaches for each GIFT Fellow	March 2024 and 2025	May 2024 and 2025	HRED, TRR, PA
Monthly prof'l learning for GIFT Coaches focused on leadership	Ongoing Fall 2023-June 2025		GGC (PD, GGC Field Supervisors)

Data collection for GPRA measures 1 and 2, from state certifying body (e.g. GaPSC)	Annually in June/July beginning 2024 thru 2027		LRP and PD
Monitor fidelity of implementation, review artifacts from PD attendance logs, agendas,	Quarterly		GGC (PA) and LRP
Collect, review data on the performance of GIFT residents (e.g., observations & input from principal)	Monthly , beginning Nov. 2023	May 2024	GGC (PD, PA) along with LRP and TRR
Goal #3: Improve novice teacher retention in high-need schools by designing resources and expanding to a 2-yr induction program (AP1(d))			
KEY MILESTONES	Start	End	Responsibility
GGC faculty meet with GCPS department responsible for teacher induction to discuss reforms/expansion	January 2023	June 2023	GGC Induction Faculty
GGC pilots collaborative induction support for GGC graduates/GCPS paraprofessionals becoming employed as Special Ed teachers in GCPS	August 2023	May 2024	GGC Special Education Faculty, w/support from GCPS (TRR)
Revisions to content and delivery structure for novice teacher induction	June 2024	August 2024	GGC induction faculty and GCPS Staff Devel office, HRED, TRR
Induction support for Cohort 1 GIFT residents to include job-embedded mentoring and bi-monthly networking meetings	August 2024	May 2026	GCPS Staff Devel office and GGC faculty w/support from school-based mentors
Induction support for Cohort 2 GIFT residents to include job-embedded mentoring and bi-monthly networking meetings	August 2025	May 2027	GCPS Staff Devel office, HRED, and GGC faculty w/support from school-based mentors
Collect data on GPRA measures 4 and 5 (retention)	Annually in March beginning 2025 thru 2027		GCPS (LRP and TRR)
Administer survey to novice teachers focused on satisfaction, well-being and intent to persist	March 2023 and annually thereafter		GCPS (LRP and TRR)

Prepare narrative summary of progress toward goals and objectives for ED program officer	Semi-annually in May and November beginning in 2023	LRP and PD
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(D)(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

In addition to what is described above in Section A(v) around improvement science utilizing Carnegie Foundation principles, this project will ensure instructional feedback is readily available to GIFT participants through a platform called GoReact. Field supervisors as well as mentor coaches will have access to GoReact video to simplify observations, allowing them to occur more frequently, to help GIFT candidates become more confident, reflective educators. GoReact is an easy-to-use combination of cloud-based video recording, feedback, and analytics tools designed to humanize and simplify skills-based learning for students and educators everywhere. This will allow opportunities for them to continuously seek ways to improve their teaching throughout the fellowship experience. GoReact documents that progress, saving time and budget for faculty and supervisors, and giving pre-service teachers visibility and feedback to become confident, reflective educators. In addition, this will build the capacity of their mentor coaches to deliver constructive feedback focused on improvement.

Each year, the faculty of GGC SOE participate in an annual review process that is a multi-factor consideration of learning outcomes that focuses and clarifies program strengths and areas of improvement. (See example in Appendix B) Programs analyze data from various sources, including their own data on student learning measure effectiveness, to help identify resources and actions needed for program improvement and learning efficacy. The written report is later distilled into an oral presentation at the college at large for the purpose of discussing potential reforms, resource gaps, actions needed, and curriculum changes. GGC has a continuous improvement plan which is based on the collection of feedback and analysis of data by each program discipline and SOE faculty.

Recommendations and changes are proposed to address the needs determined. The analyzed data and action steps are then shared with the college at large and our stakeholders. Once all data has been shared with all stakeholders, including the SOE Advisory Board, we solicit feedback and make changes to our program based on their recommendations and needs. This cycle ensures that our program is responsive to the needs of our college, the latest developments in teacher education, our students and to our partner district. The SOE Advisory Board meets with GGC to share current needs for the district and to collaborate on finding solutions that will work for both partners. Our Middle Grades degree program which began in 2020 was a direct result of requests from Advisory Board Principals. The Advisory Board is composed of GCPS school board members, GCPS principals, community leaders, GCPS teachers, GCPS staff members and local business leaders. Typically, the Board hears reports and initiatives from the SOE, and provides feedback to the GGC leadership team.

Monthly project meetings with GGC's project director (Anderson) and fellowship coordinator and GCPS' fellowship coordinator (Pendergast) and grants coordinator (Mollette) will ensure that implementation is carefully tracked, and the operation of the GIFT project remains on track. Feedback will be sought periodically from both GIFT residents as well as their mentor coaches and GGC field supervisors to learn what procedures are working and which need to be improved. GIFT residents who have completed the initial year will be asked to contribute and share with upcoming residents, GGC faculty and GCPS staff so as to continually improve the fellowship experience for participants. The procedures outlined in the preceding section, Management Plan table, specify the frequency with which project staff will engage in monitoring activities to not only document project implementation but also collect formative feedback (via surveys, networking meetings and reflection logs) that can shape the design of the fellowship experience for future cohorts. Frequent touchpoints will enable the smooth implementation and tracking necessary to determine project progress. Semi-annual reports to ED will also carefully document progress toward meeting program objectives.