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2022 Teacher Quality Partnership Grant Program

PREPARE+: Piedmont-Triad Residency Educator Program and Recruitment Efforts for Principal Leaders in Underserved Schools

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a. QUALITY OF THE PROJECT DESIGN

i. Project demonstrates a rationale. Piedmont-Triad Residency Educator Program and Recruitment Efforts for Principal Leaders in Underserved Schools (PREPARE+) will increase student achievement in high-need schools using teacher and school leader residencies to recruit, prepare, support, and retain diverse educators while increasing teacher and principal quality and effectiveness addressing *Absolute Priority 4: Partnership Grants for the Development of Leadership Programs in conjunction with establishment of an Effective Teaching Residency Program Under Absolute Priority 2.* As outlined in *Appendix A (TQP Checklists)* and *Appendix E (Partner MOUs)*, our eligible TQP partnership includes fiscal agent, High Point University (HPU) and North Carolina Agricultural and Technical State University (NC A&T). HPU's Stout School of Education uses an equity-based approach in preparing educators to provide more accessible, relevant, and rigorous education for all K-12 students. Stout is top-ranked both in NC and nationally as is partner NC A&T, the largest historically black college and university (HBCU) in the nation, with their College of Education ranked in the top-quartile of NC programs. In conjunction with our respective colleges and schools of Arts and Sciences, our work will center on three high-need LEAs: ❶ *Winston-Salem/Forsyth County Schools (WS/FCS)*; ❷ *Alamance-Burlington School System (ABSS)*; and ❸ *Vance County Schools (VCS)* which represent a combination of high-poverty urban, city, suburban, and rural locales. All have multiple high-need schools on NC's persistently low-performing schools list, with an average free and reduced lunch rate across the target schools of 77.3% compared to district (60.9%) and state (56.9%) averages.¹ These schools feature majority-minority populations of 71.6% (NC: 55.4%) with large proficiency gaps in Math (Target: 17.7%, NC: 36.6%), English Language Arts (Target: 17.7% NC: 36.6%) and Science (Target: 38.2%, NC: 53.9%) as detailed in *Appendix B.*² Our Teacher Residency

program component will target WS/FCS which has high percentages of teachers without full licensure (Target Schools: 9.4%, WS/FCS: 9.1%, NC: 3.8%); beginning teachers (Target: 18%, WS/FCS: 17.5%, NC: 9.75); with a teacher attrition rate exceeding (VCS and WS/FCS) or equal to (ABSS) the state average (Target: 17.2%, VCS: 17.6%; WS/FCS: 12.6%; ABSS:11.1%; NC: 11.1%).³ There is a large gap between the racial/ethnic makeup of teachers (26.4%) compared to student enrollment (66.3%) of students shown to increase the likelihood that faculty may not be adequately prepared to teach culturally diverse, high-poverty, high-need students.^{4,5} ► **Logic Model:** Our *PREPARE+* logic model (*Appendix C*) links inputs to activities and outputs with expected short- and long-term outcomes tied to our overarching vision. *PREPARE+* has three major program components which address our partner LEAs' hiring objectives to increase educator diversity through the recruitment, preparation, placement, and support of diverse, high-quality teachers and school leaders: ► **Recruit:** (*Competitive Priority 1: Increasing Educator Diversity*). *PREPARE+* targets: ❶ *Recent Graduates* from HPU and NC A&T's respective Colleges of Arts and Sciences, with strong backgrounds in high-demand subjects for enrollment in our Teacher Residency program. ❷ *Mid-Career Professionals* from our respective IHE alumni, district partnerships, and within our target communities will be identified and recruited to further increase minority educators in these LEAs.⁶ ► **Prepare:** ❶ *Teacher Residency:* The *PREPARE+* cohort-model will offer teacher recruits an alternative *18-month pathway* combining graduate-level coursework with a full-year practice-based apprenticeship in a high-need school (*Appendix B*), earning a Master of Teaching (MAT) degree from HPU or NC A&T in the district's highest-need subject/grade levels: Elementary Education, Special Education, and Secondary Math and Science. ❷ *Principal Preparation Program (PPP):* HPU's Leadership Academy (HPULA) will launch a Principal Preparation Program (PPP) recruiting high-performing teachers from our

partner high-need LEAs (WS/FCS, ABSS, and VCS), fast-tracking their attainment of a Master of Education (M.Ed.) in Educational Leadership which will include 24 hours of traditional coursework and 12 hours of experiential learning in a 24-month program including a full-year clinical and continued mentorship and support by university and district staff and retired educators for three years following placement in a high-need school. *PREPARE+* will also target minority candidates as currently, just 38.5% in WS/FCS and 11.2% in VCS are minority members, compared to 65.7% of students in WS/FCS and 61.2% in ABSS.⁷ While Vance has a majority of minority principals, nearly 50% are inexperienced.⁸ ❸ ***Integrated Coursework*** for both the HPU/NC A&T MAT and the PPP program will be tightly linked to and build upon classroom experiences giving residents deep theoretical and practical knowledge on effective instructional strategies, including differentiated instruction to better meet students' social, emotional, and academic needs. This includes learning to work with diverse learners (i.e., students with disabilities (SWD), English Learners (EL), gifted students, and those with low literacy levels), shown to increase educator retention in high-need schools.⁹ ❹ ***Sustained Professional Development (PD)*** will be provided during the residency, clinical, and three-year post-graduate support period via workshops, annual summer institutes, boot camps, and Bridge Supports. Topics will include an annual *Social-Emotional Learning Institute (SEL)* on use of data-based decision-making to provide differentiated instruction through the multi-tiered system of supports (MTSS) framework and use of trauma-informed instructional practices. Teachers will also learn to foster belonging and inclusion principles for underserved students including English Learners and Students with Disabilities. ❺ ***Literacy***: NC has recently launched an elementary grade initiative requiring all elementary teachers to complete *LETRS*, a science of reading program. Our elementary MAT residents will graduate having completed this course while our secondary MAT residents will

receive similar, in-depth PD on building adolescent content literacy. **⑥Diversity, Equity, and Inclusion (DEI):** In addition to DEI coursework, *PREPARE+* will host an annual seminar to assist residents in assessing data, policies, programs, practices, curriculum, and instructional decision-making to ensure they foster DEI principles across 45 elementary schools, 27 middle schools, and 13 high schools, during both in and out-of-school time and settings (**Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs**; (**Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities**)).

⑦Boot Camps and Exam Prep: Residents will receive in-depth preparation on the NCDPI required Praxis Core Academic Skills for Educators and subject-specific Praxis Assessments that measure general and subject-specific content knowledge required for educators' initial state licensures (**Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning**). ► **Support and Retain:**

①Comprehensive Support Systems: *PREPARE+* will offer multi-modal supports throughout our target educators' coursework, clinical, and induction periods using site-based mentor teachers, residency administrators, and HPU and NC A&T faculty. **②Video Observation Platform:** Residents will receive training on digital technology to record themselves teaching, enhancing their ability to reflect upon and share their field experiences with supervisors, mentors, and peers for additional feedback. This platform will also enable IHE staff to conduct classroom-based observations and enhance their ability to provide additional support and coaching to our residents.

③Induction Supports: During their first three years in a high-need school, graduates will continue to receive *extended supports* provided by university-trained induction coaches, site-based mentors, and school administrators. **④Bridge Support** will include three annual seminars before and following teacher and principal residencies and during their 3-year induction period. **⑤An**

Educator Resource Portal will provide synchronous and asynchronous online PD during the graduate studies, clinical, and induction periods featuring course content resources and built-in opportunities for interaction and collaboration within and across cohorts with university oversight and support, to better scaffold collaborative knowledge building while fostering peer-to-peer networking.¹⁰ **⑥ Mindfulness-based Interventions (MBIs):** Because up to 75% of teachers report job-related stress compared to 45% of non-educators,¹¹ **PREPARE+** will equip our educators with education-focused MBIs, such as CARE (Cultivating Awareness and Resilience in Education), which uses didactic and experiential practices to promote educator emotional awareness and regulation; identified as increasing teacher efficacy and student academic outcomes.¹² **⑦ Stipends:** Teacher and Principal residents will receive a [REDACTED] stipend to remove economic barriers in pursuing an advanced degree, with evidence that similar strategies boosted recruitment of minority teachers and principals.¹³ Additionally, in principal candidates' Internship Year, their salary will be paid for by the State with fringe paid by the partner LEA.

ii. Goals, objectives, and outcomes are clearly specified and measurable in Table 1, below.

Table 1. Goals and Objectives	
Goal 1: <i>Increase the recruitment, retention, and training of master's level residency students from recent graduates or mid-career professionals who attain initial state certification/licensure within one year of program completion and recruit and train principal residents who attain state certification/licensure for principals within one year of program completion.</i>	
1. GPRA 1.	The percentage of program graduates who have attained initial state certification/licensure by passing all necessary licensure/certification assessments within one year of program completion will be 80% or more. Measure: Graduation and license records.
2. GPRA 2.	The percentage of participating teachers fully certified in math/science, SPED, and

other identified teacher shortage areas where program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion will be 80% or more. **Measure:** Graduation and license records.

3. GPRA 3. The percentage of participants enrolled in the program in the previous grant reporting period, who did not graduate, and persisted in the postsecondary program in the current reporting period will be 95% or more. **Measure:** Persistence records.

4. Program 1. In Years 3-5, at least 91% of residents who earn a 3 or higher on the final rating during their clinical. **Measure:** NC Student Teacher Evaluation Rubric. **Baseline:** 91% proficient.

5. Program 3. In Years 3-5, at least 94% of teachers pass *edTPA*. **Measure:** *edTPA* scores. **Baseline:** 92% passing.

6. Program 10i. In Years 3-5, at least 95% of residents earn an A or B in coursework or meet proficiency on the ISTE rubric to integrate technology effectively into curricula and instruction. **Measure:** Advanced Instructional Technology for 21st Century Classrooms or ISTE rubric.

Goal 2: *Improve the racial and ethnic diversity (CPP1a,b) of WS/FCS, ABSS, & VCS through teacher and principal leaders and from “Grow Your Own initiatives” (Invitational Priority).*

7. Program 5. In Years 2-5, at least 50% of teachers and leaders are members of underrepresented groups who meet state certification and licensure hired by the high-need LEA. **Measure:** Hiring records.

Goal 3: *Improve the retention and training of beginning teachers and principal leaders through induction program supports by the LEA and IHE partners that include mentors, coaching, professional development in social-emotional wellbeing, trauma-informed teaching, and diversity, equity, and inclusion, differentiating instruction, and using data to inform teaching practices to strengthen outcomes of students (CPP2, CPP3a,b, CPP4a,b).*

- 8. Program 4.** In Years 3-5, at least 90% of teachers meet applicable state certification and licensure requirements and were *hired by the high-need LEA*. **Measure:** Hiring records.
- 9. Program 6.** In Years 3-5, at least 75% of teachers meet state certification and licensure and were hired by the high-need LEA to *teach high-need academic subject areas* (elementary, science, or math). **Measure:** Hiring records by subject.
- 10. Program 7.** In Years 3-5, at least 20% of teachers meet state certification and licensure and were hired by the high-need LEA to *teach high-need areas* (special education). **Measure:** Hiring records by high-need area.
- 11. Program 8.** In Years 3-5, at least 95% of teachers meet state certification and licensure requirements and were hired by the high-need LEA to *teach in high-need schools*, disaggregated by elementary and secondary levels. **Measure:** Hiring records by level.
- 12. GPRA 4.** The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA and were retained for the current school year will be 75% or more. **Measure:** Hiring records.
- 13. GPRA 5.** The percentage of program completers employed by the partner high-need LEA for 3 consecutive years after initial employment will be 50% or more. **Measure:** Hiring records.
- 14. GPRA 6.** The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers will be at least 45% of students meeting proficiency.
- 15. Program 2.** By the end of three teaching years, *retain* at least 40% or more of teachers. **Measure:** School staff rosters. **Baseline:** 3-year retention to be established; current 2021-22 resignations include 34 BT1s, 46 BT2s, and 61 BT3s.
- 16. Program 10ii.** In Years 4-5, at least 85% of teachers use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student

academic achievement. **Measure:** Survey of Educator Data Use.

17. Project 1. In Years 3-5, at least 70% of residents and beginning teachers will score at least 3.5 (out of 5.0) on teaching efficacy (general and subject specific). **Measure:** Teachers Sense of Efficacy plus T-STEM Math or Science or Teachers Sense of Efficacy for Literacy Instruction.

18. Project 2. In Years 3-5, 70% of teacher and principal residents will score at least 3.5 (out of 5.0) average on scales of culturally responsive teaching, diversity, and inclusion. **Measure:** Multicultural Teaching Competency Scale.

19. Project 3. In Years 4-5, 85% of beginning teachers and principal leaders will score at least 3.5 (out of 5.0) average on scales of culturally responsive teaching, diversity, and inclusion. **Measure:** Multicultural Teaching Competency Scale.

20. Project 4. In Years 3-5, 70% of teacher and principal residents will score at least 3.5 (out of 5.0) average on scales of teacher resilience. **Measure:** Teacher Stress Inventory.

21. Project 5. In Years 4-5, 85% of beginning teachers and principal leaders will score at least 3.5 (out of 5.0) average on scales of teacher resilience. **Measure:** Teacher Stress Inventory.

22. Project 6. At least 70% of teacher residents, beginning teachers, and principals report positive ratings about the mentoring and induction supports. **Measure:** Mentor survey.

23. Project 7. At least 60% of schools with new principal leaders will report an improved school climate from prior years. **Measure:** LEA climate surveys or school climate scale.

iii. Comprehensive effort to improve teaching and learning and support rigorous academic

student standards. PREPARE+ addresses **Absolute Priority 4**. Our eligible partnership includes:

❶High Point University and **❷NC A&T** who have partnered in the past on a similar teacher-residency model, *PREPARE*, which targeted one of NC's largest and persistently low-performing LEAs for a similar MAT approach. Our first cohort (FY 2019) had a 96% IHE persistence rate

with 82% remaining in the classroom after two years, including 3 named as their school's *Rookie Teacher of the Year*. Our second cohort (FY 2020) increased enrollment by 23% over Cohort 1 with a retention rate of 97%. Both cohorts are majority-minority (53%) with 100% of graduates maintaining a GPA of 3.0 or higher. Lessons learned informed the *PREPARE+* model to include the addition of a similar Principal Preparation Program (PPP) as the quality of school principals has been linked to increased student attendance, achievement, and increases in teacher retention and effectiveness.¹⁴ Our Teacher Residency targets **③WS/FCS** (Winston-Salem/Forsyth County Schools), NC's fourth-largest school district with a 65.7% minority student population and 23 schools on NC's recurring low-performing schools list (i.e., any school identified as low-performing in 2 of the last 3 school years and a school performance grade of "D" or "F") (NCDPI, 2021a). More than 80% of target students are high-poverty (WS/FCS: 65.7; NC: 55.4%)¹⁵ Our PPP will target WS/FCS and two additional LEAs: **④Vance County Schools** (VCS) a RLIS Rural/rural fringe district serving 5,396 students in 16 schools including 5 on NC's Recurring Low-Performing Schools List with a majority-minority population of 88% and 70.4% of target students identified as high-poverty¹⁶ with a English Learner population of 13.2% with 13.7% of students identified with disabilities; **⑤Alamance-Burlington School System (ABSS)**: with 21,953 students in 36 schools, 13 of which are on NC's Low-Performing Schools List. ABSS schools include a combination of urban, suburban, rural fringe, and rural locales with a majority-minority population of 61% and 80.2% of target students who are high-poverty¹⁷ In total, *PREPARE+* will target 75 qualifying high-poverty, schools as seen in *Appendix B* with 45 schools in WS/FCS, 19 schools in ABSS, and 11 schools in VCS. ►**Needs Assessment**: In summary, our *Needs Assessment* (*Appendix B*) identified three overarching issues: **①Persistently low-achieving schools** with significant percentages of high-need students; **②Teacher and principal**

demographics that do not resemble their student populations; and **❶Difficulties staffing and retaining highly effective teachers**, with the highest need in Elementary, Special Education, and Secondary Math and Science. These LEAs have difficulties hiring fully licensed educators and in retaining highly effective, diverse educators. *PREPARE+* will address these issues via creation of a Principal Preparation Program and Teacher Residency. ► **Teacher Residency Program (AP2):** *PREPARE+* will produce 3 **cohorts** of 25 each (75 total). Residents will have a full academic year clinical with closely supervised interactions between teacher candidates and university faculty, experienced teacher mentors, assigned school administrators and effective teachers, leaders, and district staff within WS/FCS. ► **Teacher Resident Selection.** ► **Requirement** will target recent or mid-career professionals from outside the field of education with strong content knowledge using recruitment both within target districts and their community settings. *PREPARE+* selection criteria will give priority to address district hiring objectives to address existing shortages in high-need subject areas and increase educator diversity. Currently, just 27% of teachers in WS/FCS are minority compared to 66% of students.¹⁸ Teacher Residency Criteria will include: a) *Basic Knowledge/Skills*: a minimum undergraduate GPA of 3.0 (HPU) and 2.8 (NC A&T); b) *Evidence*: Resume with undergraduate degree and content knowledge or current undergraduate or recent graduate transcripts; c) *Disposition*: IHE or District Principal Recommendation and d) *Completion* of program application and essay, assessed on a scale of 1-3 for mechanics, relevance, focus, depth, and rigor. If chosen, candidates receive a [REDACTED] one-year stipend and must agree to serving at least three school years in a WS/FCS high-need school or face repayments. ► **Rigorous Track Requirements:** In Phase I, elementary residents tackle 12 hours of experiential coursework towards requirements for an initial NC teaching license. To enter Phase II, candidates must have a Phase I GPA of 3.0 or higher and passing scores on required specialty exams, complete 24 hours

of additional graduate-level coursework, achieve satisfactory levels of performance on their capstone project (which includes a student learning component), and pass the comprehensive content area examination. ► **Degrees to be Offered:** ❶ ***MAT in Elementary Education (HPU):*** Residents will complete a 36-hour course of study including a full-year clinical. Coursework includes pedagogy and learning methods, use of instructional technology, methodology, special education, formative and summative assessment and data analysis, STEM, literacy, mathematics, data analysis, and providing differentiated instruction. ❷ ***MAT in Secondary Math or Science (NC A&T):*** Residents will complete a 30-hour program with a 21-hour Learner, Planning, and Assessment Block and a 9-hour Application of Knowledge and Skills block embedded in their full year clinical. ❸ ***MAT in Special Education (NC A&T):*** Residents will complete 30 hours of graduate coursework and a full-year clinical with curricula on: characteristics of special needs learners; evidence-based special education methods used in inclusive and other settings; diagnostic and prescriptive reading and math assessment; IEP development; classroom and behavior management; educational and assistive technology; and Universal Design for Learning (UDL).

► **Integration of Rigorous Coursework, Pedagogy, and Classroom Practice:** ❶ ***Coursework*** will be sequenced using a developmental framework to develop content and pedagogical knowledge ensuring both theoretical understanding and application of content and classroom pedagogy. Methods courses use the WS/FCS Multi-tiered System of Supports (MTSS) to address academic, social-emotional issues; and working with at-risk populations (e.g., SWD, EL). The UDL framework will be used to ensure inclusive instructional design and pedagogy to address student learning pattern variability, differentiated curriculum and instruction, and recognizing and addressing diversity, equity, and inclusion in the classroom.¹⁹ ❷ ***Clinical Experiences*** will provide residents with sustained practice across an entire academic year which will connect preclinical

coursework with classroom instructional practices.²⁰ ❸ **Mentor Teacher:** Residents will be paired with a mentor teacher during their residency. ► **Required Exams, Projects, and Portfolios:** All MAT programs use hallmark projects intertwined in graduate coursework. Residents must also receive a passing score on their edTPA portfolio, a performance-based assessment requiring a collection of authentic artifacts and evidence from a candidates' clinical to measure their ability to plan for instruction and assessment, instructional skills, and ability to engage and assess student learning.²¹ To assist teacher residents in successful completion of their required edTPA portfolio, HPU and NC A&T have a required course to guide residents through the edTPA elements. Required exams for each MAT include: ❶ ***MAT in Elementary Education (HPU):*** Pearson Foundation of Reading, Pearson Mathematics Subtest, or the Praxis CKT Math Subtest; ❷ ***MAT in Secondary Math or Science (NC A&T):*** applicable Content Area Knowledge Praxis II Exam in Math, Biology or Chemistry, and a passing score on the edTPA portfolio. ❸ ***MAT in Special Education (NC A&T):*** Praxis Special Education: Core Knowledge and Mild to Moderate Applications; Pearson Foundations of Reading test; and the Praxis Elementary Education Content Knowledge for Teaching Mathematics CKT Subtest. Currently, the combined passage rate for HPU and AT&T students on these state assessments averages 92.3% (detailed by IHE in *Appendix B*) (**Eligibility iA**) (NC: 86.52%).²² ► **Collaborative PD:** Teacher residents and new teachers will participate in multiple opportunities to promote collaboration among and across cohorts: ❶ ***an eight-hour initial orientation*** at the start of the residency with topics including the district's code of ethical behaviors, understanding the edTPA process, and breakout sessions to get to know each other; ❷ ***three, four-hour seminars*** through the academic year tailored to the needs identified by teacher residents, teacher mentors, and university supervisors; ❸ ***a two-day (eight-hours per day) summer institute*** with topics such as professional dispositions and expectations, updated with

current technology integration in the classroom, content literacy strategies, and classroom management; ④required weekly participation in an *online, Educator Resource Portal* for teacher residents and new teachers to share best practices, provide collegial support, address concerns, and further facilitate development of peer networks. ►**Practice-Based Teacher Ed Model:** *PREPARE+* will provide teacher residents a seamless experience from preservice to in-service where skills and knowledge are both progressively advanced and internalized using metacognitive strategies to reflect upon experiences and to mature through practice. Practice-based approaches are embedded into campus-based coursework. Residents will receive support throughout their residency, induction, and first three years in the classroom from the following: ❶***Mentor Teacher:*** A highly-qualified, experienced teacher from WS/FCS will support the teacher resident during their clinical and in their three-year induction period with the goal of WS/FCS hiring the resident at the same school. ❷***University Supervisor:*** An IHE staff member or professor will support the teacher resident during the clinical and induction periods with guidance and coaching which will include collaboration with professors and mentor teachers to deliver tailored services for each resident. ❸***School-Level Mentor/Induction Coach:*** One highly qualified, experienced WS/FCS teacher per school will be named to support and oversee new teachers in their three-year induction period. ►**Teacher Mentorship:** ❶***Progression:*** Residents will receive a full year clinical in a high-need school concurrent with rigorous graduate-level coursework integrating pedagogy, coursework, and classroom practice rooted in practice-based approaches. Residents will be evaluated three times by the school principal during the school year and once by a peer. Teacher residents not performing at proficiency develop a PD growth plan outlining areas for improvement and receive additional coaching from their mentor and IHE staff. Residents are evaluated again at the end of April and use the last full week of their placement to rotate between classes to observe

different subjects. **❷Mentor Teacher Roles:** Teacher residents will be assigned a trained, experienced mentor teacher plus a IHE Supervisor to ensure a tailored experience providing clinical practice tightly aligned to coursework. Mentor teachers extra responsibilities to support our residency program are as follows: a) structured time with faculty to ensure the amalgamation of research and effective practices in the classroom; b) preparation in the learning process and assessment of student learning; c) ongoing, regular opportunities for teacher residents and mentors observation; d) development in the high-need subject area with a mentor from that same field; e) skill development in application of student data to provide instructional and behavioral interventions including differentiated and accelerated learning experiences using empirically based practice and scientifically valid research practices; f) regularly scheduled collaboration through common planning and joint professional learning opportunities; and g) periodic structured observations and evaluation using multiple school-based and IHE-based evaluators. **❸Selection of Mentor Teachers:** NC requires all mentor teachers to be professionally licensed with at least 3 years teaching experience and rated as at least “proficient” on their most recent formal evaluation for each standard of the NC Educator Evaluation System (NCEES). The principal at each high-need school will identify which mentor candidate is likely a good match with the teacher resident with priority for teachers rated on NCEES as "distinguished" and "accomplished." If a mentor candidate is deemed eligible, principals complete a Principal Evaluation of the Clinical Educator Survey prior to finalize the placement. This survey produces a rating of the mentor candidate using the following indicators: a) scores proficient or higher on each standard of the NCEES Rubric; b) holds knowledge of content, pedagogy, and formative and diagnostic assessments; c) engages students with different learning styles via differentiated instruction; d) collaborates and provides supports to colleagues to advance instruction including providing constructive criticism; e)

provides praise and moral support encouraging critical and independent thinking; f) uses effective, consistent behavior management plans; g) fosters use of innovative, creative activities in instruction. ► **Mentor Teacher Training:** NC requires mentor teachers to take a 10-hour training course to earn their 21st Century Mentoring Certification. *PREPARE+* Mentor Teachers will receive an additional four-hour orientation prior to resident placement led by former mentors and university supervisors. This includes an overview of policies, procedures, and expectations in their new role as Mentor Teachers including a focus on use of effective research-based practices with their Teacher Resident.²³ a) scheduling dedicated time for one-on-one discussion; b) offering concrete feedback (e.g., observation tools); c) modeling and thinking aloud best practices; d) enabling residents to explore and experiment with new teaching strategies; e) offering techniques to foster teacher resident growth; and f) enabling residents to participate in activities outside the classroom (e.g., PLC meetings, PD, conferences, extracurricular). Mentor teachers will also receive a stipend for training outside of traditional work hours occurring twice a year in either two-hour or four-hour blocks, based on identified mentor and resident needs. They will also receive ongoing opportunities for collaboration with other mentors via face-to-face meetings and a dedicated online forum to share best practices and challenges. ► **Mentor Assessment:** To assess the quality of the mentor teacher, the university supervisor and teacher resident will provide an evaluation of their experiences with their mentee at the end of each semester using University Supervisor Evaluation of Clinical Educator and Teacher Candidate Evaluation Clinical Educator Surveys which include indices of effective teacher mentoring (e.g., advanced planning, sharing of resources, constructive and specific feedback, multi-modal feedback, and mentor teacher modeling of effective practices). Surveys evaluate the performance of the mentor teacher to identify and retain quality mentor teachers. ► **New Teacher Induction:** Once residents are hired as teachers

in a high-need school, they will continue to receive supports for their first three years in the classroom (two provided via *PREPARE+* IHEs and an extra year provided by WS/FCS). This will include: **●Beginning Teacher Support:** a) *New Teacher Induction Institute (3-Days)*: Provided by our IHEs, offered in the summer before and after each cohort completes their residency to provide an overview of WS/FCS policies and procedures; training in NC Teacher Evaluation Process, Professional Teaching Standards, and Standard Course of Study and curriculum guides; and PD on ensuring classroom equity and inclusion. Other topics include WS/FCS expectations for student records, and completion of Individualized Education Plans; and an overview of the district's instructional technology and classroom materials support; b) *Layered Supports*: Each target school principal will appoint a *lead mentor* who provides support to all mentors within the school by planning monthly seminars with new teachers and helping to further the mentor facilitation process in their school. c) *IHE Induction Coach* will meet monthly with new teachers in their first 3 years in the district to provide ongoing observational feedback and mentoring to teachers; schedule peer observations; and help new teachers facilitate communication with mentors, district curriculum and instructional facilitators, and school and district administrators. d) *Ongoing PD*: New teachers will also receive support from WS/FCS with professional development provided at the individual, school, and district levels from the district's instructional coaches, curriculum specialists, e-learning and blended learning programs, and external consultants. Their trajectory of PD experiences will include participation in a monthly New Teacher PLC on: i) Teach Like a Champion/Getting Better Faster on classroom management and classroom culture; ii) Evidence-based instructional strategies; iii) Data analysis including creating data-driven action plans; iv) SEL; and v) Conscious discipline and de-escalation. **►New Teacher Evaluation:** Beginning Teachers (BT) are formally observed three times per year by the principal

or principal's designee and once by a peer mentor. The observation cycle features a pre-conference, observation, and post-conference. BTs are also required to have one peer observation in the same year as their formal observations using the same pre-conference, observation, and post-conference format. ► **Principal Preparation Program (PPP)**: In conjunction with our three-partner high-need LEAs (WS/FCS, ABSS, VCS), the HPU Leadership Academy's (HPULA) Principal Leadership Team will prepare a more diverse group of school leaders for leadership in high-need schools as HPU's Stout School of Education has a long-standing reputation of producing highly effective school leaders with a majority-minority graduate program. The HPULA prepares leaders using an equity lens to ensure principals, superintendents, and leaders have the skills, knowledge and dispositions to provide an equitable, accessible, relevant, and rigorous education for all learners to ensure pedagogical and leadership practices are aligned to meet the demands of high-need students. Our approach focuses on three key components: instructional leadership, organizational development, and change management to prepare future school leaders with the capacity to provide transformational leadership in high-need schools. Candidates will earn a Master of Education in Educational Leadership with graduate level courses aligned to the Professional Standards for Education Leaders²⁴ and the NC Standards for School Executives.²⁵

► **Prep of School Leaders**: A year-long clinical will be combined with mentor support both during their clinical and first three years as a new principal. Aspiring principals will receive a trajectory of learning experiences to help support attainment of full-state licensure as a School Leader (i.e., Principal or Assistant Principle) including: **❶** *a rigorous, standards-based master's curriculum* with graduate-level coursework linking theory with authentic practice using problem-based learning approaches; **❷** *cohort groups* that create opportunities for collaboration and teamwork in practice-oriented situations; and **❸** *active instructional strategies* that link theory and

practice, such as problem-based learning, creating a cumulative impact resulting in highly effective school leaders. In total, principal candidates will receive 1,700 hours of preparation including: a) *36 hours of Graduate Coursework* including Education Leadership for School Transformation; Curriculum, Instruction, and Assessment for Equitable Outcomes; Using Data for School Improvement; Educational Organizational Operations and Management; Creating a School Success Culture; and Achieving Educational Equity; b) *50 hours in the Professional Learning Series* featuring national education experts to promote field-based learning application; c) *30 hours in Seminars* covering Restorative Practices; Equity & Standards; Crucial Conversations; Exceptional Children with an Equity Lens; Trauma-Informed Practices, Resiliency and SEL; d) *60 hours in Graduate Institutes* on Instructional Coaching; School Transformation; Human Capital Leadership; and an Equity Leadership Institute; plus e) *1,500 hours in a 10-month long Clinical Internship Placement* in a high-need school in either ABSS, VCS, or WS/FCS.

► **Mentoring and Coaching:** HPULA will use a multi-faceted supervision-coaching model with principal candidates assigned to work with two veteran administrators: ❶ ***HPULA Coach*** with training in leveraging research-based strategies to influence administrator practices to support student success for all by ensuring more equitable learning environments. The program will launch in Spring 2023 with an orientation, seminars, field experiences and team-building exercises before a full-year of formal graduate coursework begins in August 2023. This provides candidates with multiple opportunities to reflect, self-assess, and grow in their competencies and skills as they develop an established relationship with their Coach before they enter their clinical. During the full-time supervised clinical internship, they will continue to receive ongoing coaching through bi-weekly on-site visits and virtual feedback. The Coach and ❷ ***Supervising Principal*** will work as a team to provide a clear model of leadership grounded in school-based practices. ► **Mentor Coach**

Training and Experience: Our mentors have extensive expertise as effective school leaders and district and university level experience, with training through HPU, [REDACTED] Equity Coaching model, [REDACTED] Coaching for Impact model, and NC New Schools Project.

► **Multiple Coaching, Observation, and Assessments:** The HPULA Observation and Coaching model immerses principal candidates in multiple opportunities to reach his or her full potential while meeting all state and national education leadership standards, with a special focus on issues of equity, diversity, and inclusion in urban, rural, and geographically isolated communities. For the duration of the two-year preparation program, HPULA Professors, Coaches, and Supervising Principals will collaborate to support each candidate's journey to becoming an equity-driven school leader. ***Year 1:*** Principal Coaches will observe candidates during learning activities and facilitate 12 one-on-one coaching sessions focused on topics covered in coursework, seminars, institutes, and field experiences. The focus is on transfer of knowledge to application in the candidate's high-need home school as aligned to state and national education leadership standards. ***Year 2:*** In the academic year-long clinical internship, Coaches meet with each candidate weekly for a total of 36 observation/coaching sessions. Sessions incorporate feedback from the Supervising Principal which extends across both program years. Our program's elements include **❶***Criterion-based recruitment, screening, and selection* **❷***Ongoing, robust candidate assessments* and **❸***Equity coaching*. The HPULA team will facilitate PD for our supervising principals once our residents are assigned to their clinical school as follows: a) Duties and collaboration of HPULA faculty, supervising principals, and candidates; b) Responsibilities of district and school personnel; c) The role of supervising principal including clarification of expectations of supervision; and d) Communications protocols. Supervising principals will work daily with the intern to identify problems of practice aligned to specific standards that will serve

as evidence for required portfolios and summative assessment. Together with the Coach, supervising principals will ensure that experiences allow interns to develop, apply, and practice leadership skills linked to the 21 competencies of the NCSSE. Each intern will have substantial leadership responsibilities to provide a range of authentic experiences. Using the expertise and competencies developed in seminars, learning series, certificate programs, partnership programs and coursework, each intern will be engaged in a series of problem-based projects and activities that promote development and application of leadership skills in a real-world setting. They will participate in administrative meetings at local and state levels, including board of education meetings and presentations, school and district level principal PD opportunities, and parent conferences. The Coach and Supervising Principal will debrief with the intern on their experiences and events using the full range of School Reform Network's Critical Friends Group protocols to structure self-assessment and reflective practice. ► **Assessment and evaluation** will occur from selection process through graduation, with formative and summative assessments measuring growth and proficiency during each phase of the HPULA. Immediate and detailed performance feedback will be provided by Coaches, Supervising Principals, and HPULA Faculty. While the NC School Executive Evaluation Rubric will be used to score hallmark assignments, individual rubrics aligned to both the state and national standards will be used for feedback on formative assignments in addition to reflection and journaling. The HPULA Coaches will observe and evaluate candidates four times per year using the formative rubric and one summative at the end of the school year. Together, the Coach and supervising principal will assess each candidate's growth using the Leadership Competencies Evaluation (*Appendix H*). The Wallace Foundation's Self-Assessment Toolkit (2021) will be used to assess and guide the following clinical practice indicators: a) developmentally; b) sequenced experiences; c) experiences linked to standards,

coaching, and performance feedback; d) formative and summative assessments; and e) multiple-context practice opportunities. Candidates will participate in multiple pre-assessments, embedded assessments, and post-assessments to ensure steady growth over time in becoming school leaders.

► **Induction:** New Principals will be assigned a district *Mentor Principal* for their first three years in a high-need school which will include observation, onboarding, PD, and regularly scheduled feedback. They will participate in two Principal PLC meetings a month including a district-region specific meeting and one district-level PLC meeting. HPULA staff will continue to meet with our Principal residency graduates, providing PD on topics including equity, data, applying the pilot NCEES Principal Standards, and individualized coaching while the district will support new principals with ongoing in-service training. ► **Program Recruitment and Selection:** HPULA utilizes a methodical recruitment and selection process to identify candidates who possess the qualifications, characteristics, and potential for becoming highly successful transformational school leaders, choosing as opposed to using open enrollment practices. Guided by the Quality Measures Rubric for Candidate Recruitment and Selection from the Principal Preparation Program Self-Assessment Toolkit (2021) which aligns with the Professional Standards for Educational Leaders (PSEL) and the NC Standards for School Executives, our recruitment and selection process has three gateways: ❶ ***Gateway 1: District Selection*** uses teacher effectiveness data to identify teachers within the three partner LEAs with evidence of improved student outcomes for 3 or more academic years, plus a documented leadership history with impacts on either personnel or students. Additionally, candidates must receive a recommendation from their current principal. ❷ ***Gateway 2: Program Selection Criteria*** is a day-long schedule of activities for all candidates designed to elicit the requisite skills, behaviors, and mindsets of effective leaders as aligned to performance expectations of both state and national standards. Members of the HPULA

Advisory Board (consisting of personnel from each partner LEA and other partnering organizations) and the Principal Leadership Team (former HPULA graduates who serve in various leadership roles) will serve as observers and evaluators. Observers will record anecdotal notes during the day. A 60-minute round-robin panel interview, completion of four in-box activities, participation in two simulations (EVAAS data, Group Leadership Dynamics) and a lunch discussion with the Interview panel members complete this gateway. A minimum of two evaluators complete rubrics for each piece individually, with observers providing notes which are compiled to produce a final rating and recommendation. Academy personnel remove identifying information, rank order candidates, and share final rating and recommendation sheets with the evaluator team for final review and discussion. Twenty participants will be chosen, with two additional participants identified as alternates. Currently, our HPULA produces 10 applicants for every one program opening, with a majority-minority enrollment. 📍 **Gateway 3: Formal Application** requires an undergraduate GPA of 3.0 or higher with cohorts beginning each summer in 2023, 2024, and 2025 for a total of 60 principals.

iv. Project Design reflects up-to-date knowledge from research and effective practice. Each *PREPARE+* component is linked to recent research and best practices. In summary, this includes:

► **Recruit:** *PREPARE+* includes evidence-based recruitment and retention strategies including “Grow Your Own” (*Invitational Priority*), targeting graduates outside of the education field and mid-career minority professionals using both community outreach and our respective IHE alumni, identified as effective in increasing diversity in educator graduate programs.²⁶ ► **Prepare:** *PREPARE+* provides Principal and Teacher Residency candidates with rigorous graduate-level coursework in combination with a year-long clinical experience. Using practice-based approaches deepens residents’ skillsets through direct practice in authentic settings producing increased

educator effectiveness and retention.²⁷ Cohort models build educators' individual knowledge and skills while building collegial networks linked to increased educator effectiveness and student achievement.²⁸ Providing a continuum of PD across graduate coursework, clinical, and induction periods is linked to increased: use of evidence-based strategies in the classroom, job satisfaction, retention rates, and educator effectiveness.²⁹ Residents will learn to embed academic student differentiation using the WS/FCS MTSS and DEI frameworks to ensure equitable access to quality instruction and interventions, shown to eliminate barriers to rigorous student learning opportunities for diverse student populations.³⁰ ► **Support and Retain:** *PREPARE+* will provide synchronous and asynchronous online PD and resources via an Educator Resource Portal to provide additional support and coaching to our residents and new educators. This will also help strengthen peer interaction and collaboration and oversight, boosting collaborative knowledge building.³¹

v. Performance feedback and continuous improvement are integral to design of project.

Continuous improvement indicators are built-in to our project design to provide ongoing assessment of our project implementation and progress towards achieving our identified program outcomes via use of: ❶ ***Logic Model:*** As outlined in *Appendix C*, our logic model delineates our project inputs and resources, planned activities, outputs, and short and long-term outcomes and indicators. It will serve as a learning and management tool to determine what works, why, and for whom and to facilitate ongoing program planning, implementation progress, and outcome evaluation. It will be revisited by our project's leadership quarterly to assess implementation fidelity with its built-in feedback loop providing timely and ongoing information to empower informed decision-making.³² ❷ ***Independent Evaluation:*** An independent, third-party evaluation firm will conduct a comprehensive evaluation to provide unbiased, continuous feedback on implementation progress. This will include review of short and long-term outcome indicators t

including participant feedback, gathered via focus groups and surveys. The evaluator will share quarterly interim and semi-annual performance reports and provide ongoing data snapshots, infographics, and survey results to inform any course corrections. **⑤Leadership Team:** As detailed later in *D. Quality of the Management Plan*, this team will meet monthly to review data indicators, share progress updates, review stakeholder input, and determine progress and needed course corrections of key program elements. The Team includes representatives from all partnerships: and our evaluation team which further ensures input and continuous program oversight.

vi. Project is designed to build capacity and yield results that will extend beyond the grant.

Yielding 75 highly qualified teachers (25 per cohort) will significantly address the shortage of effective teachers in high-need subject areas and grade levels within WS/FCS while also addressing the need for increased faculty diversity. Similarly, our Principal Preparation Program will yield 60 transformational school leaders with the skills and knowledge to improve educational and equity outcomes for high-need students. Throughout the lifespan of our grant project, our program partnerships will field-test grant strategies, curriculum, and activities to continuously refine our educator preparation model. Our project design uses our own prior experiences with scientifically-based approaches shown in other, similar settings to increase teacher effectiveness and student learning outcomes, which include: **①**fusion of teacher mentoring, classroom practice, and pedagogy; **②**rigorous graduate-level coursework leading to a MAT with a full-year guided clinical; **③**high-quality mentorships with a trained and experienced mentor teacher; and **④**induction support for educators throughout their first three years as teachers or school leaders; and **⑤**increased diversity of educators in target schools.³³

b. QUALITY OF THE PROJECT EVALUATION

i. Methods of evaluation will provide valid and reliable performance data on outcomes.

► **Evaluator Expertise:** The Evaluation Group (TEG), our external evaluator selected via 2 CFR

200.317-326, EDGAR 75.135 compliant procurement process, has capacity to conduct a rigorous, objective evaluation and are highly qualified to serve as our evaluator. Qualifications include: over 30 years of K-12 education program evaluation experience, including four TQP evaluations; a multidisciplinary team with expertise in all evaluation areas; and expertise in creating and using project-specific, quantitative instruments and qualitative data collection techniques. *PREPARE+* will be evaluated by [REDACTED] with support from a Cross Functional Team of evaluators. ► **Evaluation Methods:** The evaluation will use a mixed-methods, utilization-focused evaluation approach that combines quantitative and qualitative data from multiple sources for triangulation, thereby significantly enhancing the validity and reliability of the evaluation.³⁴ Three questions guide the evaluation: ❶ What is the extent of fidelity of implementation? ❷ What is the impact of *PREPARE+* trainings and supports on teacher and principal social-emotional wellbeing and their ability to support their students' and staffs' social-emotional wellbeing? and ❸ What is the impact on school climate in schools with new leaders compared to prior school climate data? Our quasi-experimental design (QED) *evaluation study* will assess the impact of *PREPARE+* through **two confirmatory research questions:** ❶ What is the impact of *PREPARE+* trainings and supports on resident teachers' retention rates compared to other licensed teachers entering the field at the same time? ❷ What is the impact on school-level proficiency for *PREPARE+* leaders compared to schools that hired a new leader at the same time in partner LEAs? The impact studies meet What Works Clearinghouse 4.1 evidence standards with reservations to provide a moderate level of evidence assessing the effectiveness of the residency teacher model and the Principal Preparation Program.³⁵ ► **Impact Studies:** ❶ **Retention of Residency Teachers:** A two-cohort, quasi-experimental design (QED) will assess the impact of 50 *PREPARE+* residency teachers compared to 50 newly hired teachers from comparison schools.

Retention data will be collected with other data available for treatment and comparison teachers. Analysis will include *covariates* such as demographic data (i.e., gender, ethnicity, teacher prep program characteristics), hiring records, EVAAS scores or percent of students earning proficiency, and teacher evaluation data from NCEES to inform teacher retention impacts. Data from the Education Value-Added Assessment System (EVAAS) and NCEES will measure teachers' impact on their students' academic achievement and expected growth, and their proficiency in teaching pedagogy content and skills that may provide context to a teacher's decision to leave the profession or to not be rehired. A 1:1 propensity score match using teacher demographics will be run to help establish *baseline equivalence* prior to assessing teacher retention. Quantitative data will be supplemented with qualitative data from focus groups and interviews of principals, mentor teachers, and beginning teachers to provide a rich context to interpret our quantitative data.

2 School Growth of New Leaders: A longitudinal, comparative short-interrupted time series (CSITS) will assess *PREPARE+* impact on 60 schools led by new principal leaders compared to 60 comparison schools led by other newly hired principals within and surrounding WS/FCS, ABSS, and VCS. School-level EVAAS data will be used to assess the impact of new principal leadership on change indicators to school grade or subject growth, or performance composite. The 1:1 nearest neighbor propensity score matching (PSM) school model will include key variables (i.e., baseline classroom proficiency, school enrollment, student gender, percent free/reduced lunch, student race, student ethnicity) to help control for school-level differences that may influence outcomes and to test and establish *baseline equivalence* on key school-level variables.

Table 2. Summary of Design Parameters for Confirmatory Study	
Parameters	Study Design: Longitudinal QED

School Level	Elementary – High (Grades K - 12)
Unit of Analysis	Study 1: Teacher (level-1) nested in school (level-2) Study 2: Time (level-1) nested in cohorts (level-2) nested in school (level-3)
Statistical Analysis	Study 1: Two-level HLM model with teachers (L-1) nested in schools (L-2) Study 2: Three-level CSITS model with time (L-1) nested in cohort (L-2) nested in school (L-3)
MDES*	Study 1: 0.284 Study 2: 0.250
Impact Model 1	$Y_{ij} = \beta_0 + \beta_1 \text{Treatment}_{ij} + \beta_2 \text{FreeReducedLunch}_j + \beta_3 \text{Gender}_j$ $+ \beta_4 \text{MinorityStatus}_j + \beta_5 \text{Cohort}_{ij} + \mu_j^{\text{Schools}} + \epsilon_{ij}$
Impact Model 2	$Y_{ijk} = \beta_0 + \beta_1 \text{Treatment}_k + \beta_2 \text{TreatmentYear}_{ik}$ $+ \beta_3 \text{Treatment}_k \text{TreatmentYear}_{ik} + \beta_4 \text{BaselineScore}_{ijk}$ $+ \beta_5 \text{FreeReducedLunch}_k + \beta_6 \text{StudentRace\&Ethnicity}_{jk}$ $+ \beta_7 \text{Gender}_{jk} + \beta_8 \text{RuralStatus}_k + \beta_9 \text{PupilTeacherRatio}_k$ $+ \beta_{10} \text{Enrollment}_{jk} + \beta_{11} \text{Cohort}_{jk} + \mu_j^{\text{Schools}} + r_{jk}^{\text{Cohorts}}$ $+ \epsilon_{ijk}^{\text{Years}}$

► **Quantitative data** for the two impact studies and formative evaluation of GPRA and program measures include: certification/ licensures; WS/FCS’ hiring and retention records for teachers and principals and ABSS and VCS’s hiring and retention of principals; NCEES and EVAAS data; Grades 3-8 NC EOG reading and math, 5th and 8th grade science, EOC Math I, Math III, and biology; technology course grade or ISTE rubric score; PD attendance and hours; survey results

from ❶ Multicultural Teaching Competency Scale³⁶ (Cronbach's $\alpha = 0.88$; concurrent and discriminant validity established), ❷ Teacher and Pedagogical Content Knowledge (TPACK),³⁷ ❸ Teacher Data Use Survey³⁸, ❹ Literacy³⁹ Cronbach's $\alpha .80$; Math or Science⁴⁰ Cronbach's $\alpha .94$ and $.91$; or Special Education⁴¹ scales used: Teaching & Instruction and Reflection and Development (Cronbach's $\alpha .93$ and $.93$; ❺ Teacher Self-Efficacy⁴² Cronbach's $\alpha .84$; ❻ Teacher Stress Inventory⁴³; ❼ mentor survey (evaluator-developed), ❽ induction and professional development surveys (evaluator-developed) (see *Table 3*). EOG/EOC standardized scores are valid (content and concurrent validity established 2001) and reliable with Cronbach's $\alpha .89$ for reading, $.91$ for math, and $.91$ for science ⁴⁴ meeting WWC standards. Surveys without established reliability (evaluator-developed) will be calculated using Cronbach's α , and survey items will be refined until the alpha meets at least 0.70 or higher. ► **Qualitative data** will include open-ended survey items on the principal and teacher surveys about the leadership academy and residency program; and focus groups and/or interviews with key stakeholders of the program to identify successes and challenges to program implementation and outcomes. Qualitative data analysis will be guided by code development,⁴⁵ informed by scholarly literature, stakeholder panels⁴⁶ and member checking⁴⁷ and will provide a rich context in which to interpret our quantitative data. The following questions will guide the qualitative study: 1) What impact did the collaboration of IHEs and LEAs in *PREPARE+* have on teacher preparation for residency teachers and principal leaders? 2) What components of the induction program contributed to changes in teaching pedagogy and teacher self-efficacy? and 3) What components of the principal academy contributed to changes in school leadership? ***ii. Methods of evaluation are thorough, feasible, and appropriate.*** ► **Logic Model:** Our logic model in *Appendix C* provides a sound theoretical foundation to guide the program design, evaluation, and interpretation of evaluation findings.⁴⁸ The model articulates **key**

components (graduate-level coursework, cohort model, induction support, and literacy, social-emotional, and diversity and inclusion professional development), **mediators** (intermediate outcomes—improved induction supports, pedagogical practices, use of data for instructional practices), and **long-term outcomes** (increased teacher retention, educators’ effectiveness, and student academic achievement). With interim performance monitoring based on the measurable thresholds specified in *Table I*, quarterly reviews of the logic model will allow us to gauge early impact, suggest needed program changes, identify unintended outcomes, and ensure results are useful for continuous quality improvement. Formative data includes our fidelity of implementation,⁴⁹ the outputs in our logic model, as well as progress towards our short- and long-term outcomes. TEG will collaborate with staff monthly on program activities and progress and provide reports in a variety of formats to ensure communication about project implementation and outcomes are maximized for all stakeholders. Results reported in aggregate and disaggregated by relevant subgroupings will promote utilization at all levels and sites. Combining qualitative and quantitative methods increases the depth of the information and provides formative feedback to enable the project team to make critical mid-course corrections and timely project adjustments. Evaluation findings will be communicated to *PREPARE+* via quarterly, mid-year, and end-of-year or final summative reports. In addition, survey briefs and snapshots will present findings related to specific program components. A **summative** evaluation report will include final outcomes across all cohorts answering the questions of how well our collaborative program impacted our long-term outcomes and the impact of the model for students, teachers, principals, and the schools.

► **Data Collection:** *Table 3* provides an overview to data collection, analysis and outcome linkage.

Table 3. Data Collection and Analysis and Linkage to Outcomes				
Source(s)	Time	Analysis Method	Responsible	Measure

What impact did the collaboration of IHE and LEA partners in *PREPARE+* have on preparation for teacher residents (TR) and principal leaders (PL) to meet the needs of high-need schools in high-need LEAs, and high-need areas and subjects?

Certification or licensure	Annually each summer	Calculate percent of cohort obtaining licensure within one year of completion; percent licensed in math, science, elementary, or special education	HPU, NC A&T	GPRA 1g 2, CPPo2
Residency persistence	Ongoing	Track teacher resident (TR) and principal leaders (PL) through residency graduate programs		GPRAo3
Teacher evaluation rubric	Annually each spring	% of TR earning proficient or higher on the final North Carolina Student Teacher Evaluation Rubric	Residency supervisors	Program 1
edTPA portfolio	Annually each summer	% of TR passing the edTPA portfolio	HPU, NC A&T	Program 3
Resident demographics & hiring records	Annually each fall	#, % diversity and underrepresented by gender, ethnicity; hired into high-need academic subjects (elementary, special education, math and science), and grade level (elementary or secondary)	HPU, NC A&T, WS/FCS	CPP 1a,b; Program 4, 5, 6, 7, 8
Technology course, ISTE	Annually each	Technology course grade or ISTE rubric score by teacher resident (TR) and t-test	TR & BT	Program 10i, 10ii

rubric, and technology survey	spring	analysis of self-reflection rating on surveys to document use of technology and data collection of beginning teacher (BT) to improve teaching and student achievement		
Teacher efficacy and mentoring survey	Biannually	Analysis of closed and open-ended survey questions about the residency training, mentoring, induction, and PD; Qualitative analysis, coding of themes from focus groups for training, induction, and PD	Teachers, mentor teachers, principals, TEG	Project 1, 6
What is the impact of <i>PREPARE+</i> trainings and supports on the retention rate of beginning teachers (BT) compared to other licensed teachers entering the field at the same time? What is the impact of <i>PREPARE+</i> trainings and supports on teacher and principal social-emotional wellbeing and their ability to support their students' and staff social-emotional wellbeing?				
WS/FCS hiring records	Annually each fall	HLM analysis of Beginning teacher (BT) placement and retention	WS/FCS	GPRA 4, 5, Program 2 Impact study 1
Teacher Stress Inventory	Biannually	T-test analysis and report by group changes to stress and resiliency; qualitative analysis, coding of themes from focus groups about wellbeing and social- emotional learning.	TR, PR, BT, PL, TEG	Project 4, 5

What components of the induction program contributed to changes in teaching pedagogy and teacher self-efficacy? What components of the principal preparation program contributed to changes in school leadership?

Coaching observations	Ongoing	Analysis of observation rubrics and coding from focus groups about induction support	Mentors, PL, BT, TEG	Project 6
Mentor surveys	Annually each spring	Pre-post t-test analysis of BT and PL self-reported ratings on the mentor survey	BT, PL	Project 6
Culturally responsive teaching	Biannually	T-test analysis and report by group ratings on the multicultural teaching scale	TEG	Project 2, 3
PD post-evaluations	Post-PD	Qualitative coding for themes for formative feedback to revise and improve PD, and to improve teacher and principal engagement and content use	TEG	CPPo2, 3a,b, 4

What element(s) is most often cited by teachers, mentors, principals, district leaders and partners as impacting student achievement? What is the impact on school-level proficiency led by *PREPARE+* leaders compared to schools who also hired a new leader at the same time as our leader districts? What is the impact on school climate of new leaders compared to prior school climate data?

NC EOG or EOC	Annually each fall	HLM comparison of <i>PREPARE+</i> teachers to other new teachers' student proficiency in EOG Grades 3-8 math, reading, science	WS/FCS, TEG	GPRA6
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		and EOC Math I, Math III, and biology		
EVAAS school performance data	Annually each fall	CSITS analysis of EVAAS ratings in schools with new PL to other schools with new PL for school level growth indicators (composite, grade level, proficiency)	WS/FCS, ABSS, VCS	Impact study 2
School climate surveys	Annually	Analysis of schools with new PL compared to prior years' climate data	WS/FCS, ABSS, VCS	Project 7
Focus groups and/or interviews	Annually each spring	Qualitative analysis and coding for themes about residency model, professional development, mentoring, induction supports, and impacts to student achievement at the teacher and school level	TEG, teachers, mentors, principals	CPPo2
What is the extent of fidelity implementation?				
Fidelity index	Ongoing	Quarterly collection and analysis to track implementation of all components	TEG	All components

c. ADEQUACY OF RESOURCES

i. Adequacy of support, including facilities, equipment, supplies, and resources. ① Facilities:

Project staff will be housed at our partner IHEs and high-need LEAs with offices that will include access to phone lines, Internet, intranet, and relevant district and school-level databases, to assist in implementation and timely access to data for required reporting. LEA and IHE partnerships will provide classroom space and access to campus structures (i.e., labs, common areas), and dedicated

space for *PREPARE+* staff (i.e., Leadership Team, Project Staff) to meet with residents for supervision and support purposes. We will ensure all offices and buildings where activities take place are fully accessible to individuals with disabilities. ②***Furniture and Equipment:*** Each partner will supply furniture and equipment as an in-kind match for program staff such as desks, office chairs, bookshelves, filing cabinets with secure storage and security, and printer/copier access. ③***Supplies:*** Each partner will supply respective staff with general office supplies, computer, smart phone, and data packages. ►***Personnel Match:*** HPU/HPULA faculty administration will play a significant role in program implementation. TQP will be placed within HPU's School of Education under the supervision of the Dean, [REDACTED] (*Appendix D*). She will contribute .15 FTE (12 hours per week minimum) providing supervision of the *PREPARE+* Project Director and chair the TQP Leadership Team. Because each principal and teacher cohort will run as a separate entity and will not be placed in classes with other current MAT students to protect design integrity of *PREPARE+*, HPU will contribute overload salary and fringe benefits of HPU Education faculty as a match. As outlined in our Budget Narrative, a total 23 faculty members will deliver MAT coursework to our residents at an estimated cost of [REDACTED] over the course of our five-year grant project. ②***Fringe Benefits Match:*** Full-time fringe benefits required by NC and federal law is 23% of salaries for our 23 HPU instructional staff for a five-year match of [REDACTED] ③***Contractual Match:*** a) *Coordination of Project Activities* will include the time and effort of the following (*Appendix E*): NC A&T leadership will contribute an estimated in-kind contribution of [REDACTED] per year for [REDACTED] to serve as the MAT Coordinator/*PREPARE+* Project Director at .20 FTE and [REDACTED], Chair of Educator Preparation at NC A&T, will contribute .15 FTE to provide leadership and program support. LEA support will include: 1.0 FTE for *WS/FCS Teacher Residency Director* [REDACTED]

Morris; .30 FTE for WS/FCS *Executive Director of Teacher Effectiveness* [REDACTED]; .30 FTE for WS/FCS *Director of Leadership Development* [REDACTED]; .30 FTE for WS/FCS *Director of Teacher Induction* [REDACTED]; .10 FTE for WS/FCS *Superintendent for Leadership Development* [REDACTED]; and .50 FTE for WS/FCS *Teacher Leadership Coordinator* [REDACTED]. b) *Resident Supports*: To support teachers and school leaders in the classroom, WS/FCS will appoint *Teacher Academy Teacher Leaders* to provide PD within PLC meetings to teacher residents; they will also appoint Teacher Mentors for each teacher resident and beginning teacher estimated at .10 FTE (60 mentors total); *Supervising Teacher Principals* will provide additional supervision and support to residents and BT's estimated at .05 FTE for 25 WS/FCS Principals per year; *Supervising Principals of HPULA Principal Candidates* will provide 8 principals per year at .70 FTE to supervise our School Leader candidates. c) *Recruitment Support*: WS/FCS will contract with TNTP to advise recruitment and diversity initiatives via fast-track licensure pathways. In total, our match contributions equal a 5-year total of [REDACTED]

ii. Budget is adequate to support the proposed project. Our *PREPARE+* budget was prepared in close collaboration between our IHE and LEA partners' leadership and finance departments to ensure that all budget line items accurately reflect the needs of each partner and are based on estimates, quotes, and organization policies as well as the Uniform Guidance. Our budget adheres to TQP supplement, not supplant restrictions. In summary, our budget includes: **① Personnel and Fringe Benefits**: Grant-funded project staff includes a full-time Project Director, [REDACTED], Assistant Professor at the HPU Stout School of Education; and a HPULA Director at 1.0 FTE to oversee implementation of the Principal Preparation Program who will manage service-delivery and program activities. Total personnel costs equal 10.7% of the grant budget with associated fringe benefit costs for two full-time positions equal 2.5% of the budget total. **② Travel**: Costs

equal 1.2% of our grant request and includes: mileage for Project Management and *PREPARE+* IHE faculty to visit schools and provide PD for residents; an annual US ED Project Director's Meeting, annual leadership conferences, and travel for project dissemination. ③ *Supplies* comprise 5.8% of our budget request and will fund materials necessary for marketing and recruitment of participants, instructional supplies, the Goalbook Toolkit for SPED residents, and an educational resource portal to provide observation, support, and additional resources for resident teachers and principals and beginning teachers and principals. ④ *Contractual*: All expenses comply with 2 CFR 200.317-326, EDGAR 75.135, and local policies and represent 69.4% of our total budget request. This will include a) NC A&T Subaward including a 1.0 FTE Instructional Coach, a .50 FTE Assistant Coordinator, travel, and supplies for TQP implementation; b) HPULA Coaches for principal residents; c) Mentors for Teacher Residents; d) Professional Development costs include funds to provide seminars, summer institutes, New Teacher Induction Institutes, and a New Educator Conference; e) Resident Supports which include a Video Observation Platform, Bridge Supports, and Praxis exam boot camps and licensure supports; f) Independent Program Evaluation to provide a mixed-methods, utilization focused evaluation and impact study of *PREPARE+*; g) Sustainability planning to sustain best practices; and h) Licensure Acceleration Support to include contracting with TNTP, a national non-profit with a proven track-record in recruiting minority teachers and school leaders, to provide a Teaching Fellow program to provide a fast-track Lateral Entry program in which teacher candidates can earn a NC Provisional licensure in WS/FCS' high-need subject areas/grade levels: PreK, Secondary English Language Arts, Social Studies, Science, and Exceptional Children. Once TNTP pathway candidates complete their five-week intensive preparation course, they will be eligible to earn their MAT degree through *PREPARE+*. Candidates preferring to begin their teaching courses immediately are required by state law to then

complete at least 6 credits a year and pass all required licensure exams within three years or lose their provisional license. **⑤Indirect Costs:** Indirect cost rate reimbursement is capped at 2%, as shown in our Facilities and Administrative (F&A) rate agreement in *Appendix F*. Indirect costs total 1.4% of budget costs **⑥Resident Stipends:** To combat financial barriers that could prevent program participation, each resident (75 teachers, 60 principals) will receive a one-time stipend of [REDACTED] per month for 12 months which comprises 29.2% of our request.

iii. Costs are reasonable in relation to the objectives, design, and potential significance.

PREPARE+ seeks to impact thousands of students by preparing 75 highly qualified teachers and 60 principals at our target high-need schools. Similar programs incorporating extended supports with a one-year clinical produced more effective teachers and increased student achievement compared to educators in the same schools not receiving training.⁵⁰ Program costs average per resident teacher or principal equals [REDACTED] (after removing evaluation and indirect costs), compared to the cost of replacing one school principal at [REDACTED] one teacher.⁵¹ Cost savings for increased principal retention over replacement costs would total [REDACTED] per principal; 60 principals would result in [REDACTED] in savings. Teacher replacement costs would total [REDACTED] teacher; [REDACTED] in savings for 75 teachers.

iv. Resources to operate project beyond length of the grant, with a multi-year financial and operating model and plan, partner commitments and broad support from stakeholders.

► **Partner Commitments and Stakeholder Support:** Our *PREPARE+* partnership includes signed MOUs from our two eligible IHEs and three eligible high-need LEAs with a total of 75 high-need schools, which detail their commitment to implementation of a long-term, ***multi-year financial and operating model*** once federal grant funding has ended (*Appendix E*). Our MOUs demonstrate each partner's commitment to contribute to our project's implementation and long-

term sustainability, including provision of matching funds. Please note NC law prohibits collective bargaining so there are no teacher unions in our state. Given the vast reach of *PREPARE+*, verbal commitment has been given by teachers and principals across 75 schools and is represented through the signed MOUs by leaders in of our three LEAs. Our program approach was designed to build long-term support through shared ownership for program outcomes using stakeholder engagement both within and across our partnerships to ensure long-term program longevity.

► **Sustainability Planning:** Using studies of other TQP programs, we identified three key sustainability components: **❶ *Reallocation:*** Using our independent evaluation reports, we will isolate our most impactful program elements to determine if long-term recruitment and diversity goals could be better achieved if existing investments were redirected to support high-quality teacher and principal residency preparation programs.⁵² The Bank Street of Education has created a P-12 Residency Budget Tool which will calculate the costs of reallocated staff roles and budget shifts to estimate savings from reduced teacher turnover producing potential funding scenarios for each partner entity which will be used by our Leadership Team in sustainability planning. **❷ *Reduction*** to help our IHEs minimize program costs by a) *maximizing student access to financial resources* (i.e., financial aid, federal work-study, state workforce development, income-share agreements with districts, low or no-interest loans to candidates). b) *Reducing tuition and related costs* could include open educational resources to reduce cost of textbooks.⁵³ *PREPARE+* will also explore expansion of programs like those of WS/FCS which provides new hires an interest-free [REDACTED] advance and discounts from local and national retailers and service providers. **❸ *Reinvestment*** by identifying ways to make shifts that permanently embed funding into local budgets for residencies.⁵⁴ As described earlier, our districts currently pay, on average, [REDACTED] to replace a principal and [REDACTED] teacher to replace educators leaving their districts.

Reducing the recurring percentage of teacher and principal turnover could result in hundreds of thousands of dollars in savings annually which could be repurposed into funding for investment in future MAT or Educational Leadership cohorts.⁵⁵ ► **Sustainability Planning: Years 1-2:** The Leadership Team will conduct quarterly review of evaluation reports to identify which components and activities are most impactful. This will inform program refinements and produce a cost-benefit analysis for initial development of a line-item budget for long-term institutionalization of residency programs. **Year 3** will be devoted to analysis of each partner's budgets to identify potential cost savings and support cost centers within the sustainability budget model. **Year 4:** Our Leadership Team will begin work on program replication plan, documenting lessons learned and guidance for other districts wishing to replicate a similar program in their own district. The Team will also prepare a long-term sustainability plan as we seek to keep key program components in place and also, replicate our Teacher Residency program in Vance County and Alamance-Burlington Schools. **Year 5** activities will include dissemination of our replication and sustainability plans which will be shared both with our partner districts and other districts and IHE's in our region via an Educator Conference. This conference will detail impact on stakeholders, residents, educators, faculty, and long-term outcomes with multiple presentations detailing implementation steps for IHEs, districts, and other key stakeholders.

v. Relevance and demonstrated commitment of each partner to implementation and success.

HPU and NC A&T rank among the top 25% of Educator Preparation programs in NC and each exceed 80% licensure exam pass rates and state rates as detailed in *Appendix B* (**Eligibility Component iA**). HPU and NC A&T have previously worked together on a similar MAT residency project in an urban, high-need LEA in NC which produced a teacher retention rate of 89.2%, substantially higher than the district's overall retention rate of 54.4%. Cohort participation has had

a 53% majority-minority enrollment with 100% of graduates maintaining a GPA of 3.0 or higher, pointing to the potential of *PREPARE+* to build on this success and expand our successful approach by inclusion of a similar Principal Preparation Program (PPP) to positively impact 75 high-need schools in three high-need LEAs with 75 high-need schools. These schools and LEAs are located in a combination of high-poverty urban, rural, and suburban settings which should yield evidence and documentation of best practices with great potential to add to the body of research on teacher recruitment, teacher and principal preparation, and long-term retention of educators across a wide variety of school locales. ► **HPU:** ❶ Stout School of Education will serve as lead applicant and fiscal agent to administer funds and assume primary responsibility for grant implementation activities; ❷ Facilitate Leadership Team activities with a focus on program planning and delivery led by the Project Director; ❸ Collaborate with faculty across HPU and HPU's School of Natural Sciences, School of Humanities & Behavioral Sciences, and Webb School of Engineering to provide teaching residents with supplemental experiences, contributing content expertise and access to coursework, faculty, and program offerings; informing students in STEM and the fine-arts about post-graduate teaching opportunities; conducting outreach to involve diverse student communities in recruitment and professional development efforts; ❹ Serve on the Leadership Team to provide ongoing program input and support; and in our high-need districts and school partners to develop and improve sustained, high-quality school leader and teacher residencies; ❺ Collaborate with NC A&T to develop and improve sustained, high-quality teacher residency programs; ❻ Maintain a cohort of 20 school leader residents at HPU every other year (Years 1, 3, and 5) for a total of 60 school leader residents to lead schools in WS/FCS, VCS, and ABSS and a cohort of 25 teacher residents at HPU and NC A&T for a total of 75 teacher residents across three cohorts over the five-year grant program to teach in high-need schools in WS/FCS;

⑦ Work with partners to recruit and select teacher and school leader resident candidates who reflect the communities in which they will teach and possess strong content knowledge or record of accomplishment in the field or subject area to be taught or led, and other attributes linked to effective teaching and school leadership; ⑧ Collaborate with partners on providing enriching and culturally relevant peer networking opportunities; ⑨ Provide access to specialized personnel (e.g., faculty, IHE Supervisors), resources (e.g., coursework), and facilities for the purpose of conducting program activities; ⑩ Coordinate with the external evaluators quarterly to use data and results to inform instruction and program modifications. ► **Match:** HPU total estimated in-kind match equals [REDACTED] for faculty time to support implementation and supervision of teacher and school leader residents over the five-year grant project. ► ***NC A&T's College of Education in partnership with NC A&T Colleges of Science and Technology, Arts, Humanities, and Social Sciences*** will: ① Support the Leadership Team with a focus on program planning and delivery; ② Collaborate with HPU in developing and improving sustained and high-quality teacher residency programs based upon models of successful residencies; ③ Work with partners to recruit and select teacher and school leader resident candidates who reflect the communities in which they will teach and possess strong content knowledge or record of accomplishment in the field or subject area to be taught or led; ④ Provide access to NC A&T specialized personnel, resources, and facilities for the purpose of conducting program activities; ⑤ Facilitate collaboration among NC A&T departments for seamless integration including contribution of content expertise, informing students about post-graduate teaching opportunities, engaging diverse students in recruitment and PD activities, and ongoing collaboration to provide program input and support; ⑥ Coordinate with the external evaluation team quarterly to use data and results to inform instruction and program modifications; and ⑦ Collaborate with partners on providing enriching and culturally relevant peer

networking opportunities. NC A&T total estimated in-kind match equals [REDACTED] ► ***Winston-Salem/Forsyth County Schools (WS/FCS):*** ❶ Assist with the selection of qualified candidates for the principal and teacher preparation programs; ❷ Support full-time clinical practice of at least ten months or 1,500 hours for selected participants in in our high-need schools, allowing substantial leadership responsibilities under the direction of our highly effective principals; ❸ Support course work and residency for selected teachers in our high-need schools; ❹ Allow HPU and NC A&T faculty access to schools to observe and evaluate candidates at their clinical practices sites; ❺ Use the NC Executive Evaluation Rubric to evaluate candidates; ❻ Consider qualified program graduates for placement as school leaders and teachers in high-need schools; ❼ Provide ongoing feedback for program improvement; and ❽ Cooperate fully in the third-party evaluation of *PREPARE+*. WS/FCS total estimated in-kind match equals [REDACTED]. ► ***Alamance-Burlington School System (ABSS) and Vance County Schools (VCS):*** ❶ Assist with the selection of qualified candidates for the Principal Preparation Program; ❷ Support full-time clinical practice of at least ten months or 1,500 hours for selected participants in in our high-need schools, allowing substantial leadership responsibilities under the direction of our highly effective principals; ❸ Support course work and residency for selected principal candidates in our high-need schools; ❹ Allow HPU and NC A&T faculty access to schools to observe and evaluate candidates at their clinical practices sites; ❺ Use the NC Executive Evaluation Rubric to evaluate candidates; ❻ Consider qualified program graduates for placement as school leaders in high-need schools; ❼ Provide ongoing feedback for program improvement; and ❽ Cooperate fully in the third-party evaluation of *PREPARE+*. Total estimated in-kind match equals [REDACTED] ► ***NC Department of Public Instruction (NCDPI):*** ❶ Offer support to beginning teachers through our Regional Education Facilitators; ❷ Consult with partner LEAs to develop and implement

professional learning programs, opportunities, and strategies; ⑤ Provide virtual PD resources, such as webinars, online modules, and online forums, to help educators develop and hone key skills; ④ Host in-person PD (i.e., conferences, seminars, technical assistance) to support teachers' professional growth; ⑥ As seen in *Section D*, our Leadership Team and Advisory Board will ensure coordination of program activities with IHE preparation and LEA PD consistent with NC, local, and education reform activities promoting educator quality and student academic achievement.

d. QUALITY OF THE MANAGEMENT PLAN

i. Adequacy of plan to achieve objectives on time, within budget including responsibilities, timelines, and milestones for accomplishing project tasks. HPU will serve as lead applicant and fiscal agent and has a strong track record in grants management with several prior multi-year state and federal grant projects to date. HPU Stout School of Education comprehensive staffing and management plan is based on previous successful grant projects, including a prior TQP grant. To ensure project objectives are achieved on time and within budget, we will collaborate with our partners to ensure successful implementation as follows: ① **Leadership Team (LT)**: Meeting monthly, the LT will deliver implementation oversight, share progress updates with partners and stakeholders, review evaluation reports, make timely corrections, and develop a long-term sustainability plan to continue the project once grant funding ends. Led by [REDACTED] Dean, HPU School of Education at 0.15 FTE; Stout School of Education faculty: [REDACTED], Chair of Educator Preparation and [REDACTED], Chair of Leadership Studies at .08 FTE each; [REDACTED] Associate Dean, at .05 FTE; and the following HPU College/Department Heads at .05 FTE: [REDACTED], Chair, Mathematics; [REDACTED] Interim Dean, Wanek School of Natural Science; [REDACTED], Interim Dean, School of Humanities and Behavioral Sciences; [REDACTED] Program Coordinator for Education Studies; and HPU Data Manager at .25 FTE. NC A&T leaders will include [REDACTED],

College of Education; [REDACTED], Chair, Education Preparation; [REDACTED] [REDACTED] Program Coordinator, MAT programs; [REDACTED], Dean, College of Science and Technology; and [REDACTED] Dean, College of Arts, Humanities, and Social Sciences. Day-to-Day coordination of program components will be a shared responsibility across HPU and NC A&T and will include: **②Project Director (PD)**, [REDACTED], at 1.0 FTE will oversee day-to-day program implementation, coordinate communication and activities across partnerships, provide fiscal and programmatic oversight and accountability in collaboration with the finance office, ensure federal reporting requirements are met, and support implementation and continuous improvement efforts and hold weekly meetings with other senior project management staff which will include: **③HPULA Director (LAD)** who will be responsible for oversight and implementation of the Principal Preparation Program (1.0 FTE); **④[REDACTED], NC A&T MAT Coordinator (MC)** will lead NC A&T MAT implementation at .20 FTE (match) to ensure program elements are implemented as planned, provide support for teacher residents, and direct oversight of all grant-related activities at A&T; [REDACTED] will be joined by a **⑤NC A&T Assistant Coordinator (AC)** (0.50 FTE) who will work closely with the NC A&T MAT Coordinator to support day-to-day program implementation at NC A&T; and a 1.0 FTE **⑥Instructional Coach (IC)** who will be responsible for cohort management of our residents and help plan related program activities. **⑦MAT and HPULA Faculty:** HPU and NC A&T faculty in our existing MAT and HPULA programs will collaborate with LEA mentor teachers to co-deliver MAT coursework tightly integrated with clinical practice. Theory, teaching methodologies, hallmark projects, and other coursework components will be aligned to curriculum goals, objectives, and learning outcomes identified through the collaborative partners. **⑧MAT Faculty (match):** HPU and NC A&T MAT and HPULA faculty (1 per 6-10 students) will be assigned as IHE supervisors to

collaborate with MAT and HPULA faculty and mentor teachers and mentors to ensure a tailored experience for teacher residents. Supervisors will support clinical residency internships, visit teacher residents at placement schools, provide feedback and coaching with a minimum of five visits a year and two evaluation visits for each participant, totaling at least 45 contact hours. They will continue supervisory oversight and mentoring during teachers first two years in the classroom, guiding them in lesson planning and presentation, time management, organization skills, and classroom management strategies; demonstration lessons, observations, and constructive feedback. Supervisors will also work with mentor teachers and school principals to review logs and work with beginning teachers and principals in facilitation of communication with mentors, curriculum facilitators, and administrators. As MAT faculty, they must have at least a master's degree and either be employed full-time in the Stout School of Education, NC A&T College of Education, or have adjunct faculty status and hold a current NCDPI licensure in supervision.

⑨District Leadership: a) [REDACTED] WS/FCS Director of Teacher Residents will provide coordination for our Teacher Residents; Heather Barksdale, WS/FCS Director of New Teacher Induction and Teacher Academy will provide coordination and oversight of New Teachers, and [REDACTED] Chief Academic Officer will oversee supervision of our principal candidates at WS/FCS. [REDACTED] (ABSS, Deputy Superintendent) and [REDACTED] VCS, Assistant Superintendent) will provide leadership for the principal residents within their districts and serve on the Leadership Team. b) **Mentor Teachers:** Mentor teachers (25 per cohort), highly effective teachers within WS/FCS will be assigned during the clinical residency and induction programs to support teacher residents and beginning teachers. They will work with IHE staff to identify and coordinate resident learning experiences and provide ongoing feedback and assistance to their mentee. During induction, BTs will be assigned site-based mentor teachers (25 per cohort)

in the same grade level or subject area for at least 90 minutes of mentoring weekly. To support these additional roles, mentor teachers will be relieved from teaching duties as appropriate. All mentor teachers will have current state teaching licensure, a demonstrated record of success on NC EVAAS as defined by a “Distinguished” or “Accomplished” rating, and successful completion of the NCDPI 21st Century Mentoring certification. c) ***Instructional Facilitators*** will work with teacher residents to deliver ongoing classroom and PLC delivered PD on instructional techniques including working with diverse learners. d) ***Lead Mentors*** in each WS/FCS high-need school will oversee teacher mentors and mentees within their school and lead teacher induction efforts during BT’s first three years in the classroom. e) ***Supervising Principals of HPULA Principal Candidates*** will provide supervision and support to our principal candidates during the candidate’s clinical and for their first two years as a school leader within our three partner LEAs (WS/FCS, ABSS, VCS). f) ***HPULA Coaches***: HPULA will contract with highly effective, retired principals to provide additional coaching and mentoring of our principal residents, supporting them through their clinical and for two years following their placement in a high-need school. ⑩***External Evaluators***: An independent, external evaluation team will review programmatic indicators, report to the board quarterly to track implementation success and determine appropriate program modifications with evaluation services provided by a) [REDACTED] who will lead a cross-functional team of evaluators and who has experience with evaluation of current TQP grants. [REDACTED] earned a Ph.D. from the University of Arizona in Family Studies and Human Development with an applied program planning and evaluation minor. b) [REDACTED] earned her Ph.D. from Michigan State in Educational Psychology and has 23 years’ experience in education-focused grant projects, including designing, conducting, and managing partner-focused, participatory evaluations (resumes, *Appendix D*). Additionally, IHE administrative staff will maintain files,

track expenditures, and help plan events while graduate assistants will assist in data collection.

Table 4. *PREPARE+* Management Plan

Key: **AB:** Advisory Board; **AC:** Assistant Coordinator; **EV:** Evaluator; **HC:** HPULA Coaches; **IC:** Instructional Coach (NC A&T); **IF:** Instructional Facilitator (LEA); **IS:** IHE Supervisors; **LAD:** HPULA Director; **LEA:** High-Need LEA; **LM:** Lead Mentor; **LT:** Leadership Team; **MC:** MAT Coordinator; **MT:** Mentor; **PC:** Principal Coach; **PD:** Project Director; **PR:** Principal Residents; **SP:** Supervising Principal; **TR:** Teacher Residents

Milestones	Timeline	Responsibility
Planning Activities and Ongoing Implementation Tasks		
Hire staff; confirm partners; monitor for continuous improvement; plan for sustainability	10/22, Monthly	LT
Coordinate components for seamless delivery across partners	10/22, Weekly	PD, AC, MC
Support data collection, assessment, and reporting	Quarterly	EV
Recruit, enroll, and retain teacher and principal residents	10/22, Ongoing	PD, IC, HC
Conduct 10-hour mentor training for new mentors	4/23, Annual	LEAs, LM
Year 1 (October 1, 2022 – September 30, 2023)		
Launch diversity-focused recruitment efforts	10/22, Annual	PD, IC, LEAs
Receive applications for teacher and principal residencies	12/22, Annual	PD, IC
Review prospective resident applications; Select and notify	1/23, Annual	LT
Confirm MAT/MEd commitments with potential candidates	2/23, Annual	PD, IC
Launch Cohort 1 teacher and principal residency program	5/23 – 8/24	Faculty, LAD
Begin collaboration between partners to support Cohort 1	6/23, Ongoing	Faculty, LEAs
Provide residents tours of prospective schools	7/23, Annual	LT, TR, PR

Table 4. <i>PREPARE+</i> Management Plan		
Provide Cohort 1 professional learning (PL) on DEI	7/23, Annual	LEAs, IHEs
Provide PL for TR, PR, MT, PC	7/23, Ongoing	LEAs, IHEs
Begin Cohort 1 edTPA portfolio development	9/23, Ongoing	TR
Launch Cohort 1 clinical internship (six hours)	9/23 – 5/24	TR, IS, PR
Provide Cohort 1 networking and PL opportunities	9/23, Ongoing	LEAs, IHEs
Year 2 (October 1, 2023 – September 30, 2024)		
Complete Cohort 1 edTPA portfolio requirements	5/24, Annual	TR
Launch Cohort 2 teacher and principal residency program	5/24– 8/25	Faculty, LAD
Complete Cohort 1 NC teaching or school leader licensure	7/24, Annual	TR, PR
Hire and place Cohort 1 in high-need LEA schools	7/24, Annual	LEAs
Complete Cohort 1 MAT degree program for Phase II	7/24, Annual	TR, PR
Launch Cohort 1 induction activities in LEA, Beginning Teacher and Principal Supports, mentoring and coaching	8/24– 8/26, Ongoing	LEA, IS, MT, IC, IF, PC
Provide supervision and program support to TR, MT, PR, PC	8/24, Ongoing	IS
Launch Cohort 2 clinical internship (six hours)	9/24– 5/25	TR, IS, PR
Year 3 (October 1, 2024 – September 30, 2025)		
Repeat Year 2 residency and induction programs for Cohort 3	5/25 – 8/26	All staff
Year 4 (October 1, 2025 – September 30, 2026)		
Continue residency and induction programs for Cohorts	5/26– 8/27	All staff
Begin work on Replication Guide and Sustainability Plan	1/26–6/27	LT
Year 5 (October 1, 2026 – September 30, 2027)		
Develop plans to sustain the program after funding ends	3/27, Ongoing	LT

Table 4. <i>PREPARE+</i> Management Plan		
Disseminate lessons learned and promising practices	6/27, Ongoing	LT
Host an Educator Conference on Lessons Learned	8/27	LT
Grant close-out and wrap-up of final reporting	9/27, Ongoing	LT, PD, EV

ii. Adequacy of procedures for ensuring feedback and continuous improvement. HPU will build upon existing processes and structures to ensure feedback and continuous improvement processes enhance program operations. This will include use of: **①Advisory Board:** Comprised of HPULA graduates, HPU and NC A&T faculty, LEA partners, and Teacher Education Council Members (the School of Education's governing board), the Advisory Board will meet twice a year to review data, receive program updates, and make recommendations for program improvement. **②Evaluation:** We will collaborate with an external evaluator to collect data before, during, and after program activities for the purpose of facilitating continuous program review and improvement. Feedback will be presented in interim and annual performance reports, in addition to survey reports, infographics, data snapshots, and consultation. The logic model will be revisited quarterly to ensure fidelity of implementation and examine benchmark data to annually assess progress in meeting our goals and objectives. **③PDSA:** The Leadership Team and Advisory Board will use the PDSA continuous improvement model which includes PLAN: clarify the need, purpose, and measures; DO: adopt and deploy an approach to continual improvement; STUDY: analyze results; and ACT: make improvements. This will ensure all components of the program are reviewed, revised as needed, and identified measures are analyzed for continuous program improvement. ► **Continuous Review and Program Improvement:** Our IHEs, in conjunction with external evaluators, will collect data before, during, and after all program activities for the purpose of facilitating continuous program review and improvement. ► **Established Relationship**

& LEA Feedback Loop: Personnel from each partnering district will meet twice annually with the LT to examine data, plan, monitor, and assess the program for opportunities to improve and determine the extent to which our IHEs are delivering graduates to our LEA partners that possess the skills and knowledge to serve as equity leaders to transform high-need schools. ► **Conclusion:** Declining enrollment in school leader and teacher preparation programs coupled with high principal and teacher turnover rates, have left the U.S., districts, and schools struggling with hiring and retaining highly qualified, effective educators. Based on our history of success in similar projects, *PREPARE+* has the potential to produce important findings which could positively impact educator preparation programs and boost long-term LEA retention of highly effective educators in rural, urban, and suburban communities. Anticipated ancillary benefits will include increased savings to LEAs in reduced turnover costs and increases in student achievement by increased student access to highly effective school leaders and teachers in our lowest-performing schools. Access to a more highly qualified faculty positively impacts student achievement and can have a dramatic impact on future student earnings: while a teacher at the 60th percentile of effectiveness produces an increase of [REDACTED] on each of their student's lifetime earnings, a teacher at the 69th percentile produces an increase of [REDACTED]. For a teacher at the 60th percentile with a class of 20 students, aggregate student earnings income impacts equal [REDACTED] a year; for a teacher at the 84th percentile, aggregate impact is over [REDACTED] which could boost lifelong outcomes for students in our target high-need schools with poverty rates above their district and the state average of 56.9% (ABSS: 80.2%; WS/FCS: 78.4%; VCS: 70.4%). Additionally, a highly effective principal's impact is the most influential school-level factor on achievement after teacher quality pointing to the potential of improved academic outcomes in our target high-risk schools in addition to positive impacts on educator retention and effectiveness with early career mentoring.⁵⁶