



Columbia College

Teacher Quality Partnership  
Grant Proposal  
April 2022

## Table of Contents

Abstract	i
Purpose	1
Eligible partnership	1
Background	2
The APEC Center	6
APEC Program Requirements	6
Current participants	11
Section A. Project Design	12
A.1 Rationale	12
A.2 Goals and objectives	22
A.3. Comprehensive effort	29
A.4 Research and effective practice	31
A.5 Performance feedback and improvement	33
A.6. Capacity and results	34
Section B. Evaluation	36
B.1 Valid and reliable data	37
B.2 Methods	40
Section C. Adequacy of Resources	44
C.1 Facilities, equipment, supplies	45
C.2. Adequacy of budget	47
C.3. Costs	48
C4. Operating model	49
Section D. Management plan	51
D1. Adequacy of management plan	51
D. 2 Feedback and improvement	54
Appendices	
Appendix A: Required <b>TQP</b> Checklists	
Appendix B: Required needs assessment	
Appendix C: Logic Model	
Appendix D: Resumes of key personnel	
Appendix E: Letters of support and MOU	
Appendix F: Indirect costs rate	
Appendix G: TQP waiver request	
Appendix H: Other documents	
Appendix I: Proprietary information	

---

### **Abstract**

Columbia College is submitting a proposal for the 2022 Teacher Quality Partnership (TQP) grant competition to expand, strengthen, diversify, and evaluate the impact of the Alternative Pathways to Educator Certification (APEC) Center. The APEC project will prepare more quality teachers for high need schools in our partner districts by ensuring that teachers prepared through the APEC Program are effective in content knowledge and pedagogical practice, are supported in the beginning years of teaching, and receive quality professional development to improve their practice. Since its creation in 2018, The APEC Center has developed a "grow your own" program that is centered around a teacher residency. The APEC proposal is aligned with TQP Absolute Priority 2-Partnership Grants for the Establishment of Effective Teaching Residency programs. This proposal also addresses Competitive Preference Priority 1-Increasing Educator Diversity; Competitive Preference Priority 2-Supporting a Diverse Educator Workforce and Professional Growth to Support Student Learning; Competitive Preference Priority 3 Meeting Student Social, Emotional, and Academic Needs; and Competitive Preference Priority 4--Promoting Equity in Student Access to Educational Resources and Opportunities. The project objectives are to:

1. Recruit, prepare, and support 150 new teachers, particularly teachers of color, in critical shortage areas and high need schools in our partner districts.
2. Improve the mentoring and coaching abilities of in-service educators by implementing a yearlong mentor development academy.
3. Strengthen induction support provided for APEC graduates in the first three years of teaching.
4. Prepare future teachers who can meet the social, emotional (SEL), and academic needs of all students.

The project outcomes are:

1. Increased retention of APEC Fellows through three years of classroom teaching.
2. Increased competency of APEC Fellows' ability to meet the social, emotional, and academic needs of students.
3. Increased enrollment of APEC Fellows of color.
4. Increased enrollment of Fellows certifying to teach middle and secondary education.
5. Improved teacher impact on student achievement for high need schools.

This project represents a collaboration with the APEC Center at Columbia College; the Divisions of Education, Social Sciences, and Health, Mathematics, and Sciences; the Institute for Building Resilience through Trauma-Informed Practices (I-BRTIP); the National Center for Teacher Residencies (NCTR), the Center for Educator Recruitment, Retention, and Advancement (CERRA), Benedict College, Morris College, Bellwether Education Partners, and six school districts.

**Purpose:** The purpose of the APEC proposal is to expand, strengthen, diversify, and evaluate the impact of the APEC Program on teacher retention and student achievement in high need districts and schools in South Carolina. This proposal addresses **Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching Residency Programs.** APEC also addresses

**Competitive Preference Priority 1-Increasing Educator Diversity; Competitive Preference Priority 2-Supporting a Diverse Educator Workforce and Professional Growth to Support Student Learning; Competitive Preference Priority 3-Meeting Student Social, Emotional, and Academic Needs; and Competitive Preference Priority 4 Promoting Equity in Student Access to Educational Resources and Opportunities. APEC also represents the Invitational Priority of a Partnership Grant for the Establishment of Grow Your Own Programs.**

#### **Eligible Partnership**

Per the TQP guidelines, this proposal is submitted by an eligible partnership including the APEC Center at Columbia College, the Columbia College Division of Education; the Division of Health, Mathematics, and Sciences; the Division of Social Sciences; the Institute for Building Resilience through Trauma-Informed Practices (I-BRTIP) at Columbia College; Morris College; Benedict College; the National Center for Teacher Residencies (NCTR); the Center for Educator Recruitment, Retention, and Advancement (CERRA); Bellwether Education Partners; and the following districts: Richland County School District One, Richland County School District Two, Kershaw County School District, Lexington Richland School District Five, Fairfield County School District, and Sumter County School District. Each of these partners will contribute time, resources, staff, and expertise to implementing the APEC residency, induction supports, and professional development to meet the purposes of the TQP grant program as specified in section 201 of the HEA.

U.S. Census Bureau school district estimates (see needs assessment in Appendix B) show that Fairfield, Richland One, and Sumter serve more than 22% students in poverty. Comparable data provided by the South Carolina Department of Education (2021-2022) show that all district partners support more than 22% of children living in poverty. Further, each district has high teacher turnover rates, as each district's rates are higher than the average for the state.

Table 1 South Carolina Department of Education District Enrollment Data

School District	Number of students in poverty	Total number of students	% of students in poverty	Teacher turnover rates (three year average)	Percentage of teachers teaching with emergency certification
Fairfield	2,027	2,364	86%	11.5%	9.3
Kershaw	6,531	10,853	60%	9.9%	7.5
Lexington Richland Five	7,474	17,241	43%	8.9%	5.1
Richland 1	16,743	22,004	76%	15.1%	10.5
Richland 2	15,745	28,214	56%	13.7%	6.1
Sumter	11,317	14,957	75%	11.3%	15.8
Totals	59,837	80,676	74%	7.7	Not available

There are several high need schools in each district that qualify for support under TQP. These schools have more than 60% of students living in poverty and have free and reduced lunch percentages of 60% (elementary) and 45% (nonelementary)(see needs assessment in Appendix B).

## Background

Columbia College is the lead applicant in this proposed project. Founded in 1854 by the Methodist Church as a higher education institution for women, Columbia College is a co-

<sup>1</sup> These data are collected and provided by the SC Department of Education (SOE). The state's poverty data considers students eligibility for Medicaid, SNAP, TANF, and their living situation including homelessness, foster care, or transient.

educational liberal arts college committed to developing students personally and professionally and to preparing future leaders who are committed to social justice and advocacy. The College currently offers over 30 undergraduate majors and nine graduate programs. With 11% of first-year undergraduate students declaring a teacher certifying program as their major, education is one of the most popular majors on campus. The Division of Education currently offers seven traditional teacher certification programs. Although the South Carolina Department of Education does not currently have a system using state report cards to evaluate teacher preparation programs; the Division of Education's program completers have a 90% passage rates on all state required certifying exams including content area, subject matter, and pedagogy exams.

Columbia College has supported the ongoing professional development of educators through strong graduate programming. The Innovation and Divergent Learning (IDL) master's degree was launched in 1998 and, since its inception, 2,722 educators have completed the program. In 2019, the College began offering graduate degrees in education administration (EDAD) and higher education administration (HED). The HED program is in its 10th year with over 194 graduates. In the spring of 2020, the College began offering a graduate program in trauma informed education (TIE). TIE is the only such graduate program in the state and has enrolled more than 250 students from across the United States and beyond. Columbia College also established the Institute for Building Resilience through Trauma-Informed Practices (I•BRTIP) in 2020. I•BRTIP's advisory board includes experts from across the country who support the institute's efforts to educate teachers and leaders on the impact of trauma on child health and well-being.

As a liberal arts institution focused on social justice and advocacy, Columbia College is committed to both developing tomorrow's leaders and being a leader in areas such as faculty

development, collaborative learning, and teaching excellence. In 1996, the College was one of four institutions in the United States to receive the Hesburgh Award, which recognizes outstanding faculty development programs. The award recognized the Columbia College Collaborative Learning Center, known on campus as the CLC, which through the years has served to bring faculty, staff, and students together to engage in collaborative research and scholarship. In 2010, [REDACTED] Professor of English, was named the Carnegie/CASE Professor of the Year for Baccalaureate Colleges.

Since 2010, Columbia College has received funding from the National Science Foundation that provides student scholarships and funds for applied learning experiences, professional development opportunities, and career coaching. In 2020, Columbia College became part of SC INBRE, supported by the National Institute of Health (NIH). Columbia College's portion of this grant was used to create a cross-disciplinary research community involving biology, chemistry, psychology, human development, and family studies.

At the state level, Columbia College has two partnerships that provide state funding for program participants. Columbia College has been part of the Re-Education and Advancement of Teachers in Special Education and Related Services Personnel (SC CREATE) for more than a decade. In the past eighteen months, Columbia College has received a grant of more than \$1 million from the state to serve more than 125 CREATE candidates. Columbia College also recently became a Call Me MiSTER institution in partnership with Clemson University. Both collaborative efforts demonstrate Columbia College's commitment to teacher preparation and its ability to prepare teacher candidates across the state.

Benedict College and Morris College are Historically Black Colleges and Universities

(HBCUs)<sup>2</sup> with rich histories of preparing leaders and educators for South Carolina. Benedict College is located in Columbia, South Carolina, approximately three miles from the Columbia College campus. Benedict was founded in 1870 as a liberal arts institution and serves approximately 1,700 students. Morris College is located in Sumter, South Carolina. Founded in 1908 by the Baptist Educational and Missionary Convention of South Carolina, Morris College is located near downtown Sumter and serves approximately 530 students. Like Columbia College, Morris and Benedict both emphasize leadership and community service. By partnering with Columbia College, Morris **and** Benedict will provide a pathway for current students and recent graduates to achieve a graduate degree and teacher certification.

NCTR is a national organization devoted to the development and sustainability of quality teacher residencies. NCTR supports 33 residencies in 21 states. In this capacity, NCTR provides residencies with individual coaching, program resources, data collection and analysis, and funding for specific initiatives including curriculum development and scholarships for the recruitment of Black educators. CERRA was created in 1985 and is funded annually through the South Carolina General Assembly. CERRA gathers data from all school districts to prepare the state's Annual Educator Supply and Demand Report. CERRA also developed the Mentor Teacher Training Program which is required of all mentor teachers in the state. Bellwether Education Partners is a national nonprofit organization committed to improving education for children from underserved communities. Bellwether provides support to organizations through strategic planning and program evaluation. These organizations have expertise in the field and will support our program review and improvement processes.

---

<sup>2</sup> Both Morris College and Benedict College are listed on the U.S. Department of Health and Human Services list of minority serving institutions as HBCU.  
[https://www.minorityhealth.hhs.gov/assets/PDF/2020\\_Minority\\_Serving\\_Institutions.pdf](https://www.minorityhealth.hhs.gov/assets/PDF/2020_Minority_Serving_Institutions.pdf)



## The APEC Center

In 2018, Columbia College was awarded a SC Commission on Higher Education (see Appendix H) Center of Excellence to create the APEC Center through a partnership with Fairfield County School District and Richland School District One. APEC received SC State Board of Education approval in the spring 2020 to offer certification in early childhood, elementary education, middle level (all content areas), secondary math and English, dance, and special education multi-categorical. As such, APEC began offering the first **alternative certification program in the state based on the teacher residency model.**

APEC offers an innovative alternative certification program incorporating a yearlong teacher residency, mentoring, and graduate coursework. Additionally, APEC provides support to APEC graduates. In 2020, APEC was recognized as a finalist for the What Works SC Award by the Riley Institute at Funnan University. As a "grow your own program," APEC primarily recruits employees of our partner districts to participate in the program. Some APEC Fellows have 10 or more years of experience working in our public schools. **Currently, APEC has a more than 95% retention rate of APEC graduates teaching in our partner districts.** The retention of our graduates speaks to the quality of the APEC program and the potential of "grow your own programs" to positively impact teacher retention (Garcia, 2020).

### APEC Program Requirements

APEC offers participants, called APEC Fellows<sup>3</sup>, a program leading to alternative certification and a graduate degree in IDL (which can be attained within 18 months). Fellows are selected following a rigorous application process designed to identify motivated, committed individuals working in our partner districts. During the program, Fellows work as a

---

<sup>3</sup> APEC Fellows is used to denote participants who are currently completing the residency and course modules. APEC Graduates is used to indicate that the person is currently serving as teacher of record.

cohort to complete four course modules that are aligned with National InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2021) and CAEP Speciality Area (SPA) Standards, including NAEYC early childhood standards. The course modules also integrate the SC Read to Succeed Competencies to prepare teachers to integrate literacy in the classroom. The four course modules are described and listed in the Table 2.

Table 2 Description of reauth course modules

Course Module	Description
Module 1 Instructional planning and assessment	This module develops Fellows' ability to plan engaging lesson plans for students using the SC Academic Standards and the SC Teaching Standards 4.0 Rubric. Fellows also learn how to align assessments with standards and objectives; how to select appropriate assessment methods; develop formative and summative assessments; analyze assessment data; and make instructional decisions based on assessment results.
Module 2 Learning theory and behavior	This module develops APEC Fellows' understanding of the theories of growth/development including cognitive, social, emotional, and physical. Fellows also learn theories regarding how students learn and factors shaping their behavior. Fellows explore how these principles and concepts relate in the classroom.
Module 3 Instructional methods and literacy	This module teaches APEC Fellows effective instructional strategies and methods for integrating literacy in their classrooms. Fellows learn how to develop instructional lessons that meet students' needs and develop their reading, writing, speaking, and listening skills. Fellows also learn strategies to support the literacy development of English language learners.
Module 4 Diversity and inclusion	APEC Fellows will learn various strategies for meeting the academic and social needs of diverse learners including learners with exceptionalities. Fellows will learn how to effectively differentiate instruction and will study educational theories and practices for promoting learning with diverse students.
Read 2 Succeed Workshops	APEC Fellows also complete 16 hours of instruction aligned with South Carolina's Read 2 Succeed Competencies.

Through the assignments, content, and instruction required in each course module, APEC ensures that Fellows learn instructional planning, culturally responsive teaching practices, differentiation strategies, supporting students with exceptionalities, educational theory, content specific pedagogy, and assessment while engaged in structured clinical

practice (Wells, 2021). APEC recognizes that high quality preparation is essential to retaining and preparing teachers who can impact student learning. Kini and Podolsky's (2016) review of literature shows that experienced teachers can more positively impact student achievement. Studies have also shown that teacher effectiveness can significantly impact student learning and achievement (Rivkin, Hanushek, & Kain, 2001; Sanders & Hom, 1994). Therefore, APEC has created a rigorous program that is carefully structured and designed in research and best practice.

In 2020, APEC joined the National Center for Teacher Residencies (NCTR) network. NCTR promotes and develops effective teacher residencies across the country. **Through this collaboration, APEC has further developed a comprehensive program based in up-to-date research and effective practice by engaging in individual program coaching, mid-year and end-of-year resident and mentor surveys, and other programming including the NCTR Curriculum Literacy Project.** In 2021, APEC received a \$100,000 grant from NCTR for the Black Educator Initiative (BEI) Program to recruit and support Black educators. By participating in NCTR's programming, APEC has improved the modules and residency to better align with NCTR's Standards for Effective Teacher Residencies (NCTR, 2021). NCTR competency areas and standards are included in Appendix H.

Following participation in the Curriculum Literacy Project, APEC instructors developed projects in which APEC Fellows conduct in-depth interviews with their mentor teachers regarding implementation of best practices in the classroom. These interviews are conducted for all modules so that Fellows apply the content in the course modules to their classroom practice. Further, the Professional Learning Seminar (PLS) integrates theory and practice. For example, in the fall, **PLS** begins with a discussion of behaviorism, classroom

management plans, positive behavior supports, and routines and procedures. This work occurs at the beginning of the school year while the APEC Fellow is collaborating with the mentor teacher to organize the classroom and establish classroom norms and expectations.

APEC carefully integrates instructional coursework with clinical practice. The program is consistent with NCTR Competency Area 3, Standard 1 as the program provides "multiple opportunities" for Fellows to "learn, rehearse, and reflect" (NCTR, 2021, p. 4). In Module 3, Fellows apply what they learned in Modules 1 and 2 to develop lesson plans based on the South Carolina Standards and the Profile of the South Carolina Graduate<sup>4</sup>. The Profile of the SC Graduate represents the state's plan for ensuring that all students are college and career ready. Fellows are assessed on the South Carolina Teaching Standards 4.0 rubric, which they use to reflect on and refine their practice. During Module 2, APEC Fellows become reflective practitioners as they use theoretical knowledge to develop a classroom management plan. Fellows also complete case studies in which they discuss the implications of research and theory on student learning. Fellows also complete multiple observations of teachers who teach different subjects and grade levels. These observations are discussed during PLS so that Fellows make connections and develop a deep understanding of pedagogy.

As emphasized in NCTR Competency Area 2: Recruitment and Selection, APEC Fellows are selected through a rigorous application process. Fellows must submit a Columbia College graduate application, academic transcripts, letters of recommendations, and a writing sample. Fellows must have a bachelor's degree and achieved, at minimum, a 2.75 GPA. The majority of Fellows in Cohorts 1, 2, and 3 are between the ages of 30 and 59 and have various experiences working in public schools. Because some Fellows have been out of

---

<sup>4</sup> The Profile of the SC Graduate can be accessed at <https://ed.sc.gov/about/profile-of-sc-graduate/>.

---

school for more than 10 years, APEC considers the applications of those who have less than a 2.75 GPA as we recognize that they may have had life and work experiences which have enhanced their academic skills and teaching abilities. Applicants with stellar letters of recommendation, demonstrated commitment to teaching, and quality writing samples are considered and may be offered a conditional acceptance with the requirement that they earn a B or higher in the first module. Applicants who pass the initial screening are invited to interview for the program. The interview team consists of faculty, APEC staff, and district personnel.

The APEC residency and course modules support Fellows' teaching development. Through the residency, APEC Fellows collaborate with their clinical supervisor and mentor teacher to deliver effective instruction to their students. Although Fellows may be required to complete some of the responsibilities of the instructional assistant position, the program is structured so that the APEC Fellow meets regularly with the mentor teacher and attends data analysis, department, and team planning meetings. During the clinical experience, Fellows are required to complete specific instruction and assessment tasks to maximize their learning. For example, Fellows certifying in special education collaborate with their mentor teacher to gather and analyze student data to inform and monitor individualized education plan (IEP) goals. Middle and secondary candidates work with their teachers and department leaders to analyze benchmark data to identify instructional goals and plan remediation. This differentiated approach ensures that all Fellows are prepared to support student learning when they are the classroom teacher of record. Upon completion of the course modules and residency, APEC Fellows apply for the alternative certification in the area in which they completed the residency.

As Fellows develop their knowledge and understanding of effective teaching practices, they are required to plan and teach lessons using South Carolina curriculum standards and are evaluated using the SC Teaching Standards 4.0 rubric, which was developed by the National Institute for Excellence in Teaching (NIET). **All Fellows are expected to perform at the Proficient Level as defined by SCTS 4.0 by the end of the residency period.** The SC Teaching Standards 4.0 rubric is a valid and reliable instrument which has been carefully aligned with robust, rigorous research on effective teaching. Researchers have systematically investigated the relationship between NIET Teaching Standards Rubric scores and student achievement (primarily through the use of third-party calculated value-added measures) and have concluded that the NIET rubric is highly reliable and valid.

Mentor teachers and supervisors provide feedback using the 4.0 POP Cycle which involves a pre-conference prior to the lesson observation and a post-conference to discuss the lesson evaluation. Multiple observations are conducted by both the faculty supervisor and the mentor teacher. Following each observation, Fellows conference with the observer to discuss areas of strength and refinement with the sole purpose of reflective practice and growth.

**Current participants.** Currently, APEC is working with 23 Fellows in Cohort 4. Thus far, we have prepared more than 50 teachers; 100% of our program graduates were hired and are teaching in our partner districts. As we recruit for the program, APEC works to ensure that our Fellows represent the diversity that we see in our public schools. National data indicate that more than 50% of public school students are students of color while only 20% of teachers are representative of those groups (Geiger, 2018). In South Carolina, 75% of teachers are white. Of those white teachers, 63% are white women (SC Department of Education, 2016-2017). Approximately 44% of students in South Carolina,

however, are Black or Hispanic/Latino (SC Department of Education, 2021-2022).

One of APEC's strengths is the diversity of our Fellows. At least 48% of our first four cohorts have been persons of color. More than 70% of Cohort 1 is African American and 62% of Cohort 4 is African American and Asian American. Further, 48% of the applicants for APEC Cohort #5 are African American. The decrease in the percentage of teachers of color in more recent cohorts is a result of our expansion to additional districts. Nevertheless, the diversity among APEC applicants is important because it shows that our state has a pool of interested people of color who want to pursue teaching certification.

### **A. Quality of Project Design**

**AI. Project Rationale.** Columbia College proposes to expand, strengthen, diversify, and evaluate APEC to provide a high-quality teacher residency as required by Absolutely Priority 2 to prepare effective teachers for high need schools. Consistent with NCTR's Competency Area 1, Partnership and Program Sustainability, APEC has engaged in a rigorous process of program evaluation, reflection, and refinement over the past four years. For example, our evaluation results showed that Fellows needed more structured support to assist them with passing their Praxis 2 certifying exams. Therefore, APEC provided stipends for in-service teachers and Columbia College faculty to develop Praxis 2 and test-taking strategies workshops. These workshops have been offered to APEC Fellows, students attending other colleges and universities, district employees, and participants of other South Carolina alternative preparation programs.

**Our logic model included in Appendix C shows that improved mentoring, recruitment of teachers of color and middle and secondary teachers, induction teacher support, and sustained professional development will significantly improve the impact**

**and scope of the APEC program.** As such, the project's objectives and activities are based on data provided by the South Carolina Department of Education (SDE), the Center for Educator Recruitment, Retention, and Advancement (CERRA), our partner districts, our external evaluation, and NCTR's mid-year and annual resident and mentor surveys.

**Objective 1. Recruit, prepare, and support 150 new teachers, particularly teachers of color, in critical shortage areas and high need schools in our partner districts.**

Through the proposed APEC project, we will prepare 150 new teachers for our high need schools. Currently, APEC primarily recruits district employees who are interested in teacher certification. Consequently, most applicants are interested in certifying in early childhood and special education. Only seven Fellows from our first four cohorts certified to teach middle and secondary education. Data gathered from our partners indicate a need for qualified middle and secondary teachers. The South Carolina Department of Education (2021-2022) has identified middle level (all content areas), English, special education, science, math, and social studies as critical need subject areas. Our survey of partner district needs also indicates that recruitment of middle and high school teachers is a priority.

To expand and diversify the program through the TQP program, APEC will target college students and recent college graduates who are interested in teaching with particular emphasis on recruiting teachers of color and middle and secondary teachers. APEC currently offers certification in middle level (all content areas), early childhood, special education multi-categorical, elementary, and secondary math and English. A recent survey of our partner districts indicates that districts had significant vacancies at the start of the 2021-2022 academic year. One district reported 26 vacancies while two reported more than 80. Districts also indicated a need to hire teachers in almost every certification area. Two districts predicted needing to hire middle level math and science teachers for 2022-2023 while others reported early childhood, elementary, and special education. APEC provides a residency and coursework to prepare quality



teachers for high need schools. Through our partnerships with Morris College and Benedict College, we will be able to prepare more teachers to meet the needs of our partners. Currently, there are 57 students enrolled in the education studies and child development majors at Benedict College. Morris College currently has 30 students enrolled in non-certifying education related programs. Columbia College currently has 24 students enrolled in the non-certifying education studies major. As such, the three colleges provide a healthy pool of prospective participants for the APEC Program<sup>5</sup>. By expanding APEC and improving our program structures, APEC will recruit and prepare more teachers and enhance the support and training mentor teachers and APEC graduates receive.

### **Recruiting Teachers of Color**

**The activities proposed for Objective 1 are clearly aligned with Competitive Preference Priority I-Increasing Educator Diversity and Competitive Preference Priority 2--Supporting a Diverse Educator Workforce and Professional Growth. Further, because APEC will prepare and support teachers to serve in high need schools, this project is aligned with Competitive Preference Priority 4-Promoting Equity in Student Access to Educational Resources and Opportunities.** As previously stated, there is a disconnect between the representation of teachers in South Carolina and the diverse students they serve. South Carolina's public schools serve many children of color, but her teachers are primarily white females. According to Showalter et al. (2019), rural districts in South Carolina have among the "highest rates of enrollment for students of color" in the country (p. 5). Many of our rural students are also living in poverty, and their performance on the NAEP reading

---

<sup>5</sup> Benedict, Morris, and Columbia College students will complete the same application and interview process as applicants who are employees of partner districts. These applicants will select a district partner to interview, complete the residency, and fulfill the three-year service commitment.

and math assessments are among the lowest in the nation.

APEC will diversify the teachers who serve the children of our partner districts. Although recruiting teachers of color is currently a strength of the program, our applicant data suggest that we can increase our enrollment. For example, currently, almost 40% of the applicants for Cohort 5 self-identify as Black. Our efforts to increase the diversity of teachers serving our high need schools is critically important as research suggests that learning from teachers of color can positively benefit children of color (Gershenson et al., 2021; Carver-Thomas, 2018). Lindsay et al. (2020) also found that exposure to a Black teacher in elementary school reduced high school drop out by 39% and increased the college aspirations of Black students.

Table 3 provides the demographic data of students served in our partner districts. These data are provided by the South Carolina State Department of Education (2021-2022).

Table 3 Demographics of the APEC Center's partner districts.

District	Number of students enrolled	% of African American students	% of Hispanic students
Fairfield County	2364	84%	2.8%
Kershaw County	10,853	25%	10%
Lexington Richland 5	17,241	28%	6.5%
Richland 1	22,004	69%	7%
Richland 2	28,214	61%	12%
Sumter County	14,957	63%	5%
All schools in South Carolina	777,111	32%	12%

In recruiting APEC Fellows for our first four cohorts, we have learned that effective programs need to address the barriers that people of color face in pursuing teacher certification. For example, APEC received 116 applications for the program's first three cohorts and more

than 70% of applicants self-identified as Black. APEC accepted only 45% of these Black applicants. The other applicants were not enrolled for various reasons including student loan default, financial limitations, and incomplete transcripts. Carver-Thomas (2018) notes that barriers to program entry include: teacher licensure exams that disproportionately exclude candidates of color despite little evidence that these exams predict teacher effectiveness; inadequate teacher preparation when teachers enter the profession through alternative routes; and poor working conditions and low salaries (para. 6).

### **Fellow Supports**

To address these barriers, APEC received a Black Educator Initiative (BEI) grant from NCTR to establish emergency funds for Black Fellows who have financial needs and to provide additional tuition funding. The BEi grant also provided support for Fellows who are struggling with their certifying exams. According to Fenwick (2021), certifying examinations have excluded many Black and Hispanic candidates who struggle to meet the minimum qualifying score on required exams. Our data show that approximately 60% of Black Fellows in Cohorts 1 and 2 took the Praxis 2 certifying exams more than once. BEi funds have provided additional Praxis 2, test-taking, and critical reading workshops. Currently, 82% of our Black Fellows in Cohort 3 have passed the Praxis 2 certifying exam. **These efforts have been essential to providing support to ensure Black Fellows become certified and assume classroom teaching positions (Competitive Preference Priority 2).**

Supporting more teachers of color has academic and social benefits for all students. Carver-Thomas (2018) found several benefits: teachers of color boost the academic performance of students of color and both students of color and White students report having positive perceptions of their teachers of color. Further, studies show that the quality of the classroom

teacher is the most important school-based factor impacting student achievement (Rivkin, Hanushek, & Kain, 2001; Sanders & Hom, 1994). **By preparing more teachers of color for high need schools (Competitive Preference Priority 1 and 2), APEC will ensure that children of color and students who live in poverty have access to effective classroom teachers who can positively impact their learning and achievement. Furthermore, this project ensures access and opportunities for people of color who are committed to teaching and making a difference in the lives of children (Competitive Preference Priority 4).**

**Objective 2. Improve the mentoring and coaching abilities of in-service educators by developing a yearlong mentor development program.**

**Objective 2 is clearly aligned with Competitive Preference Priority 2-**

**Supporting a Diverse Educator Workforce and Professional Growth to Support**

**Learning.** Data gathered through surveys and focus groups have indicated a need for improved mentoring for APEC Fellows. For example, when asked about areas that their mentor teacher could improve, APEC Fellows said that mentors needed to provide more consistent, honest feedback and explicit instruction regarding planning, assessment, and teaching practices. Mentor teacher feedback and support is critical to ensuring Fellows develop pedagogy, content, and skills, and complete certification and the residency requirements.

As a "grow your own" residency program, APEC primarily recruits employees of our partner districts. As such, most Fellows have pursued early childhood and special education certification. APEC staffwork with district human resources staff to select mentor teachers who have 1) at least three years of teaching experience, 2) certification in the area the APEC Fellow is pursuing, and 3) demonstrated competencies in classroom management and teaching practice. While we request that principals recommend mentor teachers who will be

strong models for effective teaching and classroom practice, districts have, in some cases, prioritized staffing needs when considering placements for new APEC Fellows.

Consequently, APEC recognizes that improving mentor quality is essential to ensuring an effective residency experience. As articulated in Standard 1 of NCTR's Competency Area 2, APEC recognizes the importance of selecting effective teachers and school sites and clearly defining the roles and responsibilities of mentor teachers. Therefore, this expansion proposal includes a Mentor Development Academy (MDA) for mentor teachers to ensure that APEC Fellows experience a classroom environment built upon best practices and receive the support they need to grow. A spring 2022 convening of principals, curriculum coaches, and human resources staff showed that partners agreed that improved mentor support and training was needed to provide more consistent experiences for APEC Fellows. APEC began conversations with CERRA in the fall 2021 to conceptualize a mentor development program. Further, as a member of NCTR's partnership network, APEC will contract with NCTR staff to develop a scope and sequence for mentor professional development (see Appendix H).

**Objective 3. Strengthen the induction teacher support provided to APEC graduates.**

**Objective 3 aligns with Competitive Preference Priority 2--Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning.** Teacher turnover is a significant challenge in South Carolina as it is throughout the country. CERRA's Supply and Demand report released in late 2021 showed that more than 6900 teachers left their positions in a district in South Carolina at the end of the 2020-2021 academic year. Of those teachers, approximately 35% had 5 years of experience or less and 12% had one year of experience or less. Of those who left their positions, only 23% or 1,569 reported that they were planning to teach elsewhere. The report also notes that districts had 937 vacant teaching

positions at the start of this school year. CERRA reports have been alerting us to a problem for quite some time. In its conclusion, the 2019 report states:

For years, the state's teacher supply and demand picture has been the same: more teacher departures, more vacant positions, more teachers hired to fill vacancies, and not enough students enrolled in teacher preparation programs .....More importantly, the number of teachers who leave the classroom each year remains extremely high. (p.7)

Ingersoll (2003) finds that 40% to 50% of teachers leave the profession within five years.

Turnover rates also tend to be higher in Title I schools serving students from low-income communities (Carver-Thomas & Darling-Hammond, 2017). Ronfedlt et al. (2013) found that high rates of teacher turnover negatively impact student achievement, particularly in those schools with high numbers of Black and low-performing students. They suggest that turnover may negatively impact the overall school environment as turnover can disrupt teachers' working relationships and collaboration. **By providing individual coaching, induction support, and professional development, APEC will improve teacher retention In some of the most vulnerable schools in our partner districts. Improving retention is critical to ensuring that children from underserved communities have educational access (Competitive Preference Priority 4).**

The needs assessment included in Appendix B shows the number of high need schools served by partner districts, the average teacher turnover rates, and percentage of teachers teaching with emergency certification in our partner districts. There are more than 60 high need schools on this list. Additionally, all partner districts have a teacher turnover rate that is higher than the state average. The proposed APEC project will positively impact the retention of teachers in these schools. As studies have examined the reasons teachers leave (Johnson & Birkeland, 2003; Johnson et al., 2005; Hanks et al., 2020), others have examined the structures supporting teachers' decisions to continue in their positions. Johnson and Birkeland (2003) found

that administrative support and a collegial, collaborative work environment were important to teachers' decisions to stay in their current positions. Brill and McCartney's (2008) review of research identifies shared leadership, collegial relationships, effective mentoring and induction programs, and professional working communities as positive supports to encourage retention. Similarly, a study by the Learning Policy Institute indicates that a "comprehensive support" system involving effective mentoring, professional networks, collaboration with peers, and appropriate resources can significantly improve retention (Sutcher et al., 2016). APEC's proposed project will address teacher retention by strengthening induction support through individual coaching and mentoring, professional development, and collaboration with committed, experienced educators.

**Objective 4. Prepare APEC graduates who can meet the social, emotional, and academic needs of all students.**

**Objective 4 is aligned to Competitive Preference Priority 3-Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 4-Promoting Equity in Student Access to Educational Resources and Opportunities.** APEC currently provides Fellows and graduates with monthly professional development through its *Polishing Your Performance (PYP) Series*, Black Educator Initiative (BEi) programming, Read to Succeed Foundations of Literacy, First-Year Teacher Planning Day, and annual Spring Professional Development Day. Through this project, APEC will develop and implement more sustained professional development centered around specific topics each year. These topics will include trauma-informed practices, teaching English language learners, classroom management, and instructional technology. Given the influx of immigrants to the United States over the past two decades, teacher preparation programs must prepare teachers to understand the needs of English language learners and prepare and differentiate instruction to meet those needs (Deussen

et al., 2008). While APEC currently provides instruction on teaching English language learners, we believe that this area can be improved. As Columbia College has recently hired new faculty with expertise in this area, APEC will use their expertise to improve instruction to program graduates.

Columbia College's Trauma Informed Education (TIE) program prepares educators to implement trauma-informed practices in schools to meet the needs of children who have experienced adverse childhood experiences (ACEs). ACEs are childhood traumas, occurring before the age of 18, that result in toxic stress, which can lead to long-term health problems and academic and behavioral issues (Roberts et al., 2011). By collaborating with faculty in the Division of Education, the Division of Social Sciences, and the Institute for Building Resilience through Trauma-Informed Practices (I-BRTIP), APEC will prepare graduates who meet the social, academic, and emotional needs of students by providing a professional development series in TIE and other areas to improve their practice. The TIE sessions will incorporate the curriculum of the TIE graduate program. Faculty in the I-BRTIP and the Divisions of Education and Social Sciences worked for over three years to develop the TIE curriculum. There is a significant need for trauma-informed education practices in South Carolina schools. Data collected in 2017 by the Children's Trust of South Carolina indicates 62% of South Carolina adults have reported one ACE as a child, 22% reported 2 or more ACEs, and 16% have reported four or more ACEs. Table 4 provides the survey results for residents of the counties that house our partner districts.

Table 4. ACEs results by county

County	Total% of ACEs reported	Parental divorce/separation	Emotional Abuse	Household Substance Abuse
Fairfield	49	24	21	19
Kershaw	56	28	33	32
Lexington	62	33	30	31
Richland	67	35	37	30



<b>Sumter</b>	63	33	29	26
---------------	----	----	----	----

### A.2. Project Goals, Objectives, and Outcomes:

With TQP grant funding, APEC proposes to strengthen, diversify, and evaluate its alternative certification program by recruiting more middle and secondary teachers and teachers of color, improving our induction support and mentor teacher training, providing sustained professional development to prepare teachers who can meet the academic and SEL needs of students, and preparing more teachers for high need schools. Table 5 provides the project's measurable objectives and expected outcomes.

Table 5 Objectives and Outcomes

<b>Objectives</b>	<b>Outcome measures</b>
Recruit, prepare, and support 150 new teachers, particularly teachers of color, in critical shortage areas and high need schools in our partner districts.	Increased enrollment of APEC Fellows of color. Increased enrollment of Fellows pursuing middle and secondary teacher certification.
Improve the mentoring and coaching abilities of in-service educators by implementing a yearlong mentor development program ( <b>MDA</b> ).	Increased retention of APEC Fellows through three years of classroom teaching. Improved ability of mentors and administrators to coach, mentor, and support beginning teachers.
Strengthen induction support provided for APEC graduates in the first three years of teaching.	Increased retention of APEC Fellows through three years of classroom teaching.
Prepare future teachers who can meet the social, emotional (SEL), and academic needs of all students.	Increased competency of APEC Fellows' ability to meet the social, emotional, and academic needs of students. Improved positive teacher impact on student achievement for high need schools.

**Objectives and Activities.** This project represents a comprehensive effort to provide an evidence-based program built upon four years of program development, evaluation, and improvement.

**Objective 1. APEC aims *to* increase the number of teachers it prepares to serve high need schools and districts in the state with particular emphasis on recruiting middle and secondary teachers and teachers of color. APEC's ability to recruit teachers of color has been a strength of the program.** More than 65% of participants enrolled in the first three APEC cohorts are people of color. To meet this objective, APEC will recruit students enrolled in non-certifying programs at Columbia College, Morris College, and Benedict College. Columbia College presently has 24 students in a non-certifying education major. This major is only for education majors who have not been able to complete the Praxis Core exams successfully. Almost 70% of these majors are students of color. Benedict College currently has 57 majors in non-certifying programs, and Morris College has 30 students. Graduates of these programs would be eligible to enter the APEC program which does not require Praxis Core exams because of its alternative certification structure.

Table 6 provides our recruitment targets for this project. Using our current recruitment outcomes of district employees<sup>6</sup>, we estimate the number of teachers we can prepare across five years. By recruiting new Fellows from Columbia, Morris, and Benedict Colleges, APEC will increase its enrollment by more than 50% over time. During TQP Year 1, we will begin recruiting interested college students for admission in Years 2-5. Our overall goal is to recruit at least 50 new Fellows from these institutions.

Table 6. Recruitment targets

	<b>TQP Cohort 1</b>	<b>TQP Cohort 2</b>	<b>TQP Cohort 3</b>	<b>TQP Cohort 4</b>	<b>TQP Cohort 5</b>
<b>District employees</b>	15	18	20	23	24

<sup>6</sup> Current cohorts average about 20 Fellows.

<b>College recruits</b>		10	10	15	15
<b>Total</b>	15	28	30	38	39

To recruit these students into the program, APEC will hold regular recruitment sessions during which students would be oriented to APEC's purpose, program requirements, scholarship and tuition information, and application process. To increase recruitment of middle and secondary teachers, APEC will target students majoring in areas outside of education. New Fellows will be placed in an eligible high need school for completion of the teacher residency (see Appendix B). **Upon successfully passing state certifying exams, completing the APEC program, and receiving state alternative certification, APEC graduates will teach for at least three years in a high need school as required by the APEC Participation Agreement' (see Appendix H). At the end of each year of teaching service, graduates will submit employment documentation provided by the district**<sup>8</sup>. Graduates who do not fulfil the teaching requirement must repay all funds received for the living wage stipend.

**Objective 2:** During TQP Year 1, APEC will collaborate with partners to further develop the Mentor Development Academy (MDA). APEC will contract with NCTR (see memo in Appendix H) and will collaborate with CERRA and districts to implement a Mentor Development Academy (MDA) which will develop the coaching and mentoring skills of teachers who support the APEC Fellows during the residency. APEC mentors assigned to work with Fellows in Years 2-5 will participate in the MDA, a yearlong

<sup>7</sup> As stipulated by TQP guidelines, the APEC participation agreement requires Fellows to teach in a high need school for at least three years. Graduates who do not meet this requirement must repay the living wage stipend and/or any scholarships received from the APEC Center.

<sup>8</sup> Graduates who have health or other medical issues/emergencies must submit an application to APEC to request a temporary leave. Leaves will only be granted for one year. Funds that are repaid will be used for residency, induction, or professional development activities.

experience in which they complete workshops and field-based activities to develop their mentoring and coaching skills. **Approximately 135 teachers will participate in the MDA.** Districts may then select mentor teachers participating in the MDA to serve as mentors for APEC graduates and other beginning teachers.

Further, by developing mentors at specific high need schools, the MDA will assist in developing stronger training sites for the APEC residency. **By increasing the capacity of these educators, we will improve the retention of APEC Fellows and positively impact student achievement.** Program data gathered through NCTR's annual surveys show that mentor teachers working with APEC Fellows during the residency report mutually beneficial experiences. Mentor teachers shared that having a Fellow in the classroom made them more cognizant of using best teaching practices in their classrooms.

Funding provided by NCTR's BEi program allowed APEC to pilot the MDA for mentors of Black APEC Fellows during the 2021-2022 academic year. This pilot program was led by APEC staff who are veteran educators with more than 25 years of experience as teachers, instructional coaches, and administrators. APEC also hired two veteran teachers employed in Richland School District One and Richland School District Two. These teachers applied, provided samples of their classroom work, and interviewed for Lead Mentor Teacher positions. As Lead Mentors, these educators worked with APEC staff to develop the workshops and activities for BEi sessions, which were held monthly.

**With TQP funds, APEC will implement the MDA with all mentors of the APEC Fellows.** The MDA will provide teachers with a weeklong mentoring and coaching retreat in the summer followed by monthly workshops throughout the school year. Throughout these training sessions, teachers will learn strategies for effectively mentoring and coaching

beginning teachers and then implement those best practices in their work with Fellows.

Following each workshop, teachers will complete activities to track their implementation of the recommended strategies learned through the workshops.

The MDA summer retreat will begin with the CERRA South Carolina Mentor Teacher Training. The CERRA training will take place on the first two days of the Summer Retreat. Following the CERRA training, participants will engage in conversations with workshop facilitators on various topics of best practice including building relationships with new teachers, growth mindset, and reflective practice. Following the retreat, mentors will complete a series of monthly workshops designed to further their mentoring and coaching skills. Some workshops will be held jointly with mentors and Fellows collaborating and learning together. Following each workshop, teachers will complete specific activities to practice implementing the best practices learned in the workshops in their schools with their Fellows. Because mentor teachers will be expected to attend workshops, provide guidance to APEC Fellows as they complete residency requirements, demonstrate effective teaching and classroom management practices, and formally evaluate APEC Fellows teaching and classroom management performance, mentor teachers will receive a stipend of \_  
Teachers will also receive documentation for certificate renewal credits.

**Objective 3.** APEC graduates will be supported through a three-year induction program. Per South Carolina Department of Education (2019) guidelines for alternative programs, APEC graduates teach with an alternative certificate for three years before they are eligible for the state's professional certificate. As such, APEC will support graduates as they work toward professional licensure. **APEC induction will include individualized classroom support, coaching, and ongoing professional development.** Graduates will be

assigned a coach who will provide classroom support. Coaches are experienced educators who have demonstrated effective teaching and classroom management practices. Coaches will be selected through a rigorous, thorough application process in which coaches submit a resume, letters of recommendation, and a teaching portfolio including evidence of effective teaching and classroom management practices. An induction support protocol will be given to each instructional coach. The protocol will be used for documenting classroom visits and supports provided to each graduate.

APEC graduates will first attend the APEC Center's First-Year Teacher Planning Day. At this meeting, graduates will work in small groups led by their instructional coach. Graduates will receive APEC's First-Year Teaching Planning Guide, created by Columbia College faculty in 2019. This guide details tasks that beginning teachers should complete to prepare for the first weeks of school. Throughout the school year, coaches will observe in the classroom and provide regular feedback. Coaches will make regular classroom visits per year to assist participants with establishing beginning of the year classroom management plans, procedures, and routines; preparing parent-guardian communication and orientations; evaluating student work and analyzing assessment data; delivering effective instruction; and navigating the district's induction process. Coaches will complete South Carolina's Center for Educator, Recruitment, Retention, and Advancement (CERRA) mentor teacher training and the South Carolina Teaching Standards 4.0 evaluator training. CERRA training will provide coaches with an effective method for providing mentoring and feedback to beginning teachers. Instructional coaches will conduct formative observations using this rubric to give graduates feedback prior to the districts' formative evaluations. Graduates who do not perform at the proficient level of the SCTS 4.0 rubric during the first year of induction will receive additional in-classroom coaching during the second year.

Graduates who are successful will continue to receive support from their coaches through monthly meetings and individual sessions as needed.

**Objective 4.** Teacher retention has been a strength of APEC during its initial 4 years. The majority of our initial cohorts included Fellows who had experience working with children in classrooms. As we expand the pool of APEC Fellows to recent college graduates, we recognize that the lack of experience working in schools may present challenges for these new Fellows. Thus, in addition to individualized coaching and classroom support, APEC will provide ongoing, continual professional development during the first three years. This support will be available to all APEC Fellows. With TQP funds, APEC will provide more sustained professional development in other areas such as trauma-informed education. Columbia College faculty in education, psychology, and social work and experts in the field have previously led professional development activities on trauma and social and emotional learning during APEC professional development events. Professional development will be focused on specific topics over time to provide APEC graduates with opportunities to learn, practice, and reflect on new strategies and resources. **Engagement in professional development programming and collaborating with an instructional coach will positively influence teacher retention and classroom practice.** During Year I, APEC will provide additional professional development on inclusive classroom environments, classroom management, and instructional technology. During Year 2, professional development will build graduates' knowledge of trauma informed education (TIE) practices and social-emotional learning. During Year 3, professional development will involve effective strategies for meeting the needs of English language learners. Columbia College has recently hired faculty with expertise in teaching second languages and working with speakers of other languages. These faculty members will be instrumental in leading these workshops. The

professional development sequence is outlined in Appendix H.

**Through the TIE training, graduates will learn how to support students' SEL, use trauma-informed practices, and implement positive behavior supports (Competitive Preference Priority #3).** This training is supported by the Institute for Building Resilience through Trauma-Informed Practices (I-BRTIP) at Columbia College and the interdisciplinary TIE master's program, both of which draw on the expertise of faculty from education and social sciences.

### **A.3. Comprehensive effort to improve teaching and learning**

The mission of the Columbia College Division of Education is to prepare effective teachers who are competent, collaborative, and student ready. An initiative of division, **APEC represents a comprehensive effort among higher education institutions, partner districts, and state and national organizations committed to improving teaching and learning for students in high need schools.** As explained in the project description, APEC includes all core components of a high-quality residency including rigorous clinical preparation and coursework, intentional application of theory and practice, cohort engagement and community, induction support and mentoring, ongoing professional development, and collaborative implementation and development among all stakeholders. **Since 2018, the APEC Center established the first alternative preparation program in South Carolina that was grounded in a teacher residency model.** Recognizing that studies have shown that teachers who complete "fast-track" preparation programs are less prepared and more likely to leave the profession (Dennis & DeMoss, 2021), the faculty at Columbia College developed APEC using a teacher residency model as graduates of residencies have been found to positively impact student learning and teacher retention (Guba et al., 2017a). SCTS 4.0 teaching evaluations and data gathered from focus groups and graduate surveys show that the APEC residency is producing competent



teachers who are equipped with the knowledge and skills they need to be effective teachers.

APEC is aligned with NCTR's competencies for teacher residencies in several ways. APEC is a highly effective residency program as it provides a yearlong clinical experience completed with the support of an experienced teacher who is recommended based on specific criteria and a faculty supervisor who is employed by Columbia College. Both the mentor teacher and faculty supervisor complete training on the APEC curriculum, residency requirements, state CERRA mentor training, and South Carolina Teaching Standards 4.0 rubric. APEC staff also collaborate with districts to identify appropriate classroom placement and mentor assignment. Fellows work with their mentor and supervisor to plan and deliver lessons, engage in reflective practice, and complete structured tasks that are designed to develop content knowledge and pedagogy. These structured tasks include analyzing assessment data to plan IEP and other instructional goals, implementing assessment plans to monitor student progress, and developing structured literacy and guided reading instruction.

The APEC curriculum also ensures that clinical practice is strongly connected to the course modules. For example, the sequence of the Professional Learning Seminars (PLS) and the course modules are structured to mirror the work in the teacher residency. The course modules provide Fellows with the content and pedagogy they need to be successful. APEC graduates complete the Master of Education in Innovation and Divergent Learning<sup>9</sup> Program (IDL). Upon completing the program, graduates continue to engage in the APEC community through monthly professional development. The BE( program, first implemented in 2021-2022, demonstrates that the APEC learning community relies on the contributions of all partners as teacher leaders, college faculty, district administration, and nonprofit

---

<sup>9</sup> Upon entering the program, Fellows can complete the graduate degree in IDL within 18 months.

**organizations have participated in leading workshops and affinity groups.** Consequently, this project is bolstered by the expertise and contributions of all partners. The involvement of each partner ensures the rigor and quality of the teacher residency and the professional development and induction support provided to APEC graduates.

#### **A.4. Program represents up-to-date research and effective practice**

The proposed activities are based on current research and modeled after evidenced-based programs. For example, intensive coaching and sustained professional development are essential components of evidence-based programs such as eMINTS, a program rigorously evaluated (Meyers et al., 2016) and cited as an effective intervention by the Institute of Education Sciences What Works Clearinghouse. eMINTS provides K-12 teachers with two years of continuous professional development, totaling 140 hours. Similarly, APEC is proposing more than 160 hours of professional development offered across three years. The professional development plan, included in Appendix H, shows that APEC will build upon current program offerings. For example, APEC currently provides monthly virtual professional development workshops through our *Polishing Your Performance Series (PYP)* and an annual spring professional development day. The topics for *PYP* vary each month according to the interests of APEC graduates and our speakers' areas of expertise. This project will strengthen our approach as we will offer intentional, continuous professional development around specific topics for the first three years of teaching. As such, graduates will develop a deeper knowledge of content and teaching strategies and will have opportunities to implement those strategies to reflect on, discuss, and receive feedback in future sessions.

Research shows that effective support programs for beginning teachers incorporate multiple support structures including monthly professional development, opportunities to

observe effective teaching, regular meetings with mentors, and informal evaluations to provide feedback (Ingersoll & Strong, 2011; Kapadia et al., 2007; Thompson et al., 2004). Ingersoll and Strong's (2011) review of 15 studies suggest that induction and mentoring programs may have positive impacts on beginning teachers, though "programs that are more comprehensive, or longer, or include more depth of support appear to be better" (p. 228). APEC will provide multiple support structures to APEC graduates through coaching sessions in graduates' classrooms, informal evaluations and feedback, and continuous professional development in the first three years of teaching. Instructional coaching and sustained professional development are foundations of successful induction programs such as the New Teacher Center model (Glazennan et al, 2008). As such, APEC will strengthen its program by collaborating with CERRA and NCTR to develop the MDA and to ensure that mentors and instructional coaches are prepared to meet the needs of graduates.

The instructional coach's role is critical for several reasons. Because beginning teacher's level of support and mentoring may vary between school and district (Fletcher & Strong, 2009; Kapadia et al., 2007; Thompson et. al, 2004), instructional coaches will be available to participants to model instructional practices, share resources, observe instruction and provide feedback, review student work and assist the graduate with analyzing student work, and answer questions without judgment or fear that the information shared between coach and participant will be disclosed to formal evaluators. Further, coaches will be assigned to work with the same participants each year, allowing them to continually support and track participants' improvements. Research also indicates that professional development offerings be continual and extensive focusing on teacher knowledge of content and pedagogy, rather than short, "one shot" offerings that do not provide teachers with opportunities to implement and reflect on strategies

learned (Wayne, et al. 2008). Meyers et al.'s (2016) evaluation of the eMINTS program showed teachers participating in the program exhibited changes in instructional practice and growth. Teachers also had a more positive influence on student achievement than those not involved in the program.

Because APEC is an alternative certification program, APEC works with Fellows for three years while they are working toward achieving the state's professional teacher certificate. Additionally, the MDA, piloted in the 2021-2022 academic year through the BEI program, provides monthly professional development for mentors who work with APEC Fellows during the residency. To further develop the MDA and professional development offered to graduates, the APEC team will collaborate with district districts, higher education faculty, and other stakeholders to develop professional development in specific areas of teacher practice. Professional development programs that are sustained; focused on content and teaching strategies aligned with the teacher's curriculum; incorporates hands-on, adult learning strategies and teacher collaboration; and provide opportunities for coaching, feedback, and reflection are more effective in developing a teacher's capacity to successfully deliver instruction and impact student learning (Darling-Hammond et al., 2017). Likewise, the proposed project will structure professional development around specific topics each year to provide participants with opportunities to learn, practice in their classrooms, and reflect on their practice.

#### **A.5. Performance feedback and continuous improvement**

Each year, APEC has worked with an external evaluator to evaluate the Center's goals and activities thoroughly and rigorously. APEC has used evaluation data to create additional program structures and refine programming to better suit the needs of APEC Fellows, mentor teachers, and our partner districts. As discussed in the project rationale, APEC has relied on evaluation data to improve APEC Fellows' and graduates' experiences.

Since joining the NCTR network, APEC has participated in mid-year and end-of-year resident, principal, and mentor teacher evaluations. Focus group data are collected in the fall and spring. Courses are evaluated at the end of each module. Teachers and Fellows who attend our professional development workshops complete surveys at the end of each session. APEC staff have presented the results at national, regional, and state conferences. Results are also shared with APEC staff and the APEC advisory board. The APEC advisory board includes higher education faculty, staff from partner districts, teachers, and organizational leaders. The advisory board meets in the fall and spring and provides feedback on program improvements and processes. Feedback and improvement are also assured as faculty supervisors and instructors meet regularly to review program data and revise course modules and residency requirements at least twice a year. **Through our work with NCTR and the evaluation team at Bellwether Education Partners, APEC will continue gathering data to inform program structures and processes and will actively engage in dissemination of research through conferences and publications.**

**A.6. Build capacity and yield results that will extend beyond the grant period.**

In the past four years, APEC has expanded its reach by increasing from two to seven partner districts<sup>10</sup>. Thus far, our program has produced more than 50 teachers who are serving approximately 1200 students. Our partner districts serve more than 80,000 students combined. These partners include several high need schools that will benefit from TQP support (see Appendix B). APEC currently prepares 20 teachers per year on average. As previously stated, most of these participants are employees of our partner districts. By recruiting recent college graduates of Benedict College, Morris College, and Columbia College, APEC can prepare and

---

<sup>10</sup>This application is submitted with six of our partner districts. One district is experiencing significant changes in leadership and was not able to provide an updated MOU and letter of support at the time of submission.

support at least 150 teachers over the 5-year period, ensuring that a highly qualified, competent teacher is leading classrooms and teaching approximately 3,750 students. Further, the impact of the MDA will be invaluable to districts. As in-service teachers become stronger, more capable mentors, they will be able to impact first-year teachers who are assigned to them whether they are APEC graduates or traditionally certified teachers. As such, the 135 teachers who experience the MDA may mentor an additional 150 novice **teachers which will positively impact their instructional practice and retention.** **Consequently, this project may potentially impact 10,000 students enrolled in our partner districts.**

As reflected in the letters of support provided by our partner districts (see Appendix E), APEC maintains strong support and engagement by our districts. Our partners recognize the exceptional program we have developed and the quality of teachers we have produced. APEC's quality and the commitment of the faculty and staff are evident in the letters of support provided by APEC Fellows. Additionally, the proposed project is also building upon a unique, **innovative program that is being replicated in other areas of South Carolina.** To ensure that APEC continues to thrive, Columbia College is committed to continuing APEC's collaboration with NCTR. NCTR has provided numerous opportunities for APEC directors, field supervisors, instructors, and staff to engage in capacity building workshops and to create resources that can be used by network partners. Collaboration with NCTR, district partners, the national experts with I-BRTIP, higher education faculty, and other state organizations will ensure program quality, review, and improvement. Letters of support from these partners are included in Appendix E.

## **B. Quality of the Evaluation**

Bellwether Education Partners, a nonprofit research organization with extensive experience in implementation and impact studies, will conduct a rigorous independent mixed-methods evaluation of the Columbia College APEC Program. The evaluation will include an implementation study to inform continuous improvement and will assess the extent to which APEC achieves its goals of increasing teacher retention and student achievement in high need districts and schools in South Carolina. Beginning in Year I, the **implementation study** will annually provide rich formative feedback to grant leadership on implementation fidelity and on participant (Fellows, mentor teachers, district staff, and faculty) perceptions of program quality as well as implementation fidelity. In Years 2-5, the **impact study** will leverage a matched comparison group quasi-experimental design (QED) intended to meet WWC standards with reservations to estimate the effect of APEC on teacher retention after the first and third year of teaching for cohorts 1-3. Consistent with program goals, the GPRA performance measures, and the program logic model (Appendix C), Bellwether's evaluation will address the research questions (RQs) shown below.

### **Implementation:**

1. Is the APEC program implemented as intended? What factors facilitate or hinder implementation?
2. Does the program enroll more teacher candidates of color compared with previous APEC cohorts? What factors facilitate or hinder efforts to recruit, support, and retain candidates of color?
3. How do participating Fellows and mentors perceive the quality of APEC program elements? How do these perceptions vary by race/ethnicity?

### **Impact:**

4. To what extent do educators who complete the APEC program feel prepared to meet the academic and SEL needs of diverse students, including the use of trauma-informed educational practices (TIE) upon graduation?
5. Do APEC Fellows have better 1- and 3-year retention rates compared with new, non-APEC teachers in the same districts?

6. To what extent do APEC Fellows demonstrate proficiency on measures of teacher quality in each year they are in the classroom?

Table 7 below maps each cohort to the years of the study and describes study activities for each year. Implementation data collection and analysis will occur during years 1-4. Outcomes related to teacher preparation and teacher quality will be collected and analyzed in years 2-4. Outcomes related to teacher retention will be collected and analyzed during the last year of the study (see *Feasible, appropriate methods* section below for details regarding analysis).

Table 7 Evaluation Activities by Year

	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27
Cohort 1	F	1YT		3YT	
Cohort 2		F	1YT		3YT
Cohort 3			F	1YT	
Cohort 4				F	1YT
<b>Study activities</b>					
Interviews and focus groups (spring)	X	X	X	X	
Fellow surveys & rubric data (spring)	X	X	X	X	
Collect and analyze retention data (fall and spring)					X

F- Fellow, 1YT= 1<sup>st</sup> year teaching, 3YT= 3<sup>rd</sup> year teaching

#### 8.1. Valid and reliable performance data on relevant outcomes

To address the research questions, Bellwether will collect data from existing sources, (e.g., APEC and South Carolina state administrative data, NCTR surveys, and other sources), project created survey instruments designed to measure participant perceptions and interviews and focus groups of fellows, mentor teachers, graduates, district staff, and APEC faculty. Figure I shows alignment between program goals, research questions, associated GPRAs, and outcome measures, as well as proposed data collection. A description of each data source follows.

#### Figure 1. Evaluation Measures and Data Sources

R	Measure/Indicator	Data Sources
	Fidelity of program implementation	Columbia College/ APEC Administrative data; Interviews and Focus Groups Spring Y1-Y4
<i>Objective 1: Recruit, prepare, and support 150 new teachers in critical shortage areas and high need</i>		



<i>schools in our partner districts, particularly teachers of color.</i>		
2	Recruitment of teachers of color in critical shortage areas	Columbia College/ APEC Administrative data; Interviews and Focus Groups (Spring Y1-Y4)
<i>Objective 2: Improve the mentoring and coaching abilities of in-service educators by implementing a yearlong mentor development program (MDA)</i>		
3	Perceived quality of program components	Fellows Survey & Mentor Survey (Spring Y1-Y4); Interviews and Focus Groups (Spring Y1-Y4)
<i>Objective 3: Strengthen induction support provided for APEC graduates in the first three years of teaching?</i>		
5	QED: Estimated program effect on teacher first- and third-year retention GPRA 4,5	CERRA Administrative records or District Administrative records of employment (teacher experience) and teacher/school characteristics used for matching (Spring Y1- Y3 Baseline & Spring Y3-Y5 Outcome)
<i>Objective 4: Prepare future teachers who can meet the social, emotional, and academic needs of all students.</i>		
4	Descriptive: Preparation to meet students SEL needs GPRA6	Graduate Survey & Mentor Survey (Spring Y1-Y4)
6	Descriptive: Estimated program effect on teacher performance on the South Carolina Teaching Standards 4.0 Rubric GPRA6	South Carolina Department of Education (Spring Y2-Y4)

**Interviews and Focus Groups.** In the spring of Years 1-4 of the grant, Bellwether will conduct site visits to interview a purposeful sample of APEC Fellows, mentor teachers, and fellowship staff to understand their experiences with the program, the training in TIE, perceived impacts of the APEC program model. Beginning in Year 2, researchers will interview APEC graduates who are in the spring of their first year of teaching to understand the extent to which novice teachers use their training in classroom management and inclusive learning environments (Year 2), TIE (Year 3), and working with English Language Learners (Year 4). We will also explore Fellows' overall perceptions of induction supports. Bellwether will also interview district, university, and APEC staff/leaders to gain insight into the quality of program implementation and to explore issues of program sustainability. Bellwether researchers will code the interview transcripts, identify emerging themes, and distill key findings.

**Surveys and Observational Rubrics.** Bellwether will analyze two surveys to understand

implementation of APEC program activities: a yearly survey of APEC Fellows and a survey of teachers participating in the Mentor Development Academy (MDA). Bellwether will develop and administer the surveys in collaboration with Columbia College through their programs. To reduce the burden, Bellwether will also explore the option of administering the surveys as part of the National Center for Teacher Residencies (NCTR) data collection. NCTR is a partner with Columbia College, which conducts annual surveys of both teachers and mentors.

1. **Fellows' survey.** The survey will help assess fidelity to the APEC program design, capture details regarding implementation of supports for educators, and assess APEC Fellows' knowledge and preparation to work with children from trauma-impacted families and neighborhoods. Fellows will provide details about APEC participation, including program activities, frequency of co-teaching and co-planning, their sense of belonging within APEC, and the degree to which trauma-informed pedagogies have been embedded into lessons. Bellwether will work closely with APEC leadership to determine appropriate fidelity measures and to incentivize participation to reach satisfactory response rates. Development of items will occur during Year 1 and be informed by Year 1 interviews and focus groups; data collection will occur in Years 2-4.

2. **Mentor Surveys.** Bellwether will develop and administer surveys to teachers who participate in the Mentor Development Academy (MDA) to capture changes in participant capacity after training beginning in Year 1. These brief post-PD surveys will include items that capture the extent to which participants believe they improved in their knowledge of effective mentoring and coaching strategies and their ability to support new teachers. The surveys will also ask coaches about their experience mentoring new teachers in the programs.

**APEC Extant Data.** APEC routinely collects administrative data (e.g., # of program applicants;

# of students enrolled; # of Fellows who receive their licensure; demographic data on applicants, Fellows, and completers, etc.) and will share the data with Bellwether throughout the study.

***Teacher performance data.*** Bellwether will use the data generated by the South Carolina Teaching Standards 4.0 rubric, which is used to evaluate in-service teachers across the state. All APEC Fellows will be assessed by program coaches who will administer the rubric informally in their fellowship year. Results from the rubric are analyzed and discussed by coaches, mentors and other program staff. The rubric measures four domains: instruction, planning, environment, and professionalism.

***Partner District Administrative Data.*** Bellwether will create a data sharing agreement with Columbia College, which has an MOU with each of the partnering district to secure data on teacher retention and teacher demographics. To measure retention, Bellwether will collect administrative data to ascertain whether treatment and comparison group teachers in Cohorts 1, 2, and 3 are serving as teachers of record in the district at the beginning of their second year of teaching (fall 2024 for Cohort 1, fall 2025 for Cohort 2, and fall 2026 for Cohort 3) and at the end of their third year of teaching (fall 2027 for Cohort 1). Given the timeframe of the evaluation, we will only report on three-year retention for the first cohort. Teacher retention will be measured as a dichotomous variable, where 1 indicates that, in any given year, the teacher continues to be employed in an instructional position in the same district where they were employed their first year and 0 indicates they are not. Demographic variables required for the matching procedure and to establish baseline equivalence (see below) may include teacher race/ethnicity, age, gender, degree, and certification type, as well as school location, size, baseline school academic rating, and concentrations of at-risk students.

## **B.2 Evaluation methods are thorough, feasible, and appropriate**

The following sections describe the qualitative and quantitative methods Bellwether will use to document the implementation of APEC program components.

***Program Implementation Data Analysis.*** Bellwether will conduct an implementation study to make sense of findings from the impact studies (described below) and to provide performance feedback to APEC leaders and participating fellowship program staff. The implementation study will assess the fidelity of program implementation across sites (RQJ) and explore district leaders', Fellows', and mentors' experiences with APEC programs and supports (RQ3).

Bellwether will work closely with APEC to develop implementation standards for the major components of the residency program, organized in a fidelity of implementation matrix, which we will use to document and monitor acceptable thresholds for implementation. Bellwether will analyze quantitative implementation data (i.e., APEC extant data) by district and across the program to determine whether implementation benchmarks have been met and whether there are differences in implementation across partner districts. Bellwether will use interview and focus group data as well as fellow survey data to address RQ3. Bellwether researchers will transcribe and code the interview transcripts, identify emerging themes, and distill key findings (see below for description of Fellows' survey analysis).

***Descriptive Statistics of Survey Data.*** Bellwether will analyze all survey data (fellow survey and mentor survey) using descriptive methods (means and standard deviations, chi-squared, ANOVA) to describe survey responses and evaluate differences among relevant sub-groups. Bellwether will work with APEC to identify the most salient subgroups for each research question; these may include for the fellow survey: race/ethnicity; gender; grade/subject taught; district placement; whether fellow is partnered with a mentor teacher of the same race; for the mentor survey: role, race/ethnicity, district, grade/subject taught.

*Analysis of APEC extant data.* Bellwether will analyze APEC extant data descriptively (means and standard deviations, chi-squared, ANOVA) by district and across the program to determine whether implementation benchmarks have been met and whether there are differences in implementation across partner districts.

*Descriptive analysis of SCTS 4.0 teacher rubric data.* We will analyze the results of the Fellows in the APEC program starting in their fellowship year. We will examine overall scores and those for specific constructs, including "teacher knowledge of students," which includes a question about teachers incorporating student interests and cultural heritage. In addition, we will examine the results on the "motivating students" construct to identify how Fellows are engaging students. We will compare the results of the Fellows in the program with state benchmarks for new teachers using descriptive methods (ANOVA or chi-squared tests).

***Quasi-Experimental Design (QED).*** For RQ4, Bellwether will use propensity score matching to identify one matched comparison for every Cohort 1, 2, and 3 treatment fellow who is hired as a full-time teacher by the partner districts. Teachers will be matched based on experience (exact match) and available teacher and school demographics. These demographic variables may include teacher race/ethnicity, age, gender, degree, and certification type, as well as school location, size, baseline school academic rating, and concentrations of at-risk students. After matching, Bellwether will examine the quality of the match on these characteristics and include them in the models to increase precision. Bellwether will estimate the impact of APEC on teacher retention using a two-level logistic regression, with teachers nested within schools, accounting for teacher and school characteristics and the measures used for baseline equivalence. Since matching generally produces very similar, but not identical, treatment and control groups, analyzing the matched samples using regression models with additional controls helps minimize

any bias due to inexact matching and is consistent with WWC guidelines (Rubin & Thomas, 2000; U.S. Department of Education, 2014). Teacher-level impact analyses will pool outcomes across grade-levels and subject areas to measure teacher retention consistently across teachers.

*Establishing baseline equivalence.* Bellwether will examine the baseline equivalence of the analytic sample, as required to be eligible to Meet WWC Standards with Reservations. For teacher retention, there is not a measure available in the year prior to the intervention, as the intervention targets beginning teachers. In accordance with the WWC Review Protocol for Teacher Excellence, version 4.0 (WWC, 2019), we will measure baseline equivalence using three proxy measures: (1) teacher experience (ensured by using exact matching on experience), (2) students' prior-year standardized test scores and/or student attendance, and (3) student race/ethnicity or free/reduced-price lunch status.

**Power to detect effects.**<sup>11</sup> During the study, APEC will produce an estimated 90 Fellows during the first three cohorts and an estimated 81 new teachers across the partner districts. Assuming that 85 percent of these Fellows graduate and are hired by the study districts,<sup>12</sup> the study will include 81 treatment teachers by year 5 of the study. With this sample size and using 1:3 matching, we can detect a difference in first year teacher retention of approximately 16.2 percentage points<sup>1</sup>(a medium effect<sup>13</sup>) and a difference in third year teacher retention of 29.2 percentage points (a large effect).<sup>3</sup>

## Reporting

Bellwether will provide formative feedback throughout the evaluation, as well as a final,

---

<sup>11</sup> These power analyses were performed using the PowerUp tool (Dong & Maynard, 2013). The assumptions are based on a study of a new teacher intervention (Schmidt, 2019).

<sup>11</sup> This estimate is based on a 90 percent hiring rate in the study districts. Colombia College has shown an average hiring rate of their APEC Fellows of approximately 85 percent over the past 2 years.

<sup>13</sup> Kraft, M.A. (2020). Interpreting effect sizes of education interventions. *Educational Researcher*, 49(4), 241-253.

summative report at the end of the evaluation. The formative feedback will provide Columbia/APEC with critical information to improve program implementation and support a process of continuous improvement. Bellwether will help Columbia/APEC interpret the information during regular check-in calls. Table 8 outlines the proposed deliverables.

Table 8: Project Deliverables

<b>Deliverable</b>	<b>Description</b>	<b>Approximate Date</b>
Fidelity of implementation matrix	A detailed matrix of <i>the</i> key components of the APEC program that includes descriptions of expected implementation and benchmarks for measuring the degree of implementation	Winter 2023
Implementation feedback	Following each site visit, a memo that highlights findings and recommendations for implementation	Summer2023 Summer2024 Summer2025 Summer2026
Outcomes report	At the conclusion of the study, Bellwether will prepare a report that details teacher retention and student outcomes and findings.	Summer2027

#### **Staff Qualifications**

██████████ will lead this study with project management support provided by ..  
**together,** they bring experience with TQP program evaluations, deep knowledge of teacher preparation and residency programs, and expertise with both implementation research and analyses of student and teacher outcomes (see Appendix D for bios and CVs).

#### **C. Adequacy of Resources**

The APEC Center is a South Carolina Center of Excellence housed on the campus of Columbia College, a private liberal arts institution accredited by SACSCOC (see accreditation letters in Appendix H). Columbia College has historically prepared leaders to work in their communities to be advocates for social change and justice. Our systems of public education are among the most significant social justice vehicles in our country. Public schools have historically provided opportunities for children and families from disenfranchised groups and communities. The current teaching shortage substantially inhibits

the educational opportunities of the very communities who need them the most. APEC represents Columbia College's mission in action. As such, Columbia College is positioned to continue leading South Carolina in the implementation of an innovative program to meet this challenge. Columbia College has taken the evidence-based practices of teacher preparation and teacher residencies to create a quality alternative certification pathway. Given the quality and success of the APEC Program, Columbia College is committed to providing the staff, resources, and funding to continue and expand this work.

### **C.1. Facilities, equipment, supplies, and other resources**

This project represents a strong collaboration among institutions of higher education, various academic departments, districts, and organizations with specific goals. Each partner in this collaboration brings a wealth of resources and expertise that ensure success and viability of the program. Through the South Carolina Commission on Higher Education (CHE), the APEC Center will receive over \$600,000 in five years, with funding to conclude in 2023. CHE's funding has allowed Columbia College to create a physical center which includes a state-of-the-art classroom with technology, an instructional library, and resources for APEC course modules and professional development. APEC has a solid infrastructure as full-time faculty, part-time staff, and admissions and enrollment processes have been established to ensure that program recruitment and delivery continue. In the four years of the Center's existence, APEC has received an additional \$158,000 in funding from Colonial Life Unum, Dominion Energy, and NCTR.

As a higher education institution, Columbia College has the facilities, resources, and personnel to ensure new APEC Fellows are supported through application, enrollment, registration, and program completion. Further, APEC has instructors and workshop



facilitators available to implement a successful induction and professional development program. Table 9 provides the resources available to ensure the success of this project.

Table 9. Institutional Resources and Support

Resource	Project Support
Pearce Communication Center (PCC)	Faculty and tutors assist students with oral and written communication.
Division of Education	Provides a curriculum resource and technology lab for Columbia College students. Faculty have expertise in early childhood, elementary education, middle level and secondary education, and special education. The building also has 4 classroom spaces including the APEC classroom. The Division of Education Admissions Recruiter will assist applicants with the admissions process.
Johnnie Cordell Breed Leadership Center for Women (BLC)	Located at the main entrance of the Columbia College campus, BLC provides a technology lab and 11 classroom spaces including two that can hold 70 people or more.
APEC Center	Provides Praxis 2/PLT resources and instructional workshops. APEC classroom has an instructional library for Fellows. Fellows may also check out tablets or laptop computers. APEC offers a state approved alternative certification program.
Division of Health, Mathematics, and Science	The division offers undergraduate majors in nursing, public health, exercise science, biology, mathematics, and chemistry. The division also has a tutoring lab that offers student support. The division includes faculty and staff resources that can assist middle and secondary teachers pursuing certification in math and science. The division also has a tutoring lab for math and science courses.
Division of Social Sciences	The division offers majors in criminal justice, social work, psychology, and political science. The faculty have expertise in counseling, mental health, and psychology. The division offers courses for Fellows who need additional support with Praxis 2 social studies exam.
Institute for Building Resilience through Trauma-Informed Practices (IBRTIP)	Faculty and mental health experts from across the country who can review, develop, and/or lead PD workshops on TIE.
Career Center	Career coaches provide students with job searches, mock interviews and resume preparation.
Eden's Library	Offers students information literacy instruction, technology support, access to electronic databases, professional and academic journals. Instructional technology specialists are available to assist Fellows with the Canvas online learning system. The Smart Thinking online tutoring program is an additional resource provided to all students.
Office of Student Success	Provides accommodations for students with disabilities and assigns individual student success coaches for students who need remediation or academic support. This office works closely with administration to develop student

	retention strategies and supports for first-generation college students.
Office of Multicultural and Community Resources	This office supports international students, provides marginalized identity students with support services, and develops diverse education programming to ensure an inclusive campus environment and learning experience for all students. This office also connects students to community support services if they have financial or housing needs.
Tuition Accounts and Financial Aid Offices	Assist new APEC Fellows with submitting required documentation for federal financial aid.
Office of Counseling Services	Provides personal and mental health counseling services for Columbia College students.
Office of Admissions	Uses SLATE program to identify, collect, track, and communicate with applicants regarding their application status and the admissions process.
Registrar's Office	Maintains student records, transcripts, degree progress. Registers APEC Fellows for classes each semester.

### C.2. Adequacy of the budget to support the APEC expansion project:

The proposed budget is reasonable and covers all necessary costs to ensure full implementation and quality of the proposed project. **This project will prepare 150 teachers to serve in public, high need schools; therefore, the entire project will amount to only - per new teacher. This amount includes both requested and matched funds.** TQP Funds are requested to provide a living wage stipend to Columbia College, Benedict College, and Morris College students. **The stipend for each** participant is comparable to the base salaries provided to Fellows who are district employees who are paid as instructional assistants. Because districts provide salaries and benefits to employees who become Fellows, TQP funds are requested to provide medical insurance for Benedict, Columbia, and Morris College students. Funds will also provide stipends for mentor teachers who support Fellows during the residency and participate in the MDA. Given the extensive time and commitment to this work, **the stipend is** reasonable. Districts pay the salaries and benefits of mentor teachers who support all Fellows and graduates.

The budget also includes funding for personnel. During the 2022-2023 academic year, the project director and APEC staff will collaborate with NCTR, CERRA, and I-BRTIP to develop workshop materials and activities for MDA and the professional development series. Salaries are requested for the project director and Coordinator of Induction and Professional Development (C-IPD). The C-IPD will oversee the implementation of individual coaching, the professional development series, and the development of the MDA. Salaries for instructional coaches are also requested and are consistent with the amount Columbia College currently provides to adjunct instructors for graduate courses. APEC will hire six instructional coaches who will provide in-classroom support for graduates.

### **C3. Costs and reasonable and appropriate**

The costs for this project are reasonable and appropriate for the proposed objectives. To estimate costs, we considered existing expenses for APEC and the amounts that districts contribute in terms of personnel, stipends, and salaries. Columbia College and state funds (in Year 1) will support existing program structures such as salaries for full-time and part-time staff and instructors. In 2021-2022, Columbia College hired a recruiter to assist with the recruitment of students for all undergraduate and graduate programs offered by the Division of Education. Typically, individual divisions do not have specific admissions recruiters; however, the College made this investment as the Division of Education's programs account for 71% of all graduate students and 27% of all undergraduate programs. Therefore, the salary of staff members leading the recruitment of all new APEC Fellows, including Benedict and Morris College students, is paid by Columbia College. As articulated in the letter of support by \_\_\_\_\_ President, Columbia College will provide the student scholarships, compensation for professional development facilitators, use of facilities and technology, and textbooks and other instructional

resources.

The APEC Center currently partners with six districts located in the midlands of South Carolina. Each partner LEA commits to provide a liaison, whose salary and benefits are paid by the partner Districts, to participate in the selection and recruitment process of APEC Fellows and mentors. The district liaison also serves on the APEC Advisory Board and distributes information about APEC professional development to district personnel. The support of partner districts is reflected in the memoranda of agreement included in Appendix E.

#### **C.4. Multi-year financial and operating model and accompanying plan**

APEC's high-quality program and reputation of producing effective teachers have contributed to the growth of the Center. The Center began with two partnerships and has since expanded. In addition to partner districts, APEC has engaged state organizations like CERRA and the Palmetto State Teacher's Association (PSTA) in providing training for mentor teachers and professional development for APEC graduates and Fellows. These organizations recognize the value and importance of APEC's work to public education as reflected by the letters of support. The quality of APEC is evident by the letters of support provided by the South Carolina State Superintendent of Education [REDACTED]; South Carolina Representative-Chair of the House Education and Public Works Committee; [REDACTED]; Executive Director of the South Carolina Commission on Higher Education; APEC Fellows; graduates; and other stakeholders (Appendix E). We have received more than 50 applications each year for the program. As such, APEC has been a significant source of revenue for Columbia College. The tuition revenue provides funding for instructors, field supervisors, resources, and professional development.

APEC will provide a 100% match of requested TQP funds. The match includes the

College's contribution of the salaries and benefits of faculty and staff who contribute to the overall operation of APEC and tuition scholarships, technology, equipment, and facilities. Partner districts contribute to the matching funds by paying salaries and benefits provided to APEC Fellows, mentors, administrators, and district liaisons. More than 70% of the requested funds are related to personnel costs and providing a living wage stipend for new Fellows not already employed by a district. Beyond the grant period, the College will continue to provide staff and other resources. Benedict, Morris, and Columbia College students who are apply may be hired by districts to complete APEC and assume classroom teaching positions for a three-year tenn.

APEC will contract with NCTR to support the development of the MDA and review course modules and residency requirements. NCTR is providing an in-kind contribution for this work. APEC has also received funding support through Colonial Life Unum, and other funders. As such, the structure of APEC ensures sustainability beyond the grant tenn.

*C.5. Relevance and commitment of each partner in the implementation and success of APEC:*

APEC has enjoyed considerable success in its first years of operation. Because of that success, many opportunities for partnerships have emerged. By participating in NCTR's programming, the APEC staff has been able to improve the course modules and residency requirements to better align with NCTR's Standards for Effective Teacher Residencies (NCTR, 2021). State organizations such as the Palmetto State Teachers Association (PSTA) and CERRA have also partnered with Columbia College to provide professional development and letters of support. As additional partners have joined in support of the APEC program, it has continued to grow. Our partners are committed to APEC in time, service, and cost because they recognize the value of the program and its success in producing teachers. Letters of support and/or memoranda

of agreement are provided by each partner and included in Appendix E.

## D. Management Plan

**D.I. Adequacy of management plan.** Table 10 provides the timeline and processes identified to ensure program quality and progress toward achieving project objectives each year and the partners who will support each process. [REDACTED] Director of the APEC Center, will serve as the project director. In the past four years, -has led the expansion, program review and implementation, budget management, and reporting. [REDACTED] will work with personnel from all partners to achieve the stated objectives of this project. The bios and CVs for all staff supporting the implementation and evaluation of this project are included in Appendix D.

Table 10. Project Milestones and Timeline

<b>Purpose: The purpose of the APEC Center's proposal is to further expand, strengthen, diversify, and evaluate the impact of the APEC Program on teacher retention and student achievement in high need districts and schools in South Carolina.</b>		
<b>Objective 1. Recruit, prepare, and support 150 new teachers in critical shortage areas and high need schools in our partner Districts, particularly teachers of color.</b>		
<b>Major Project Milestones</b>	<b>Timeline</b>	<b>Responsible Partner</b>
Plan and Schedule recruitment sessions with partner Districts and Benedict and Morris College	Schedule information session by October 31 each year	[REDACTED]
Implement at least IO recruitment sessions on partner campuses and at LEA main offices to recruit for each year's cohorts.	November 1 through March 31 each year	[REDACTED]
Meet with admissions recruiter to track and communicate with APEC applicants	Beginning in November each year	[REDACTED]
Review Slate to identify completed applications and to communicate with applicants about missing documents, incomplete files, and their admissions status.	Daily	[REDACTED]
Interview and admit at least 30 new APEC Fellows by	By April 1 of each year	Interview team to include APEC and LEA staff
Conduct new APEC Fellow orientation	By April 15 of each year	[REDACTED]

Process FASFAs and identify federal aid and scholarship eligibility	By April 1 of each year	Tuition accounts and financial aid staff
Confirm school and classroom placement with partner LEA	By May 15	[REDACTED]
Recruit and assign new mentor teachers to support Fellows in the APEC residency	By June 1	[REDACTED]
Register and enroll new cohort of APEC Fellows for classes	By May 1 (summer), August 1 (fall), and December 1 (spring)	[REDACTED]
Fellows complete master's coursework	Within 18 months of beginning Module I	Fellows and college faculty
Submit course grades, SCTS 4.0 evaluations, required assignments	Summer, fall, spring	APEC instructors and field supervisors submit to Registrar and APEC office
Submit documentation to SCDE to process teaching certification	summer	Director of Teacher Education
APEC graduates are hired for full-time teaching positions	Upon completion of Module 4 and Praxis 2 certifying exam	District liaisons

**Objective 2: Improve the mentoring and coaching abilities of in-service educators by implementing a yearlong mentor development program (MDA).**

Major Project Milestones	Timeline	
Work with NCTR, CERRA, and APEC staff to develop the MDA	November 2022 through April 2023	[REDACTED]
Identify and schedule MDA workshops	By April 31, 2023	[REDACTED]
Present the MDA workshop plan to the advisory board for feedback and approval	By May 31, 2023	[REDACTED] C-IDP, and [REDACTED]
Hold the MDA summer retreat including the CERRA mentor training	By July 15 of each year	CERRA, [REDACTED]
Conduct Field Experience 1 training workshop for new APEC Fellows and mentors	By August 1 of each year	[REDACTED] and [REDACTED]
Begin the MDA monthly sessions	By August 31 of each year	C-IDP, [REDACTED]

**Objective 3: Strengthen induction support provided for APEC graduates in the first three years of teaching.**

Major Project Milestones	Timeline	Responsible Partner
Recruit, interview, and select instructional coaches	By March 1, 2023	██████████ and C-IDP
Conduct training of instructional coaches	By June 1, 2023	██████████ C-IDP, and ██████████
Conduct the First-Year Planning Day	By July 15, 2023	██████████ and instructional coaches
Assign instructional coaches to APEC graduates	By July 1 of each year	-C-IDP, and ██████████
Conduct first classroom visit	By July 31 of each year	Instructional coaches
Make regular classroom visits, observations, and provide mentoring feedback and support	Ongoing	Instructional coaches
Submit documentation of visits, observations, and coaching	By June 30 of each year	Instructional coaches submit to C-IDP
Provide ongoing support and coaching for at least the first two years of their careers	Fall 2016--Spring 2018	Instructional coaches
<b>Objedive 4: Prepare future teachers who can meet the social, emotional (SEL), and academic needs of all students.</b>		
Project Milestones	Timeline	Responsible Partner
Present the yearly professional development series to the advisory board for feedback and approval.	By February 1, 2023	██████████
Meet with advisory board of the 1-BRTIP to plan the sequence and scope of the TIE workshop.	By June 1, 2023	██████████ C-IDP, and ██████████
Develop the classroom management series	By July 1, 2023	C-IDP, ██████████
Develop the TIE workshop series	By July 1, 2024	██████████
Develop the English language learners workshop series	By July 1, 2025	██████████
Conduct each year's professional development series	Begin by July 31 and conclude by May 1 of each year	Workshop facilitators
Collaborate with NCTR to conduct a course audit, prepare a curriculum map, review course syllabi and assignments, and strengthen the connection between course modules and residency experience.	September 2023 to June 2024	██████████ C-IDP, ██████████ and ██████████
Teach course modules each semester	Summer, fall, spring semesters	College faculty
Conduct Praxis 2 and PLT workshops	Summer, fall, and spring semesters	Faculty from Columbia College divisions and district teachers
Course evaluation data gathered each	Summer, fall, and	██████████



semester	spring	
<b>Additional Budget and management tasks</b>		
Order supplies, submit purchase requisitions, prepare budget reports, track expenses, submit invoices for payment	Ongoing	
Advertise, interview, and hire new staff (I-CIPD and instructional coaches)	Year 1 by November I	
<b>Program Evaluation</b>		
Provide Bellwether with program activities, course evaluation, field evaluation, and other program data and documentation required for the evaluation.	Summer, fall, spring	I-CPD,
Review evaluation reports and program data	Fall and spring	APEC staff and the APEC advisory board

## **D2. Procedures for ensuring feedback and continuous improvement.**

The partnership has continuously engaged in data analysis and review for program improvement. See Section A.5. for a thorough explanation of how APEC will ensure continuous improvement for this project.

### **References**

- Brill, S, & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy*, 36, 750-774.
- Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Learning Policy Institute. Retrieved <https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying Teaching Profession REPORT 0.pdf>
- Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Retrieved [https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher\\_Tumover\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Tumover_REPORT.pdf)
- Center for Educator Recruitment, Retention and Advancement (2019a). Supply and demand report. Retrieved from [https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20\\_supply\\_demand\\_report.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_supply_demand_report.pdf)
- Center for Educator Recruitment, Retention, and Advancement (2021). Teacher turnover rate. Retrieved from [https://www.cerra.org/uploads/1/7/6/8/17684955/teachertumover\\_Syr\\_20-2t.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/teachertumover_Syr_20-2t.pdf)

- Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.
- Children's Trust of South Carolina (2017). Adverse childhood experiences are more common but preventable. Retrieved from <https://scchildren.org/wp-content/uploads/2017/12/SC-ACE-Data.pdf>.
- Children's Trust of South Carolina (2018a). SC Adverse childhood experiences data profile: Fairfield County. Retrieved from <https://scchildren.org/wp-content/uploads/Fairfield-County-ACE-data-profile.pdf>.
- Children's Trust of South Carolina (2018b). SC Adverse childhood experiences data profile: Kershaw County. Retrieved from <https://scchildren.org/wp-content/uploads/Kershaw-County-ACE-data-profile.pdf>.
- Children's Trust of South Carolina (2018c). SC Adverse childhood experiences data profile: Lexington County. Retrieved from <https://scchildren.org/wp-content/uploads/Lexington-County-ACE-data-profile.pdf>.
- Children's Trust of South Carolina (2018d). SC Adverse childhood experiences data profile: Richland County. Retrieved from <https://scchildren.org/wp-content/uploads/Richland-County-ACE-data-profile.pdf>.
- Children's Trust of South Carolina (2018e). SC Adverse childhood experiences data profile: Sumter County. Retrieved from <https://scchildren.org/wp-content/uploads/Sumter-County-ACE-data-profile.pdf>.
- Darling-Hammond, L., Hyler, M., Gardner, M., & Espinoza (2017). Effective teacher professional development. Retrieved from [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf)
- Dennis, H. & DeMoss, K. (2021). The residency revolution: Funding high-quality teacher preparation. Prepared to Teach: Sustainable Funding for Quality Teacher Preparation. ["The Residency Revolution: Funding High-Quality Teacher Preparation" by Hannah Dennis and Karen DeMoss \(bankstreet.edu\)](https://www.bankstreet.edu)
- Deussen, T., Autio, E., Miller, B., Lockwood, A., & Stewart, V. (2008). What teachers should know about instruction for English language learners. Retrieved from <https://educationnorthwest.org/sites/default/files/resources/what-teachers-should-know-about->

[instruction-for-ells.pdf](#)

- Fenwick, L. (2021). The history, current uses, and impact of entrance and licensure examinations cut scores on the teacher of color pipeline: A structural analysis. Retrieved from <https://aacte.org/wp-content/uploads/2021/10/CREA-v4.pdf>.
- Fletcher, S. & Strong, M. (2009). Full-Release and Site-Based Mentoring of New Elementary Grade Teachers: An Analysis of Changes in Student Achievement. *The New Educator*, 5, 329-341.
- Garcia, A. (2020). Grow your own teachers: A 50-State scan of policies and programs. Retrieved from <https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/>.
- Geiger, A. (2018). America's public school teachers are far less racially and ethnically diverse than their students. Retrieved May 25, 2020 from <https://www.pewresearch.org/fact-tank/2018/08/27/americas-public-school-teachers-are-far-less-racially-and-ethnically-diverse-than-their-students/>
- Gershenson, S., Hart, C., Hyman, J., Lindsay, C. & Papageorge, N. (2021). The long-run impacts of same-race teachers. National Bureau of Economic Research. [The Long-Run Impacts of Same-Race Teachers | NBER](#)
- Gertler, P.J., Martinez, S., Premand, P., Rawlings, L.B., Venneersch, C.M. (2010). *Impact Evaluation in Practice*. Washington, DC: World Bank.
- Glazennan, S., Dolfin, S., Bleeker, M., Johnson, A., Isenberg, E., Lugo-Gil, J., ... Ali, M. (2008). *Impacts of comprehensive teacher induction: Results from the first year of a randomized controlled study* (Report No. NCEE 2009-4034). Jessup, MD: National Center for Education Evaluation and Regional Assistance.
- Guba, R., Hyler, M., Darling-Hammond, L. (2017a). The power and potential of teacher residencies. *Phi Delta Kappan*, 98, 31-37.
- Guha, R., Hyler, M., Darling-Hammond, L. (2017b). The teacher residency: An innovative model for preparing teachers. The Learning Policy Institute. Retrieved June 12, 2020 from [https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher Residency Innovative Model Preparing Teachers REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher%20Residency%20Innovative%20Model%20Preparing%20Teachers%20REPORT.pdf)
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38, 499-53.
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of research. *Review of Educational Research*, 81, 201-233.
- Ingersoll, R., Merrill, L., & May, H. (2014). What are the effects of teacher education and preparation on beginning teacher attrition? Research Report (#RR-82). Philadelphia:

Consortium for Policy Research in Education, University of Pennsylvania.

Institute of Education Sciences (n.d.) eMINTS Comprehensive Program. Retrieved June 1, 2020 from <https://ies.ed.gov/ncee/wwc/Intervention/58>.

Johnson, S., Berg, J., & Donaldson, M. (2005). Who stays in teaching and why: A review of the literature on teacher retention. The Project On The Next Generation Of Teachers, Harvard Graduate School of Education. [Harvard Report \(aarp.org\)](#)

Johnson, S., & Birkeland, S. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40, 581-617.

Kapadia, K., Coca, V., & Easton, J. (2007). Keeping new teachers: A first look at the influences of induction in Chicago Public Schools. Consortium on Chicago School Research at The University of Chicago. Retrieved June 3, 2020 from <https://etic.ed.gov/?id=ED498332>

Kini, T., & Podolsky, A. (2016). Does teaching experience increase teacher effectiveness? A review of the research. Retrieved from <https://learningpolicyinstitute.org/product/does-teaching-experience-increase-teacher-effectiveness-review-research>

Lindsay, C., & Hart, C. M. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. *Educational Evaluation and Policy Analysis*, 39(3), 485-510.

Meyers, C., Molefe, A., Brandt, W., Zhu, B., & Dhillon, S. (2016) Impact results of the eMINTS professional development validation study. *Education Evaluation & Policy Analysis*, 38, 455-476.

National Center for Teacher Residencies (2021). NCTR standards for effective teacher residencies. Retrieved from <https://nctrresidencies.org/wp-content/uploads/2021/02/18-122-NCTR-Sandards-Guide-Final.pdf>.

National Institute for Excellence in Teaching (NIET). Rubric and observation systems. Retrieved from <https://www.niet.org/our-work/our-services/show/rubric-and-observation-systems>.

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2001). Teachers, schools, and academic achievement. *Econometrica*, 73 (2), 417-458.

Roberts, A.L., Gilman, S.E., Breslau, J., Breslau, N., & Koenen, K.C. (2011). Race/ethnic differences in exposure to traumatic events, development of post-traumatic stress disorder, and treatment-seeking for post-traumatic stress disorder in the United States. *Psychological Medicine*, 41(1), 71.

- Ronfeldt, M., Loeb, & Wyckoff, J. (2013). How teacher turnover hanns student achievement. *American Educational Research Journal*, 50, 4-36.
- Rubin, D. B. & Thomas, N. (2000). Combining propensity score matching with additional adjustments for prognostic covariates. *Journal of the American Statistical Association*, 95, 573-585.
- Sanders, W. L., & Horn, S. P. (1994). The Tennessee Value-Added Assessment System (TVAAS): Mixed-model methodology in educational assessment. *Journal of Personnel Evaluation in Education*, 8(3), 299-311.
- SAMHSA Trauma and Justice Strategic Initiative (2014). SAMHSA's Concept of Trauma and Guidance for a trauma-infonned approach. Retrieved from [https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA\\_Trauma.pdf](https://ncsacw.acf.hhs.gov/userfiles/files/SAMHSA_Trauma.pdf)
- Showalter, D., Hartman, S.L., Johnson, J., & Klein, B. (2019). Why rural matters 2018-2019: The time is now. The Rural School and Community Trust and College Board and the School Superintendents Association (AASA). [WhyRuralMatters.pdf \(ruraledu.org\)](#)
- South Carolina Department of Education (n.d. a). SC CREATE. Retrieved from [www.sccreate.org](http://www.sccreate.org)
- South Carolina Department of Education (n.d. b). SC Teaching Standards 4.0. Retrieved from <https://www.ed.sc.gov/educators/educator-effectiveness/south-carolina-teaching-standards-4-0/>
- South Carolina Department of Education (2017a). Student learning outcomes. Retrieved June 1, 2020 from <https://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/sic/>
- South Carolina Department of Education (2017b). Revised report of South Carolina teachers by race and gender (district), 2016-2017. [Teacher Data - South Carolina Department of Education - 04/23/2022 5:18 PM \(sc.gov\)](#)
- SC Department of Education (2021-2022). Active Student Headcounts for Schools and Districts. Retrieved from <https://ed.sc.gov/data/other/student-counts/active-student-headcounts/>.
- South Carolina Department of Education (2019). Alternative route provider and program approval process and standards. Retrieved from <https://ed.sc.gov/educators/educator-preparation/program-approval/alt-program-approval/>
- South Carolina Department of Education (2020). Identification of Critical Need Schools and Subject Areas. Retrieved from <https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/identification-20-21/>.
- South Carolina Department of Education (2021). 135 Day- District headcount by gender, ethnicity and pupils in poverty- 2021-22. [Active Student Headcounts - South Carolina Department of Education - 04/23/2022 5:24 PM \(sc.gov\)](#)

- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute.
- Thompson, M., Paek, P., Goe, L., & Ponte, E. (2004). Relationship of BTSA/CFASST engagement and student achievement. ETS Report. Retrieved June 11, 2020 from <https://onlinelibrary.wiley.com/doi/abs/10.1002/j.2333-8504.2004.tb01959.x#references-section>
- US Census Bureau (2021). SAIPE school district estimates for 2020. Retrieved from <https://www.census.gov/data/datasets/2020/demo/saipe/2020-school-districts.html>.
- U.S. Department of Education. (2014). A primer for analyzing nested data: Multilevel modeling SPSS using an example from a REL study. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.
- U.S. Department of Health and Human Services. 2020 List of Minority Serving Institutions. Retrieved from [https://www.minorityhealth.hhs.gov/assets/PDF/2020\\_Minority\\_Serving\\_Institutions.pdf](https://www.minorityhealth.hhs.gov/assets/PDF/2020_Minority_Serving_Institutions.pdf).
- Wayne, A., Yoon, K., Zhu, P., Cronen, S., & Garet, M. (2008). Experimenting with teacher professional development: Motives and methods. *Educational Researcher*, 37, 469-479.
- Wells, C., DeMoss, K., Mansukhani, D., & Paull, Z. (2021). Five Domains for Teacher Preparation Transformation. New York: Prepared To Teach, Bank Street College of Education.
- What Works Clearinghouse (WWC). (2019). Review Protocol for Teacher Excellence, 4<sup>th</sup> ed. Institute of Education Sciences. [Review Protocol For Teacher Excellence VERSION 4.0 <MAY 2019> fed.gov](https://www.ies.ed.gov/wwc/review-protocol-for-teacher-excellence-version-4.0-may-2019)