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a Quality of the Project Design

i. **Project demonstrates a rationale.** South Carolina, like most states, was grappling with a teacher shortage long before COVID-19. Yet COVID-19 only sought to exacerbate a deepening crisis, particularly in South Carolina's high-need schools. A recent report from the Center for Educator Recruitment, Retention and Advancement (CERRA) found that 1,062 teaching positions in South Carolina were vacant at the beginning of the 2021-22 school year, a 50% increase over 2020 and the highest ever reported in CERRA's 20-year history.¹ Further, recent graduates entering the classroom, who are often unaware of the challenges of working in high poverty schools, often arrive in the classroom ill-prepared to meet the needs of their high-need students, particularly in high minority schools.² Through *MASTERY - Melding Academics, Support, and Training of Educators for Higher Retention Yields*, the University of South Carolina Beaufort's (USCB) teacher preparation program will partner with the Beaufort County School District (BCSD) to create a comprehensive pre-baccalaureate preparation program (*Absolute Priority 1*) to recruit, prepare, support, and retain highly qualified teachers to serve in 21 high-need schools in Beaufort County. We will target 9 elementary, 1 Pre-K-8, 6 middle and 5 high schools characterized by high poverty and high minority rates. On average, students from these schools have a poverty rate of 71%³, 13% are students with disabilities (a jump from 2,191 students to 2,642 in just one year-), and 17% are multi-language learners⁴. Alarmingly, 68% of the elementary and middle school students did not score proficient on the Fall 2021 benchmark testing, compared with 57% across the district.⁵ Our vibrant community is unique in that many of our students who live in the Lowcountry region of South Carolina are of Gullah/Geechee heritage which preserves their African linguistic and cultural heritage and often includes speaking an English-based creole language containing many African loanwords and significant influences from African languages

in grammar and sentence structure.⁶ Aligned with our community needs (detailed in *Appendix B*), *MASTERY* will place an emphasis on recruiting, preparing, supporting, and retaining diverse teacher candidates (*Competitive Priority 1*) and candidates who are certified in the shortage areas of math, biology, early childhood education (ECE), and have add-on certifications for English as a Second Language (ESOL), middle and high school science, special education, and Gifted and Talented (GT) (*Competitive Priority 2*) while providing candidates with social, emotional, and academic supports (*Competitive Priority 3*) and culturally inclusive pedagogical knowledge and practices (*Competitive Priority 4*). *MASTERY* will enhance and expand our existing Teacher Cadet program that helps the district “grow their own” future educators within BCSD high schools in alignment with previously successful models (*Invitational Priority 1*). As seen in our logic model in *Appendix C*, our approach is based on three primary program components: Recruiting, Preparing, and Supporting and Retaining.

► **Recruiting:** Alignment with Need: We have seen the demographics shift in our 21 high need schools with increased diversity, a higher proportion of students of color, and more multi-language learners. Our Kindergarteners show an overwhelming lack of readiness, with only 22% assessed as ready, compared with 27% for the state⁷ and large numbers of uncertified staff in our nonprofit Early Childhood Education feeder school. BCSD continues to suffer from hard to staff positions, including math, science, and biology as well as Special Education (10 current vacancies) and ESOL. Our district’s attrition rate for certified staff was 19.04 in 2020-21.⁸ BCSD continues to experience inequities in the classification of Gifted and Talented students, with only two males of color accepted into the program in the last two years. Activities: **●Recruit from diverse populations:** *MASTERY* has been designed to recruit Teacher Candidates who are more reflective of our student population and have the skillset needed to meet their diverse needs, including

candidates who are male, bilingual, and people of color. ❷ ***Enhance high school Teacher Cadet program:*** Through our existing partnership, USCB and BCSD have initiated a Teacher Cadet program at each high school. This dual credit accrual course is taught for a minimum of one class period per day for a year or the equivalent contact hours. Currently in its infancy stages, through *MASTERY*, we will formalize this program and enhance our recruitment process to focus on academically talented students, particularly students who are male, bilingual, and people of color (*CPPI: Increasing Educator Diversity*). The Teacher Cadet program will provide our high school students with insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools.⁹ ❸ ***Develop admissions priorities and pathways that support mid-career professionals:*** As a part of the recruitment process, *MASTERY* will also seek to recruit mid-career professionals into the teacher preparation program at USCB for future employment in BCSD. We will work to recruit mid-career professionals with significant experience in the most in-demand teaching areas of math, science, biology, and ESOL. USCB's Vice Chancellor of Enrollment will conduct targeted marketing and recruitment activities aimed to welcome adult learners into the program such as developing partnerships with local professional organizations (i.e., Chamber of Commerce) and providing presentations. ❹ ***Expand the Call Me MISTER program:*** Call Me MISTER, Mentors Instructing Students Toward Effective Role models, is a national recruitment and support program that works to prepare males of color to teach in elementary classrooms. USCB continues to be a home for this program by offering tuition assistance through loan forgiveness programs for admitted students pursuing approved programs of study in teacher education; providing academic supports to ensure success; providing a cohort system that features social and cultural supports; and assisting with employment placement in Early Childhood and Elementary Education in South Carolina schools. Program attendees commit

to teaching for four years in South Carolina elementary schools.¹⁰ Through *MASTERY*, USCB will expand this program to recruit candidates and encourage these candidates to assume teaching positions in our target schools (*CPP 1: Increasing Educator Diversity; CPP2: Supporting a Diverse Educator Workforce*).

► **Preparing:** Alignment with Need: Adverse Childhood Experiences (ACEs) include exposure to physical, psychological, or sexual abuse; physical or emotional neglect; parental separation or divorce; natural disasters; victimization; violence; living with family members who are mentally ill, suicidal, or substance abusers; or a family history of poverty or incarceration.¹¹ The most recent data available on Beaufort County children experiencing ACEs reveals that over half (56%) have experienced at least one.¹² Given our high multi-language learner population, we need teachers who are bilingual. And, given the low academic performance of our students, we need educators who understand the continuous improvement process, including the role of formative assessments.

Activities: ***Develop culturally inclusive, certified educators to meet the high-need areas:*** To develop culturally inclusive educators in the high-need areas of math, biology, and ECE, *MASTERY* will add a new culturally inclusive course into the teacher preparation curriculum developed in collaboration with USCB's [REDACTED] who has extensive experience in developing and delivering culturally inclusive material, and Gullah/Geechee community experts from our partners in Mithelville. Teacher Candidates will receive instruction in culturally inclusive practices in the implementation of the evidence-based Positive Behavior and Integrated Supports framework¹³ and information on the culture of the Lowcountry. ***Prepare teachers to provide differentiated instruction and MTSS interventions:*** USCB faculty and guest lecturers will share best practices and facilitate lessons including differentiated instruction. Teacher Candidates will learn how to use the Multi-tiered Systems of Supports (MTSS) model to identify

learning difficulties and implement multi-tiered interventions within the culturally inclusive PBIS framework. **③ *Create course for teachers with lateral entry or emergency certifications to attain full certification:*** USCB will also create a two-year pathway to assist lateral entry candidates in attaining their initial lateral licensure and ensure they are prepared to pass the appropriate certification exams. **④ *Create lateral entry preparation program for mid-career professionals to enter teaching:*** In developing the mid-career pathways program, USCB will create a two-year traditional student program for mid-career professionals to be fast-tracked into obtaining a teaching certification. The program will recognize prior general education credits earned as part of other degree programs and offer these adult learners the supports and mentoring necessary to ensure their preparedness for passage of the required certification exams. **⑤ *Embed continuous improvement model in Methods courses:*** Teacher Candidates will have the continuous improvement model embedded in their Methods courses to provide a new lens for viewing the persistent challenges that are often found in education. The continuous improvement model focuses on six core principles: (1) Make the work problem specific and user centered, (2) Use variation in performance as the core problem to address, (3) Understand the system that produces the current outcomes, (4) Employ the philosophy that we cannot improve at scale what we cannot measure, (5) Practice improvements in disciplined inquiry, and (6) Accelerate improvements through networked communities.¹⁴ **⑥ *Review and revise Teacher Candidate curriculum annually:*** Each May USCB will host an annual review of the teacher preparation program curricula to ensure alignment with state and national standards, the SC Expanded ADEPT Support and Evaluation System Guidelines for Educators, and the identified needs of BCSD.

► **Supporting and Retaining:** **① *Provide Teacher Candidates training on teaching diverse language learners and students in poverty:*** USCB will add a required culturally inclusive course

developed in collaboration with -- and our Gullah/Geechee community experts from Mitchelville (Letters in *Appendix E*). USCB will host an annual, free, one-day Summer Institute for Teacher Candidates, Teacher Cadets, and Educators in BCSD to provide practical, research-based information on teaching diverse language learners and students in poverty with an orientation towards interventional approaches and effective instructional practices. BCSD will host an annual *Untold Stories: Sharing Beaufort's Rich and Diverse History* conference each February that features locally and nationally-known authors, artists, educators, clergy, historians, and entertainers who have deep and personal connections to the Beaufort community, with all Teacher Candidates invited to attend. ***Provide Teacher Candidates with the foundations in PowerSchool, Performance Matters, lesson plan reviews, the continuous improvement process, and Professional Learning Community (PLC) guidebook:*** Embedded across the curriculum, USCB will include the foundational components of the leading technologies, platforms, and practices used within BCSD. Teacher Candidates will: (1) receive instruction and practical applications in the development and utilization of student formative assessments; (2) become familiar with the functions of PowerSchool, including the built-in comprehensive student assessment (Performance Matters); (3) learn how to approach writing lesson plans and delivering the lessons with a student-centered approach; and (4) be exposed to the PLC Guidebook developed by BCSD to provide a foundation for their role within the PLC. ***Implement peer and community affinity networks to embed Teacher Candidates within the communities:*** Peer Networks: Teacher Candidates in each of the education programs will have a supportive network based on their pathway into the program. Call Me MISTER Teacher Candidates will receive mentoring unique to their program while those seeking add-on ESOL certification will have the option to participate in an affinity group hosted by our grant funded ESOL faculty. All beginning teachers will have a

school-level peer network through the PLCs. Community Network: *MASTERY's* community partners have committed to creating a community network for Teacher Candidates to learn about the community culture and history. Mitchelville will educate Teacher Candidates and beginning teachers about the significance of their site as well as Gullah/Geechee culture. BCSD will host an annual *Untold Stories: Sharing Beaufort's Rich and Diverse History* conference each February further expanding our Teacher Candidates' community network. **④Provide free counseling and tutoring to Teacher Candidates:** To support our Teacher Candidates and beginning teacher's social, emotional, and academic needs (*CPP 3: Meeting Student Social, Emotional, and Academic Needs*), USCB will provide access to free counseling on-campus and tutoring in all subjects from USCB's Center of Academic Support. Faculty will also hold extra office hours for support. Beginning teachers in BCSD will be eligible for counseling through the district's insurance provider. **⑤Expand one-on-one mentoring in student teaching:** Through *MASTERY*, each high-need school will have a Teacher Mentor Coordinator to oversee the day-to-day mentoring coordination and training within their school. Experienced teachers will mentor new teachers during induction, while Teacher Candidates will have a mentor advisor at USCB. All mentors will receive training and resources to best support their mentees. **⑥Provide sustained professional development to all teachers in the district:** USCB will host an annual, free, one-day Summer Institute for Teacher Candidates, Teacher Cadets, and Educators in BCSD. Faculty and LEA mentors will attend a conference to learn and share mentoring best practices. **⑦Parallel STEM Labs:** To increase familiarity with the equipment in a STEM lab and the transition between learning and application, we will install parallel STEM labs at USCB and BCSD. Teacher Candidates, along with classroom teachers, at our target schools will learn how to design and use makerspaces to increase student interest and build STEM knowledge, skills, and creativity as

students experiment, problem-solve, investigate, and build their own products using tech tools. To support teacher hands-on experiential training that parallels the makerspace environment at each high-need school, we will create a makerspace lab and a robotics lab at the university. Teacher Candidates will learn how to increase student interest and build STEM knowledge, skills, and creativity to experiment, problem-solve, investigate, and build their own products to replicate in their high-need school.

ii. **Goals, objectives and outcomes to be achieved are clearly specified and measurable.** Table 1 details our goals and objectives which includes the six GPRA measures and nine required measures listed in the application guidance and aligns with our logic model outcomes (*Appendix C*).

Table 1. MASTERY Goals and Objectives

<p>Goal 1: USCB and BCSD will increase the number of students who enter teacher education programs with an emphasis on the high-need areas of math, science, and early childhood.</p>
<p>1.1 Each year, increase by at least four the number of new Teacher Candidates enrolling at USCB (at least 25 in Year 1, 29 in Year 2, 33 in Year 3, 37 in Year 4, and 41 in Year 5). Measure: USCB enrollment records. Baseline: 21 Teacher Candidates in 2021-22.</p>
<p>1.2 (CPP 1) Each year, the number of non-traditional, minority, and underrepresented Teacher Candidates enrolled at USCB will increase by at least 5 percentage points over the previous year to reach at least 50% by Year 5. Measure: USCB enrollment records. Baseline: Graduating class of 2020-21, 25% (6/24).</p>
<p>1.3 (CPP 2) Each year, the number of Teacher Candidates majoring in high-need areas will increase to at least 15 in Year 1, 20 in Year 2, 26 in Year 3, 33 in Year 4, and 41 in Year 5 (100% of all Teacher Candidates). Measure: USCB enrollment records. Baseline: Graduating class of 2020-21, n=54% (13/24).</p>

Table 1. MASTERY Goals and Objectives

1.4 Increase enrollment in the Teacher Cadet program by at least 5% annually with a minimum enrollment of 70 students in Year 1. **Measure:** Enrollment records. **Baseline:** 68 enrollees in SY 2020-21.

1.5 Each year, at least 70% of Teacher Cadet participants will report increased intent to enter the teaching profession. **Measure:** Evaluator-developed Teacher Cadet pre- and post- surveys. **Baseline:** Not Applicable.

Goal 2: USCB will prepare highly qualified Teacher Candidates who pass all certification requirements. Teacher Candidates will be certified in high-need areas.

2.1 (GPRA 1) The percentage of program graduates who have attained initial state certification/licensure by passing all necessary licensure/certification assessments within 1 year of program completion. **Measure:** % of graduating students who pass certification requirements. **Baseline:** 96% in 2021.

2.2 (GPRA 2) The percentage of participating teachers fully certified in math, science, SPED, ESOL, and other teacher shortage areas where program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within 1 year of program completion. **Measure:** % of students who pass certification requirements. **Baseline:** 83% in 2021.

2.3 (CPP 1) Each year, the percentage of non-traditional, minority, and underrepresented Teacher Candidates that pass all certification requirements will be at least 90%. **Measure:** % of graduating students who pass all certification requirements. **Baseline:** 50% in 2021.

2.4 (GPRA 3) The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting period. **Measure:** IHE student enrollment

Table 1. MASTERY Goals and Objectives

records. Baseline: Average retention rate from year to year for the past five years, 75%.
2.5 (CPP 4) Each year, at least 80% of Teacher Candidates will report improved skills in culturally inclusive teaching. Measure: Multicultural Teaching Competency Scale ¹⁵ . Baseline: N/A.
2.6 (Required 1 & 3) Each year, the average Praxis II scaled score for Teacher Candidates will increase by at least 5% over the previous year. Measure: Average Praxis II scaled score for each graduating class. Baseline: Mean score 170.2 in 2021.
2.7 (Required 1 & 3) Each year, the Praxis II pass rate for Teacher Candidates will increase by at least 1 percentage point over the previous year, or until we reach 100%. Measure: Average Praxis II score for each graduating class. Baseline: 96% in 2021.
2.8 (CPP 3) Each year, at least 80% of Teacher Candidates will report a high level of wellbeing by scoring an average of 4.0 or higher on a 1-5 scale. Measure: Panorama Teacher Wellbeing Scale ¹⁶ . Baseline: Not Applicable.
Goal 3: BCSD will hire, support, and retain highly qualified teachers with an emphasis on high-need areas (math, science, early childhood).
For measures 3.1- 3.5 (Required 4-8): The percentage of teachers who meet the applicable state certification requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to SPED teachers, the qualifications described in section 612(a)(14)(C) of the IDEA (20 U.S.C. 1412(a)(14)(C)) hired by the high-need LEA:
-1 Will be at least 90% each year. Measure: % of teacher education graduates who pass all certification requirements hired by BCSD. Baseline: Not Applicable.
-2 (CPP 1) Who are members of underrepresented groups will increase by at least 5% over the previous year. Measure: % of graduates who are members of underrepresented groups and who

Table 1. MASTERY Goals and Objectives

<p>pass all certification requirements hired by BCSD. Baseline: % in SY 2023-24.</p>
<p>.3 Who teach high-need academic subject areas (mathematics, science) will be at least 75% each year. Measure: % of teacher education graduates who pass all certification requirements hired by BCSD. Baseline: % in SY 2023-24.</p>
<p>.4 Who teach in high-need areas (early childhood) will increase by at least 5% over the previous year. Measure: % of teacher education graduates who will teach high-need areas and pass all certification and licensure requirements hired by BCSD. Baseline: % in SY 2023-24.</p>
<p>.5 Who teach in high-need schools, disaggregated by the elementary and secondary school levels, will be 100% each year. Measure: % of teacher education graduates who pass all certification requirements and will teach in high-need schools hired by BCSD. Baseline: % in SY 2023-24.</p>
<p>.6 (GPRA 4) The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA and were retained for the subsequent school year. Measure: % of first-year teachers who continue to teach into their second year of employment. Baseline: 53.5% average 2016-17 to 2020-21</p>
<p>.7 (GPRA 5 & Required 2) The percentage of program completers who were employed by the partner high-need LEA for 3 consecutive years after initial employment. Measure: % of first-year teachers who continue to teach for 3 consecutive school years after initial employment. Baseline: % average 2016-17 to 2018-19</p>
<p>.8 Starting in Year 2, at least 80% of Beginning Teachers (BTs) will score an average of 3.0 or higher (out of 4.0) on teaching self-efficacy. Measure: Teachers' Sense of Efficacy Scale¹⁷. Baseline: Not Applicable.</p>
<p>.9 (CPP 3) Each year, at least 80% of BTs will report a high level of wellbeing by scoring an</p>

Table 1. MASTERY Goals and Objectives

<p>average of 4.0 or higher on a 1-5 scale. Measure: Panorama Teacher Wellbeing Scale¹⁸. Baseline: Not Applicable.</p>
<p>.10 (GPRA 6) The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers. These data can be calculated using student growth, a teacher evaluation measure, or both. Measure: % of <i>MASTERY</i> teachers earning an overall rating of proficient or exemplary on the SC Teaching Standards 4.0. Baseline: % at end of SY 2023-24.</p>
<p>.11 Each year, starting in SY 2023-24, at least 80% of BTs will report that their mentor is effective in supporting them in their first year. Measure: Evaluator-developed BT survey. Baseline: Not Applicable.</p>
<p>.12 Each year, starting in SY 2023-24, at least 80% of BTs will report that the induction supports they received were effective in supporting them in their first year of teaching. Measure: Evaluator-developed BT survey. Baseline: Not Applicable.</p>
<p>.13 Each year, starting in SY 2023-24, the percentage of students enrolling in Kindergarten and demonstrating readiness to learn will increase by at least 10% over the previous year. Measure: Kindergarten Readiness Assessment. Baseline: 14.4% in 2020-21.</p>
<p>.14 Each year, starting in SY 2023-24, the percentage of students scoring proficient or better in ELA will increase by at least 5% over the previous year. Measure: SC READY ELA EOG and English I EOC for students being taught by participating teachers. Baseline: To be established with academic assessments taken during the 2021-22 school year to reflect the most current data.</p>
<p>.15 Each year, starting in SY 2023-24, the percentage of students scoring proficient or better in math will increase by at least 5% over the previous year. Measure: SC READY math EOG and Algebra I EOC for students being taught by participating teachers. Baseline: To be established</p>

Table 1. MASTERY Goals and Objectives

with academic assessments taken during the 2021-22 school year to reflect the most cmTent data.
.16 Each year, starting in SY 2023-24, the percentage of students scoring proficient or better in science will increase by at least 5% over the previous year. Measure: SC READY science EOC and biology EOC for students being taught by participating teachers. Baseline: To be established with academic assessments taken during the 2021-22 school year to reflect the most cmTent data.
.17 (Required 9) Each year, starting in SY 2023-24, the percentage of ECE classes in BCSD taught by early childhood educators who are highly competent will increase by at least 5 percentage points over the prior year. Measure: BCSD ECE records. Baseline: % in 2022-23.

iii. *Project is art of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.* MASTERY's pre-baccalaureate teacher preparation program (*Absolute Priority 1*) has been designed to encompass a comprehensive effort to improve teaching and learning and support rigorous academic standards.

a) Program Accountability. *Preparing teachers to meet state requirements:* USCB's program requires that all prospective teachers seeking to complete a B.A. in Elementary Education or a B.A. in Early Childhood Education must be admitted formally into USCB's Professional Program, receive a passing score on Praxis Core, have a GPA of at least 2.75 in all undergraduate coursework and complete a program orientation. Once in the program, students must attain an overall GPA of 3.0 in the Education courses. In alignment with the South Carolina state certification requirements for new teachers, all teachers must pass Praxis II and Praxis II Principles of Learning and Teaching for grade-span certification.¹⁹ Certified teachers seeking a Gifted and Talented add-on endorsement will complete two state required graduate-level courses: an Introduction to Curriculum for Gifted and Talented Students and the Nature and Needs of Gifted and Talented

Students.²⁰ The Teaching ESOL Certificate Program is a one-year add-on course of study, requiring 18 semester hours, 12 of which are core classes to include a practicum and 6 are electives.²¹ K-12 ESOL prepares students for ESOL and English as a Foreign Language teaching. The add-on certifications for Field Science for high school requires 30 semester hours and Middle Level Science requires 24 semester hours. **❷Promoting strong teaching skills:** New teacher preparation course curricula will include an emphasis on the special needs of diverse language learners, high-poverty students, and cultural inclusiveness, with a focus on meeting the socio-emotional needs of students whose lives have been negatively impacted by trauma, including COVID-19. Teacher Candidates will learn to develop and deliver lessons that can be differentiated based on assessed diagnostic needs of their students and best practices in classroom management.

b) Required Programmatic Reforms. ❶Implementing teacher preparation curriculum changes: To meet the district's need for increased teachers with Gifted and Talented endorsements, USCB will offer this add-on in alignment with the state's requirements. USCB will also offer courses for Teaching ESOL and Science add-on certification and a cultural inclusiveness course to the teacher preparation program to promote equity in service delivery (*CPP4: Promoting Equity*). Test Preparation and Course Content: To ensure our prospective teachers are prepared to pass Praxis Core, Praxis II, and Principles of Learning and Teaching, we will provide a boot camp test preparation for each test annually supplemented with ongoing support. Content knowledge for each of the Praxis exams is also embedded in USCB's core curriculum. We will also provide test prep support for lateral entry and emergency certificate holders to foster successful test completion for Teacher Candidates. **❷Using empirically-based practice and scientifically valid research:** *MASTERY* will provide Teacher Candidates, beginning teachers, and existing BCSD faculty with the educational courses and professional learning necessary to understand and implement

empirically based practices and scientifically valid research. Specific competency-based activities include: (1) analyzing student data to engage in data-based decision-making to apply the aligned instructional practices; (2) understanding how to assess all students' readiness, interests, and learner profiles to differentiate instruction by modifying instructional content, process, product, and learning environment²²; (3) understanding the five components (Identity, Voice, Supportive Environment, Situational Appropriateness and Data for Equity) of cultural inclusiveness within the PBIS framework²³ as well as the implementation of evidence-based universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) system of supports (*CPP3: Meeting Student Social, Emotional, and Academic Needs*); (4) understanding their role (as a general education or Special Education teacher) within the individualized education program (IEP) team and how to effectively participate in IEP meetings by tracking student progress, identifying areas for improvement, and making adaptations or modifications; and (5) being able to successfully employ the five essential components of reading instruction.²⁴

③ ***Ensuring collaboration with departments:*** As indicated in our letters of support in *Appendix E*, USCB's teacher preparation program will partner with our Departments of English and Fine Arts, Computational Science and Math, Humanities and Social Sciences, and Natural Sciences in the implementation of *MASTERY*. Each of these departments has agreed to serve on the project's Management Team and has committed to providing content-specific experiences to pre-baccalaureate students to adequately prepare teachers across curriculum.

④ ***Developing and implementing an induction program:*** Our two-year induction model for teacher preparation builds on the existing efforts in BCSD. *MASTERY* will provide a full-time Induction Coordinator to manage the implementation of our induction program to ensure that mentors and new teachers are receiving the support and continued professional development needed to succeed in the classroom and in their career.

⑤ ***Developing admissions goals and***

priorities aligned with the LEA hiring objectives: In alignment with *MASTERY's* goal, USCB's admissions goals and priorities for the teacher preparation program and add-on certification courses will focus on recruiting, preparing, and supporting diverse educators in the most high-need areas (math, science, biology, ESOL, ECE, GT, special education) in BCSD. We will revisit these priorities as a management team semi-annually to ensure that we are adjusting our model to meet the district needs.

Implementing program and curriculum changes to provide the requisite content knowledge, preparation, and degree to teach AP or IB: USCB will review the requirements and expectations to ensure alignment with the state standards for AP and IB course content. USCB will also review the Cambridge materials that BCSD is presently using to ensure that the Teacher Candidates' content knowledge and preparation is aligned.

c) Clinical Experience and Interaction. Incorporating opportunities for enrichment: Teacher Candidates have a range of enrichment opportunities based on their focus area as follows.



Observations (2 hours per week x 10 weeks)	Following the completion of a Behavior Expectations Inventory to match teachers with schools, Teacher Candidates will be placed in one of BCSD's 21 high-need schools to observe a classroom teacher model the principles of effective teaching for 20 hours in one semester.
Observations (10 additional hours for ECE)	ECE Teacher Candidates are required to complete additional observation-based clinical experiences to study the physical, emotional, intellectual, and social components of development birth-age 8, and its relationship to the education of the child birth-age 8. Diagnosis and assessment of development and maturation in relationship to learning are addressed.
Practicums	During the practicum courses, Teacher Candidates assume a variety of roles

Table 2. Clinical Experiences

<p>(2 days per week x 12 weeks)</p>	<p>including observer, co-teacher, small-group instructor, and whole-class teacher in addition to any other duties required of the field placement. They are required to teach a minimum of 4 observed lessons per practicum course and cannot advance in their program without a grade of Satisfactorily. USCB requires that all Teacher Candidates pass all practicums, the Praxis II, and an internship eligibility presentation prior to participating in clinicals. Using artifacts, data analysis, and a videotape of their own instruction as evidence, Teacher Candidates will reflect on their growth towards becoming proficient with the SC Teacher Standards 4.0.</p> <p>Early Childhood and Elementary Education Teacher Candidates are required to complete two practicum courses. Teacher Candidates spend full instructional days at their school during the practicum semesters.</p> <p>Secondary Education Teacher Candidates engage in one practicum course prior to the student teaching internship. Secondary English Teacher Candidates spend half of an instructional day at their practicum school while Secondary Mathematics Teacher Candidates spend a full instructional day at their practicum.</p>
<p>Student Teaching Internship (15 weeks; 562.5 hours)</p>	<p>Teacher Candidates in all program areas are required to complete student teaching field work during which they assume a variety of roles including observer, co-teacher, small-group instructor, and 10 consecutive days as the "teacher of record" in addition to any other duties required of the field placement. Teacher Candidates are expected to initiate the schedule of the Cooperating Teacher; engage in all school-based activities assigned; and teach a minimum of 6 observed lessons.</p>

Integrating pedagogy and classroom practice and promoting effective teaching skills in

academic content areas: As Teacher Candidates are completing their clinical internship, they will also be attending courses at USCB, either the Internship Seminar or in the case of prospective teachers in the Secondary English program they will be concurrently enrolled in the Secondary ELA Seminar and English Capstone courses. During these courses, USCB professors will continue to infuse effective teaching skills and the integration of classroom practice. ③ **Providing high-quality teacher mentoring:** Each beginning teacher will be assigned dual mentors, including a trained university faculty member and a BCSD cooperating teacher. University and school mentors will serve as professional and personal resources for beginning teachers, meeting with them weekly throughout their first year in the classroom and biweekly in Year 2. ④ **Offering these over the course of a teacher prep program:** The clinical and field experiences of the Teacher Candidates are offered throughout the course of the teacher preparation program and build upon the skills learned through each. ⑤ **Aligning with course work:** The clinical experiences are designed to allow Teacher Candidates practical application of the knowledge of pedagogy, lesson planning, PLC participation, development of instructional materials, classroom management, diversity, and equity that they have learned through their coursework. ⑥ **Allowing prospective teachers to learn to teach in the same LEA the teachers will work:** All Teacher Candidates will participate in at least two clinicals in BCSD, where they will be assuming a position. USCB will integrate the instructional initiatives and curricula used in BCSD into the Teacher Candidate coursework. Teacher Candidates will learn how to effectively implement the evidence-based instructional initiatives used across the district: i-Ready in Reading, DreamBox for Math, and Cambridge at high school for pre-AP and IB programs. ⑦ **Training and experience to enhance the teaching skills of prospective teachers to better prepare teachers to meet the unique needs of BCSD:** All Teacher Candidates will learn about working with students in poverty, infusing

equitable practices in areas of inequality, the culture and history of the Lowcountry, the Gullah/Geechee people, and diverse language learners. Teacher Candidates will also learn methods to differentiate instruction for students of all abilities using data and formative assessments.

⑥ ***Providing support and training:*** Experienced teachers mentoring new teachers during induction will receive an annual stipend and will have adequate training and release time with their regular duties covered by a substitute teacher. Further, faculty and BCSD mentors will attend a conference to learn and share mentoring best practices.

d) Induction Programs for New Teachers. Our two-year induction model for teacher preparation builds on the existing efforts within BCSD, which includes structured activities and formal mentoring for new teachers. *MASTERY* will also provide a full-time Induction Coordinator to manage the implementation of our two-year induction program to ensure that mentors and our new teachers are receiving the support and continued professional development needed to succeed in the classroom and in their career. Mentoring and coaching will also be provided for all Teacher Candidates seeking ECE certification.

e) Support and Training for Participants in ECE Programs. All ECE participants will receive mentoring and coaching from experienced ECE teachers and our partner Early Childhood provider (letter in *Appendix E*). ECE candidates seeking to attain certification will be trained in play-based instruction, which is presently being piloted in BCSD. With a certification, ECE candidates will be eligible for increased compensation or positions that allow for increased compensation.

f) Teacher Recruitment. ① ***Recruiting individuals from underrepresented populations:*** *MASTERY* has been designed to recruit Teacher Candidates who are reflective of our student population including candidates who are male, bilingual, and people of color. Through *MASTERY*, USCB will expand the Call Me MISTER program, a Grow Your Own effort, to recruit additional

male candidates of color and will emphasize these candidates assuming teaching positions in our target schools. USCB will also expand the Teacher Cadet program, another Grow Your Own effort, to recruit high school students, particularly those from underrepresented populations with the abilities and interests in returning to BCSD to teach (*Invitational Priority 1*). ❷ ***Recruiting individuals to teach in shortage areas:*** USCB will recruit and train Teacher Candidates to teach in the identified BCSD shortage areas through our teacher preparation program or add-on certification courses in the areas of math, science, biology, Special Education, ESOL, ECE, and Gifted and Talented and will support these areas with our new grant-funded faculty. ❸ ***Recruiting mid-career professionals:*** *MASTERY* will seek to recruit mid-career professionals into the teaching preparation program for future employment in BCSD. We will work to recruit mid-career professionals with significant experience in the most in-demand teaching areas of math, science, biology, and ESOL. USCB's Vice Chancellor of Enrollment will conduct targeted marketing and recruiting activities aimed to welcome and support adult learners in the program such as developing partnerships with local professional organizations (i.e., Chamber of Commerce) and providing presentations.

g) Literacy Training. ❶ ***Ensuring literacy programs that incorporate the essential components of reading instruction:*** USCB's program for ECE and secondary Teacher Candidates incorporates the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.²⁵ We will also provide resources for Teacher Candidates to build their own diverse libraries to create a literacy-rich environment. ❷ ***Using screening, diagnostic, formative, and summative assessments to determine students' literacy levels, difficulties, and growth to improve classroom instruction and student reading and writing skills:*** Teacher Candidates will learn to use formative, summative, and benchmark assessments to assess students'

literacy levels and make appropriate modifications to the students' personalized instruction plan. They will also be able to use the universal literacy screeners (i.e., Phonological Awareness Literacy Screening, DIBELS, and STAR Reading) and interpret the results, including fluency, as well as the i-Ready diagnostic screener. ⑤ ***Providing individualized, intensive, and targeted literacy instruction for students with deficiencies in literacy skills:*** BCSD is presently using the evidence-based i-Ready program²⁶ to provide individualized, intensive, and targeted support to increase learner's literacy skills. USCB will ensure that all Teacher Candidates are familiar with this technology and the assessments generated within i-Ready. ⑥ ***Integrating literacy skills in the classroom across subject areas:*** Teacher Candidates will learn the appropriate methods and practices for cross-curricular integration of literacy skills, the research base for cross-curricular literacy integration, and how to develop lesson plans that integrate literacy into other content.

iv. Design reflects up-to-date knowledge from research and effective practice. In alignment with our logic model (*Appendix C*), our core activities in the three primary program components are rooted in research and effective practice with citations provided in *Appendix H*.

► **Recruitment:** In 2018, researchers from Johns Hopkins and American University found that having one minority teacher in elementary schools makes children more likely to graduate high school and significantly more likely to attend college.²⁷ Call Me MISTER program completers remain as educators, with over 90% of the 221 fully certified graduates continuing to work in education.²⁸ Grow Your Own: A recent study of six alternative teacher preparation programs found that the programs recruited more people of color than other recruitment efforts.²⁹

► **Preparation:** A recent study found that a lack of cultural competence has negative effects on preservice teachers' ability to promote learning for diverse students.³⁰ MTSS is an evidence-based framework that provides tiered interventions for students addressing student academic

achievement, behavior, and social-emotional wellbeing.³¹ The use of a school-wide intervention to create a positive environment is a school-based intervention to reduce exclusion.³² A recent systematic review of 21 empirical studies on the topic of the effects of differentiation practices on math and language arts performance found that the use of computerized systems as a tool and differentiation as a component of a program had moderate positive effects on student academic performance.³³ Research shows that schools and districts implementing a continuous improvement approach are producing promising results.³⁴

► **Support and Retention:** A recent study from RAND found that pre-service Teacher Candidates valued classroom time and culturally relevant pedagogy.³⁵ A report from the American Institutes for Research shows that one-on-one mentoring with a teacher with similar duties is successful and that emotional support is important.³⁶

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

► **Evaluation:** We will contract with an independent, third-party provider, The Evaluation Group (TEG), to conduct a project evaluation and provide an unbiased assessment which allows for continuous feedback and improvement. We will work to continuously evaluate our program's effectiveness and efficacy to determine the essential and successful components and work toward securing in-kind commitments or financial assistance to sustain them following the grant period.

Participant Feedback: Our Evaluation Team will gather feedback from participants through annual surveys and focus groups which will inform continuous improvement. Student Performance: The Evaluation Team will also correlate the impact of *MASTERY's* teacher training on students' science, math, and ELA achievement compared to students taught by other newly hired teachers from schools within BCSD to determine program impact.

► **Structures:** The Management Team (MT) will examine the management plan status chart

monthly and review quarterly findings from our evaluator to inform strategic decision-making, needed refinements, and fidelity of implementation. Our MT will also identify best practices to improve recruitment, preparation, support, and retainment of Teacher Candidates and Beginning Teachers across our partnership. The Advisory Committee (AC), comprised of our MT plus our program partners, will meet quarterly to reflect on and guide project design, promote equity and diversity, address student social, emotional, and academic needs, and advise on recruitment, preparation, support, and retention strategies.

► **Continuous Improvement Embedded in Methods Courses:** *MASTERY* has been designed to not only integrate continuous improvement into the project itself, but to teach our Teacher Candidates to be actively engaging in continuous improvement in the classroom through an iterative process such as Plan, Do, Study, Act³⁷ to address the needs of the diverse learners they will encounter throughout their career.

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

► **Professional Development:** Our professional development plan is designed to build capacity at the school and university level to ensure that teachers and faculty have the training necessary to increase student learning outcomes and remain satisfied in their careers as educators. Professional Development includes an annual one-day Summer Institute for Teacher Candidates, Teacher Cadets, and Educators in BCSD to learn practical, research-based information on teaching in culturally diverse and impoverished communities with an orientation towards interventional approaches and effective instructional practices; mentoring best practices; and Praxis test prep.

► **Curriculum and PLC Guidebook:** Curriculum and the PLC guidebook developed and refined during this grant period will be utilized for future teacher preparation cohorts.

► **Parallel STEM Spaces:** The makerspace classrooms will be used for Teacher Candidates and

Beginning Teachers to continue operating the program after the grant ends. The markerspace will continue offering future students in BCSD the opportunity for hands-on STEM learning.

► **Sustainability Planning:** A successful best practice in previous grants, our Management Team will study reports from our evaluator to identify the most cost-effective interventions. This plan will address existing capacity using evaluation results to clarify programmatic elements that should be preserved with an emphasis on leveraging community resources. If the intended outcomes of *MASTERY* are achieved and student learning outcomes and academic achievement are improved, USCB will work toward absorbing the costs of the most successful elements of the project into our budget. More details are provided in *Adequacy of Resources (iv)*.

b. [REDACTED]

: Methods of evaluation will provide valid and reliable performance data. The Evaluation Group (TEG), our external evaluator selected via a procurement process in compliance with 2 CFR 200.317-326, EDGAR 75.135, and local policies, has capacity to conduct a rigorous, objective evaluation making them highly qualified to serve as our evaluator with qualifications including: over 30 years of experience evaluating K-12 education programs, including four TQP programs; a multidisciplinary team with expertise in all evaluation areas; and expertise in creating and using project-specific, quantitative instruments and qualitative data collection techniques. *MASTERY's* evaluation will be led by [REDACTED] Ph.D. and [REDACTED] Ph.D. and supported by TEG's Cross Functional Team. TEG has conducted over 180 evaluations of education programs, many of which have focused on teacher education and professional development in high-need areas, similar to our *MASTERY* partnership. Recent examples of relevant evaluation studies include: Teacher Quality Partnerships, Teacher and School Leader, Teacher Incentive Fund, GEAR UP, i3/EIR, and Race To The Top - District. TEG's skilled team of PhD-level evaluators

will take a multi-level, utilization-focused, participatory approach to evaluation to ensure that resulting formative and outcome data are timely, relevant, and answer our research questions (*see Page 29-30*). The 5-year evaluation of *MASTERY* will utilize a mixed-methods approach that supports triangulation of quantitative and qualitative data from multiple sources, benchmarking progress toward outcome goals, and enhancing the validity and reliability of the evaluation.^{38,39} Reliable and valid data will be collected from Teacher Candidates, Beginning Teachers, mentors, USCB staff, and BCSD administrators to monitor progress toward goals and objectives, as indicated in our logic model (*Appendix C*). Quantitative data will include USCB teacher preparation program enrollment numbers, SC certification counts, Praxis scores and pass rates, Teacher Candidate survey scale scores, BT survey scale scores, BCSD teacher retention rates, teacher evaluation scores, Kindergarten readiness rates, and student academic achievement proficiency rates. To further explore findings from analysis of our quantitative data, we will conduct annual interviews and focus groups with program stakeholders. These qualitative data collection efforts will allow us to gather in-depth information on the effectiveness of the teacher preparation and induction supports and learn more about what components of the program are most effective for preparing teachers and increasing the likelihood that they will remain in their teaching position over time. The interviews will allow us to learn about the successes and challenges implementing *MASTERY*. Focus groups with Teacher Candidates and Beginning Teachers will concentrate on the effectiveness of the program in preparing them for teaching and supporting them during their first year, challenges they experience as a student and as a Beginning Teacher, and how the program could be improved to be more effective in retaining new teachers. Table 3 details our *MASTERY* data collection plan.

Table 3. Reliable and Valid Data Sources for Tracking Progress Towards Outcomes

Measure and Collection Schedule	Quantitative or Qualitative	Reliability/ Validity Evidence	Evaluator Developed	Objective Addressed
Participant Level: BCSD Student				
SC EOG tests, Grades 3-8 (ELA, math); Grades 4 and 6 (science); EOC English I, Algebra I, Biology; collected annually	Quantitative	Standardized	No	3.14-3.16
Kindergarten Readiness Assessment; collected annually	Quantitative	Standardized	No	3.13
Participant Level: Teacher Candidates (TCs)				
Teacher Candidate enrollment counts: annually	Quantitative	N/A	No	1.1, 1.2, 1.3
Certification pass rates: annually	Quantitative	N/A	No	2.1-2.3
Program persistence rates; annually	Quantitative	N/A	No	2.4
Multicultural Teaching Competency Scale: administered fall and spring	Quantitative	$\alpha=.90$	No	2.5
Praxis scores and pass rates; collected annually	Quantitative	Standardized	No	2.6, 2.7
Panorama Teacher Wellbeing Scale adapted for Teacher Candidates; annually	Quantitative	TBD with study sample	No	2.8
Focus groups: conducted each spring	Qualitative	N/A	Yes	2.4-5, 2.8

Table 3. Reliable and Valid Data Sources for Tracking Progress Towards Outcomes

Measure and Collection Schedule	Quantitative or Qualitative	Reliability/ Validity Evidence	Evaluator Developed	Objective Addressed
Participant Level: Beginning Teachers (BTs)				
Teacher retention rates (one year and three years); calculated annually	Quantitative	N/A	No	3.6-3.7
Teacher summative scores on the SC Teaching Standards 4.0 Rubric; collected annually	Quantitative	Standardized	No	3.10
Effectiveness of mentoring support survey; collected annually	Quantitative	TBD with study sample	Yes	3.11
Satisfaction with induction supports survey; collected annually	Quantitative	TBD with study sample	Yes	3.12
Panorama Teacher Wellbeing Scale; collected annually	Quantitative	TBD with study sample	No	3.9
Teachers' Sense of Self Efficacy Scale; collected annually	Quantitative	CI= 0.81-0.86 for three subscales	No	3.8
Focus groups; conducted each spring	Qualitative	N/A	Yes	3.6-3.9, 3.11, 3.12
Participant Level: USCB Faculty				
Interviews with USCB stakeholders; conducted each spring	Qualitative	N/A	Yes	1.1, 1.2, 2.4, 2.6-7
Participant Level: School District				

Table 3. Reliable and Valid Data Sources for Tracking Progress Towards Outcomes				
Measure and Collection Schedule	Quantitative or Qualitative	Reliability/ Validity Evidence	Evaluator Developed	Objective Addressed
Counts of Beginning Teachers hired Dy BCSD; collected annually	Quantitative	N/A	No	3.1-5
Teacher Cadet Program emolhment counts; collected annually	Quantitative	N/A	No	1.4
Teacher Cadet paiiicipant intent to enter teaching profession survey; administered pre and post	Quantitative	TBD with study sample	Yes	1.5
ECE's who are highly competent; collected annually	Quantitative	N/A	No	3.17
Interviews with BCSD administrators; conducted in spring	Qualitative	N/A	Yes	1.4, 1.5, 3.6-3.10

The standardized instruments being used for assessing student achievement, teacher effectiveness, and teacher certification have acceptable levels of reliability and validity established by national publishers. As such, they meet the What Works Clearinghouse (WWC) 4.1 design standai·d requirement for outcome measures.⁴ For instnnents developed by TEG's evaluation team, a controlled development process will be followed. Instnnent content will be developed after consulting existing literature in the content area to ensure content and constmct validity. After developing a pool of instnnent items and questions, the instnnent will be administered to a pilot sample from the intended audience to establish clarity, face validity, and reading level. From the pool of items that are accepted from the pilot testing, internal consistency reliability indices will

be calculated using Cronbach's α . If the coefficient alpha for the instrument does not meet a minimum of .50 (the minimum required by the WWC), refinements will be made to the items in the pool until internal consistency reliability that meets WWC standards is obtained. Trained evaluation researchers will conduct focus groups and interviews using structured protocols to maximize the objectivity and reliability of the data.

ii) *Methods of evaluation are thorough, feasible, and appropriate.* A strong evaluation plan is guided by asking quality formative and summative questions.⁴¹ An essential component of the evaluation plan is the logic model. Our logic model is a critical framework for specifying the links between our program activities and our expected outcomes and providing a roadmap for assessing progress towards desired changes in teaching and learning outcomes. The *MASTERY* logic model (*Appendix C*) provides a sound theoretical foundation to guide evaluation design, data collection methodology, and data analysis and reporting.^{42,43} The model articulates inputs (partnership members, resources, in-kind support), program activities (recruiting, preparation, and support and retention of Teacher Candidates and Beginning Teachers), outputs (operationally defined implementation indicators), and short-, mid-, and long-term outcomes. TEG will schedule semi-annual reviews of the logic model with stakeholders to monitor implementation and impacts of interventions. The evaluation will include a formative component and a summative component.

► **Formative Evaluation:** The research questions guiding the formative evaluation are: (1) What components of *MASTERY* were most effective in preparing and retaining beginning teachers? (2) What factors facilitated implementation of *MASTERY* and what challenges were encountered? (3) What changes need to be made to increase *MASTERY*'s effectiveness in retaining new teachers? Data sources will include open-ended survey questions on Teacher Candidate, BT, and mentor surveys about the teacher education program, mentoring, and induction components; interviews

with USCB stakeholders and BCSD administrators; and Teacher Candidate and BT focus groups. Qualitative data analysis will be guided by code development⁴⁴, informed by scholarly literature, and member checking⁴⁵ and will provide a rich context in which to interpret our quantitative data. The constant comparative method⁴⁶ will be used to increase the trustworthiness of results, and each qualitative data collection process will stop when saturation⁴⁷ is reached.

► **Summative Evaluation:** Our summative evaluation will focus on determining the extent to which we achieve our goals and performance measures and to which *MASTERY* impacts student achievement. We will answer the questions: (1) To what extent is *MASTERY* preparing qualified teachers, including teachers who are from underrepresented populations, and teachers who focus on high-need subjects (math, science) and areas (ECE)? (2) What effect does *MASTERY* have on Teacher Candidate and BT wellbeing and emotional health? (3) Are the induction and mentoring components of *MASTERY* meeting the needs of BTs and increasing employment retention? (4) What effect does the *MASTERY* have on student academic achievement in high-need schools? Data collection for the summative evaluation were outlined in Table 3. Data will be analyzed using descriptive (e.g., means, frequencies, percentages) and inferential statistics (e.g., HLM, repeated measures analyses for survey data; effect sizes disaggregated by demographic categories).

► **Impact Study:** Our impact study will answer the following question: (1) What is the impact of *MASTERY* on academic achievement for students in Grades 3-12 taught by *MASTERY* teachers compared to students taught by non-*MASTERY* teachers hired at the same time after four years of implementation? Our impact study will utilize a longitudinal, four-cohort, quasi-experimental design (QED) that will meet WWC 4.1 evidence standards with reservations⁴⁸ to provide a moderate level of evidence assessing the effectiveness of the *MASTERY* program. The study will assess the impact of *MASTERY*'s teacher training on students' science, math, and ELA

achievement compared to students taught by other newly hired teachers from schools within BCSD. Three-level hierarchical linear modeling (HLM) will be utilized to examine the impact of *MASTERY* on students' achievement.⁴⁹ The study will include 280 teachers (140 treatment and 140 comparison) and 2,500 students (1,250 treatment and 1,250 comparison). Outcome measures will be the SC standardized EOG test scores in math, ELA, and science, and the EOC exams in English I, Algebra I, and biology. Standardized tests are assumed to be valid and reliable by the WWC⁵⁰. The analysis model will examine student achievement scores nested within teachers nested within schools. The level one (students) factors will include a socioeconomic indicator, gender, ethnicity, and baseline achievement test scores. Level two (teachers) factors will include gender, race/ethnicity, and age. Level three (schools) factors will include school percent free- and reduced-lunch status, minority, and ELL. To rule out internal threats to conclusion validity, matched cases will be established for teachers who have not participated in the *MASTERY* program. Beginning teachers from similar schools will be propensity score matched (1:1, nearest neighbor) based on years of teaching, ethnicity, gender, school percent free- and reduced-lunch status, school percent minority, and school percent ELL. An a priori power analysis indicates our study has enough statistical power to accurately test for program effects on science, math, and ELA (MDES = 0.129, $\alpha = .05$). Our analytic model is:

$$\begin{aligned}
 Y_{ijk} = & \beta_0 + \beta_1 \text{Treatment}_j + \beta_2 \text{BaselineScore}_{ijk} + \sum \beta_3 \text{StudentDemographics}_{ijk} \\
 & + \sum \beta_4 \text{TeacherDemographics}_{ij} + \sum \beta_5 \text{SchoolDemographics}_k \\
 & + \sum \beta_6 \text{Cohort}_j + \beta_7 \text{Cohort}_j \text{Treatment}_{ijk} + \mu_k + e_{ij} + \epsilon_{ijk}
 \end{aligned}$$

► **Reporting:** Regularly scheduled data analysis and reporting will help identify unintended outcomes, suggest needed program changes, and ensure data collections are useful for informing

continuous quality improvement. To that end, TEG will meet with program staff monthly and will provide reports in a variety of formats to ensure communication about implementation and outcomes is maximized for all stakeholders. Evaluation findings will be shared via quarterly reports, mid-year reports, and end-of-year reports and results will be reported in aggregate and disaggregated by relevant subgroups. Reports will be tailored to specific audiences to promote utilization of evaluation results by all stakeholders and all school levels. In addition, survey briefs and snapshots will present findings related to specific program components. A summative evaluation report will include final outcomes across all cohorts, answering the question of how well our collaborative program impacted our students, teachers, and schools.

c. [REDACTED]

i. Adequacy of support from the lead applicant. We will leverage existing facilities, equipment, supplies, and resources from our university to ensure successful implementation of activities and continuation of strategies after the grant funding has ended. Our total non-federal commitment to *MASTERY* totals \$4,804,300 over the five-year period and demonstrates that our university is committed to integrating program activities into our approach to teacher preparation and beginning teacher support after the federal funding has ended. ***Personnel and Fringe Benefits:*** The time commitments and participation of our Management Team represents an in-kind commitment of -- over the grant period and includes the following professionals at 0.20 FTE each:

- [REDACTED] Chair, Department of Education; • [REDACTED] Accreditation Coordinator, Department of Education; • [REDACTED] Chair, Department of English and the Arts; • [REDACTED] Chair, Humanities and Social Sciences; • [REDACTED] Chair, Computer Science and Mathematics; • [REDACTED] Chair, Department of Natural Sciences; • [REDACTED] Executive Vice Chancellor of Academic Affairs/Provost; and [REDACTED] Vice

Chancellor of Enrollment Management. Other university faculty will support Field Placements, Recruitment, Teacher Cadet program, design and provision of content-specific curriculum linked to our program model and serve as university field supervisors at [REDACTED] **② Travel:** Travel costs for items such as curriculum development, management team meetings, school visits, and recruitment will be provided as a local match and is valued at \$191,544. **③ Supplies:** Technology for new employees, office supplies, and recruitment materials will also be provided at \$364,000. **④ Other:** We will contribute indirect costs on the above at \$82,228 and provide free counseling and tutoring to our Teacher Candidates. BCSD will also provide \$610,600 in-kind.

ii. Budget is adequate to support the proposed project. The *MASTERY* budget was developed collaboratively between our IHE and high-need LEA leadership and finance departments to ensure that all line items accurately reflect the needs of each organization and are based on recent estimates, quotes, and organizational policies. Costs charged to the Teacher Quality Partnership Grant and cost share funds from our IHE and LEA have been designed to supplement, not supplant existing funds used to carry out grant activities. **① Personnel and Fringe Benefits:** Our grant staffing structure includes a full-time Project Director, Induction Coordinator, three Education Faculty, IHE Recruitment Coordinator, and an LEA Recruitment Coordinator to carryout program activities. Funding for salary and fringe benefits of these positions comprise 55% of our grant budget. Stipends for time spent outside of regular contract hours will be provided for the Teacher Mentor Coordinator and Teacher Mentors at each high-need school as well as faculty and LEA leaders who support curriculum development and professional development during the summer at 7% of our grant budget. **② Travel:** Funds to support essential travel for trainings, clinical experiences, internships, recruitment activities, and supervision comprise 3% of the grant budget. **③ Supplies:** Materials to support literacy, STEM, classroom instruction, recruitment, and

professional development encompass 11% of the grant budget. **④Contractual:** All contractual expenses comply with the requirements of 2 CFR 200.317-326, EDGAR 75.135, and local policies and include test prep boot camps and ongoing support, technical assistance, sustainability planning, professional development, substitute teachers, and external evaluation. These total 20% of our grant budget. **⑤Other:** We will offer test prep support for lateral entry, emergency teachers at 2% of our grant budget. **⑥Indirect and Administrative Costs:** As outlined in the application guidance, we will limit our indirect cost rate reimbursement to 2% to ensure we are in compliance with the 2% administrative cap requirement.

iii. Costs are reasonable in relation to objectives, design, and significance. *MASTERY* seeks to impact thousands of students in high-need schools by ensuring high quality preparation of teachers. Key strategies implemented through *MASTERY*, such as induction and mentoring, are supported by research and increase the potential significance and impact. Induction programs that include mentoring and continual support produce teachers who are more satisfied with their jobs, are more highly rated on evaluations, and have students with greater academic outcomes.⁵¹ One study found that 92% of teachers assigned a mentor in their first year returned the next year and 86% were still on the job five years later, compared to 84% and 71% for those not assigned a mentor.⁵² If successful, our program will result in improved learning outcomes of students taught by *MASTERY* teachers as measured by improved teacher evaluation results and increased academic achievement of students taught by *MASTERY* teachers. Student academic improvements will increase long-term educational attainment which will help expand long-term financial outcomes for our target, high-need students and communities. *MASTERY* has the potential to bring over 165 high-need area certified teachers into BCSD's highest-need schools across the life of the grant and beyond.

iv. Applicant has the resources to operate the project beyond the length of the grant. When

designing *MASTERY*, our partnership leaders ensured that our project has the capacity and resources to operate beyond the length of the grant including a multi-year financial and operating model, demonstrated commitment of partners, and evidence of support from stakeholders.

► **Multi-Year Financial and Operating Model.** *MASTERY* naturally complements the primary goal of our Department of Education - *to create a legacy of engaged citizen-educators, well-equipped to respond adaptively to a broad range of student needs and primed to serve as advocates for children and young people.* We do this by focusing on the acquisition of deep content knowledge, strong pedagogical skills, and professional teacher dispositions. Table 4 provides an overview of our teacher preparation program aligned to *MASTERY* strategies.



USCB Requirement	<i>MASTERY</i> Strategy
<p>Professional: Maintain a cumulative 2.75 GPA; Complete all pre-professional and required content area courses with a "C" or better; Attain an overall GPA of 3.0 in all Department of Education courses; Complete all general education and content area requirements; Achieve passing scores on all three sections of the Praxis Core exam; Complete a criminal background check; Complete 25 hours working with children or adolescents or the Teacher Cadet Program; and Attend the Professional Program Orientation</p>	<ul style="list-style-type: none"> • Enhance Teacher Cadet program • Embed continuous improvement into Methods courses • Review and revise curriculum annually • Prepare teachers to provide differentiated instruction and MTSS interventions • Provide PD on teaching diverse language learners and students in poverty • Provide foundations in PowerSchool, Performance Matters, lesson plan reviews, and continuous improvement process • Collaborate with other departments for

Table 4. Alignment to Teacher Preparation Program

USCB Requirement	<i>MASTERY</i> Strategy
	content-specific cmTicula
Internship: Pass all Practicum experiences; Pass the Praxis II exam for area of certification; and Pass the Internship Eligibility Presentation	<ul style="list-style-type: none"> • Expand mentoring in student teaching • Offer test prep boot camps • Provide university supervisors and mentors
Program Completion: Pass the clinical internship; Pass the Internship Seminar; Pass the PLT exam for grade-span of certification; and Receive a college recommendation for educator certification to teach in South Carolina	<ul style="list-style-type: none"> • Expand mentoring in student teaching • Offer test prep boot camps • Provide university supervisors and mentors • Provide free counseling and tutoring • Establish affinity networks

As displayed above, all *MASTERY* components align with our existing teacher preparation program which solidifies our commitment to a long-term, multi-year financial and operating model to ensure project activities continue after federal funding ends. The Management Team will engage in a sustainability planning process beginning in Year 3 and produce a sustainability plan by the end of Year 5 to ensure continued support after federal funding has ended. This plan will address existing capacity using evaluation results to clarify elements to preserve with an emphasis on leveraging partnership resources. Table 5 provides an overview of our operating model.



Year 1	Revise recruitment strategy to recruit diverse populations in high-need shortage areas; Enhance Teacher Cadet program; Develop admissions priorities and pathways that support mid-career professionals; Provide professional development to mentors;
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Table 5. Multi-Year Operating Model

	Revise Teacher Candidate curriculum
Year2	Expand Call Me MISTER program; Revise Teacher Candidate curriculum annually; Prepare teachers to provide differentiated instruction and MTSS interventions; Embed continuous improvement model in Methods courses; Provide Teacher Candidates with training on teaching diverse language learners and students with disabilities; Implement affinity networks; Provide free counseling and tutoring
Years 3-4	Refine and implement Years 1-2 activities; Solicit feedback on <i>MASTERY</i> model from stakeholders; Begin sustainability planning informed by program evaluation findings; Provide sustained professional development to the district
Year5	Refine and implement Years 3-4 activities; Complete sustainability plan; USCB Chair/BCSD Superintendent confirms financing plan; Implement close-out activities
Years 6+	Continue to refine <i>MASTERY</i> activities; Implement sustainability plan

Our partnership has committed local funds and in-kind resources to maximize *MASTERY's* success and ensure sustainability as described in our match budget and MOUs in *Appendix E*.

Table 6. :Multi-Year Financial Model

Component	Financial Plan for Sustainability
Recruitment	Existing Recruitment Specialist will continue diverse recruitment strategies in high-need areas; Revised materials will be used after grant ends
Teacher Cadet Program	Revamped Teacher Cadet program will continue; University will pay for travel and faculty time in-kind
Mid-Career	Newly established pathway will become embedded in Department of

Table 6. :Multi-Year Financial Model

Component	Financial Plan for Sustainability
Pathways	Education offerings; Admissions will support mid-career recruitment
Call Me MISTER	Continue expanded Call Me MISTER program with local funds
Differentiated Instruction and MTSS Strategies	Once curriculum is developed during the grant period, we will continue to offer instruction in these areas for future cohorts; Students will continue to have access to our enhanced curriculum lab
Continuous Improvement Model	Once embedded into the Methods courses, this will be self-sustaining along with the new PLC guidebook
Curriculum	Continue revising curriculum annually based on feedback and data
Professional Development	Partnerships with culturally inclusive trainers - (University of South Carolina and Mitchellville) as well as local experts and ECE (The Children's Center) will continue after the grant
Affinity Groups	Once established, these will be self-sustaining and inclusive
Counseling/Tutoring	Continue offering free counseling and tutoring at the university
Mentoring	University will assume mentor expenses for faculty; district will build Teacher Mentor Coordinator and Teacher Mentor Stipends into budget

► **Commitment of Partners:** Letters of support and MOUs from our partners are included in *Appendix E* and detailed below in *Section C.v*.

► **Support from Stakeholders:** The support from our partners and stakeholders is critical to long-term success. *Appendix E* includes a MOU from each required eligible partner (University of South Carolina Beaufort and Beaufort County School District) demonstrating their commitment to launch, implement and sustain *MASTERY* including a matching commitment. Demonstrated

stakeholder support from the principals of the 21 high-need schools is also included in *Appendix E*. Letters of support from partners with a focus on cultural inclusiveness and early childhood education are detailed in *Appendix E*. South Carolina does not have a teacher's union; however, The Department of Education at USCB is accredited under the National Council for Accreditation of Teacher Education Standards through the Council for the Accreditation of Education Preparation Accreditation System, and approved by the SC Department of Education. All teacher preparation programs offered at USCB (Bachelor of Arts in Early Childhood Education, Bachelor of Arts in Elementary Education, Bachelor of Arts in Secondary English, and Bachelor of Science in Secondary Mathematics) are approved by the SC Department of Education.

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

MASTERY represents a sustainable partnership between The University of South Carolina Beaufort (applicant IHE), Beaufort County School District (high-need LEA), 21 high-need schools, and other eligible partners described in Table 7 and included in the MOUs/letters in *Appendix E*.

Partner	Commitment
<p>The University of South Carolina Beaufort (USCB) Department of Education <i>IHE, Lead Applicant, Fiscal Agent with 96% of graduates who</i></p>	<ul style="list-style-type: none"> • Hire and manage grant-funded staff • Ensure programmatic and fiscal accountability • Serve on the Management Team • Collaborate with BCSD to promote and support the recruitment of culturally inclusive, certified educators to teach in 21 high-need schools in Beaufort County • Enhance our pre-baccalaureate program to prepare teachers to work in the district via activities that align with necessary BCSD teacher skills,

Table 7. TQP Partnership Commitments

Partner	Commitment
<p><i>intend to enter the field of teaching</i></p> <p><i>vassing all applicable State certifications⁵³</i></p>	<p>such as: preparing Teacher Candidates to provide differentiated instruction and MTSS interventions; embedding the Continuous Improvement Model into Methods courses; and providing Teacher Candidates with foundations in lesson planning, PowerSchool, Performance Matters, and BCSD's PLC guidebook</p> <ul style="list-style-type: none"> • Train Teacher Candidates on cultural inclusiveness and effective methods for teaching diverse language learners and/or students who come from impoverished families • Add a pathway allowing teachers with lateral entry or emergency certifications to attain full certification • Review and revise Teacher Candidate curriculum annually • Expand the Call Me MISTER program to encourage more individuals from underrepresented groups to become educators • Implement peer and community affinity networks to embed Teacher Candidates within the community • Provide free tutoring and free counseling • Offer sustained professional development to all teachers in BCSD • Ensure match requirement with \$4,193,700 in in-kind contributions
<p>Beaufort County School District (BCSD) High-Need</p>	<ul style="list-style-type: none"> • Designate representatives to serve on the Management Team • Collaborate with USCB to promote and support the recruitment of educators from diverse populations to teach in high-need shortage

Partner	Commitment
<p><i>LEA with 56% children from low-incomes families⁵⁴ and a Teacher Turnover Rate of 19.04%⁵⁵</i></p>	<p>areas in 21 high-need schools in Beaufort County</p> <ul style="list-style-type: none"> • Partner with USCB to adequately prepare teachers to serve in high-need schools, with a focus on cultural inclusiveness and effective methods for teaching diverse language learners and/or students who come from impoverished families • Furnish USCB with information regarding district hiring needs and objectives for use in adapting admissions goals and priorities • Host clinical experiences at high-need target schools within the district • Work with USCB to enhance BCSD's Grow Your Own capabilities by improving upon and expanding the Teacher Cadet program • Recruit experienced, highly qualified school district faculty members to serve as one-on-one mentors for student teachers • Offer sustained professional development to all teachers in BCSD • Provide an estimated \$610,600 in in-kind contributions
<p>21 High-Need Schools elementary school FIR lunch rate above 60% and secondary school rate above 45%⁵⁶</p>	<ul style="list-style-type: none"> • Host USCB Teacher Candidates for clinical experiences • Work with USCB to enhance BCSD's Grow Your Own capabilities by improving upon and expanding the Teacher Cadet program • Participate in professional learning opportunities • Recruit experienced, highly qualified faculty members to serve as one-on-one mentors for student teachers
<p>USCB Departments</p>	<ul style="list-style-type: none"> • Designate a representative to serve on the Management Team

Table 7. TQP Partnership Commitments

Partner	Commitment
of English and Fine Arts; Computational Science and Math; Humanities and Social Studies; Natural Science	<ul style="list-style-type: none"> • Provide content-specific experiences to pre-baccalaureate students to adequately prepare teachers to teach in specific areas including English and Language Arts; Computational Science and Math; Humanities and Social Studies; and Natural Science • Support curriculum development and sustainability efforts • Serve as faculty supervisors and mentors
USCB Admissions Department	<ul style="list-style-type: none"> • Designate a representative to serve on the Management Team • Develop admissions priorities and pathways that welcome and support adult learners' pursuit of teaching certification • Create a lateral entry program for mid-career professionals
 <i>Culturally Inclusive Opportunities</i>	<ul style="list-style-type: none"> • Provide culturally inclusive and equitable instruction to current and future educators in the Methods courses and during the Summer Institute. • Serve on the Advisory Committee and attend quarterly meetings
Mitchelville <i>Culturally Inclusive Opportunities</i>	<ul style="list-style-type: none"> • Welcome educators from BCSD, as well as those training to become educators at USCB, to learn about Mitchelville and tour reconstructions of still lectures to gain an understanding of life in the settlement as we collaborate to suggest age-appropriate materials about Mitchelville and Gullah/Geechee culture to incorporate into curricula and lesson plans • Serve on the Advisory Committee and attend quarterly meetings
The Children's	<ul style="list-style-type: none"> • Provide input on ways to develop culturally inclusive, highly effective

Table 7. TQP Partnership Commitments

Partner	Commitment
<p>Center <i>Early Childhood Education</i></p>	<p>educators to serve culturally and linguistically diverse children</p> <ul style="list-style-type: none"> • Help current and future educators effectively teach, develop, and care for the diverse populations in early childhood education • Serve on the Advisory Committee and attend quarterly meetings

d. [REDACTED]

: Ade uag, ofthe management Ian. MASTERY's design includes essential structures and the collaboration of all entities in our partnership to conduct routine program monitoring and ensure that strategies are effectively implemented on time and within budget as follows: **0** Our **Management Team (MT)** will meet at least monthly to oversee implementation and will include multidisciplinary faculty from The University of South Carolina Beaufort (USCB) Departments of Education, English and Fine Arts, Computational Science and Math, Humanities and Social Sciences, and Natural Sciences along with key members of Beaufort County School District (BCSD). Our MT will be led by [REDACTED] Department of Education Chair and include [REDACTED] Accreditation Coordinator, Department of Education; [REDACTED] Chair, Department of English and the Arts; [REDACTED] Chair, Humanities and Social Sciences; [REDACTED] Chair, Computer Science and Mathematics; [REDACTED] Chair, Department of Natural Sciences; [REDACTED] Executive Vice Chancellor of Academic Affairs/Provost; and [REDACTED] Vice Chancellor of Enrollment Management-- -- BCSD Superintendent [REDACTED] BCSD Chief Instructional Services Officer; [REDACTED], BCSD Recruitment; and [REDACTED], BCSD Recruitment (*Resumes in Appendix DJ*). To ensure that we achieve objectives on time, the MT will examine the management plan status

chart monthly and review quarterly findings from our evaluator to inform strategic decision-making, needed refinements, and fidelity of implementation. Our MT will also identify best practices to improve recruitment, preparation, support, and retainment of Teacher Candidates and Beginning Teachers across our partnership. To stay within budget, the MT will work with the Project Director and Finance Departments at the university and school district to oversee the federal funding as well as local and state funding that is contributed as match. We will maintain internal controls and examine monthly drawdowns to ensure fiscal accountability. ❷ We will establish an *Advisory Committee (AC)* that includes our MT plus our program partners (Mitchelville, ██████████ and The Children’s Center). The AC will meet quarterly to reflect on and guide project design, promote equity and diversity, address student social, emotional, and academic needs, and advise on recruitment, preparation, support, and retention strategies. The AC will engage in sustainability planning and produce a written sustainability plan by Year 5 that ensures continuation of our partnership and successful strategies after the federal grant funding has ended. ❸ USCB will hire a full-time, grant-funded Master's level *Project Director (PD)* to oversee day-to-day operations, coordinate implementation between USCB and our high-need LEA and schools, lead the AC, provide fiscal management and accountability, coordinate communications, engage in progress monitoring with our evaluators, and maintain relationships with our partners and vendors to support implementation. ❹ USCB will hire a full-time, grant-funded *Induction Coordinator (IC)* to organize implementation of our two-year induction program with our high-need LEA and partner schools to extend the pre-baccalaureate clinical preparation and provide extended support in the teacher’s first year in the classroom and beyond. ❺ Our existing university *Field Placement Director (FPD)* will dedicate 0.15 FTE to collaborate with the Induction Coordinator and faculty mentors to support our comprehensive

induction and mentor program.0 The existing district **Recruitment and Retention Coordinator (RC)** will dedicate 0.25 FTE to collaborate with our Induction Coordinator and Field Placement Director to support the induction and mentoring of Beginning Teachers.8 We will hire three full-time, grant-funded **Education Faculty (EF)** (1 with a secondary STEM focus; 1 with gifted and talented endorsement; 1 with an early childhood and diverse language background) to provide course development, classroom instruction, office hours for students, mentoring, and advising.0 Our existing university **Recruitment Specialist (RS)** will dedicate 0.50 FTE along with our grant-funded, full-time **HE Recruitment Coordinator (RC)** to lead recruitment efforts to increase underrepresented students in our program and conduct recruitment activities on high school campuses and at junior colleges. A full-time, grant-funded **LEA Recruitment Coordinator (RC)** will support recruitment through the Teacher Cadet program at each high school.0 Our 21 high-need schools will each have a **Teacher Mentor Coordinator (TMC)** to oversee the day-to-day mentoring coordination and **Teacher Mentors (TM)** to ensure that teachers in their first three years have extra support during induction. @ **The Evaluation Group (TEG)**, identified through a competitive procurement process that complies with the requirements of 2 CFR 200.317-326, EDGAR 75.135, and local policies, will conduct a rigorous study to determine effectiveness and disseminate findings for continuous improvement and replication. The evaluation will be led by [REDACTED] Ph.D. and [REDACTED] Ph.D. who both bring a wealth of experience to evaluating teacher support programs including current and prior Teacher Quality Partnership grants. Our management plan is detailed in Table 8 below and will be updated by our Project Director and reviewed monthly with the Management Team as a status call.

Table 8. TQP Management Plan (October 1, 2022– September 30, 2027)

Timeline	Milestone	Responsibility
Project Management		
10/22	<ul style="list-style-type: none"> • Conform grant timeline and partnerships • Order materials and supplies in accordance with policies • Advertise, interview, and hire grant-funded staff • Convene Management Team (monthly) 	MT
11/22	<ul style="list-style-type: none"> • Develop Evaluation Plan (update annually) • Compile baseline data at high-need schools and IHE (Year 1) • Conduct evaluation (i.e., data analysis, tools) (ongoing) 	TEG
11/22	<ul style="list-style-type: none"> • Create PD schedule to include Summer Institute (annually) • Identify conferences for faculty/mentors to attend (Year 1) 	MT,PD
12/22	<ul style="list-style-type: none"> • Design stakeholder feedback and input plan (Year 1) • Maintain reporting to TQP Program Office (ongoing) 	PD, TEG
1/23	<ul style="list-style-type: none"> • Provide evaluation updates to MT and AC (quarterly) 	TEG
1/23	<ul style="list-style-type: none"> • Disseminate evaluation findings (quarterly) 	MT
6/23	<ul style="list-style-type: none"> • Attend TQP meeting in Washington, DC (annually) 	PD, MT, TEG
10/25	<ul style="list-style-type: none"> • Develop written sustainability plan (update quarterly) 	PD, MT, TEG
6/27	<ul style="list-style-type: none"> • Finalize impact evaluation study and share findings (Year 5) 	TEG
9/27	<ul style="list-style-type: none"> • Complete grant closeout activities and final reporting (Year 5) 	MT,PD
Recruit		
11/22	<ul style="list-style-type: none"> • Revamp Teacher Cadet Program in each high school (Year 1) 	MT, BCSD, RC
12/22	<ul style="list-style-type: none"> • Register students for Teacher Cadet Program (annually) 	BCSD, RC

Table 8. TQP :Management Plan (October 1, 2022- September 30, 2027)		
1/23	<ul style="list-style-type: none"> Identify strategies to recruit underrepresented students (Year 1) 	MT,RS,RC
2/23	<ul style="list-style-type: none"> Revise and define recruitment strategy (Year 1) 	MT,RS,RC
3/23	<ul style="list-style-type: none"> Select Teacher Candidates for program (annually) 	USCB
4/23	<ul style="list-style-type: none"> Implement enhanced content area training (ongoing) 	MT
5/23	<ul style="list-style-type: none"> Develop admissions goals/priorities aligned to LEA (annually) Develop pathways that support mid-career professionals (YI) Identify hiring process improvements (annually) 	MT, RS, Admissions
6/23	<ul style="list-style-type: none"> Implement recruitment strategies (ongoing) Expand the Call Me MISTER program (ongoing) 	MT,RS
7/23	<ul style="list-style-type: none"> Develop revised hiring process plan (as needed) 	MT
8/23	<ul style="list-style-type: none"> Implement coaching process (ongoing) 	PD
8/23	<ul style="list-style-type: none"> Launch Teacher Cadet programs (new cohort annually) 	BCSD,RC
Prepare		
11/22	<ul style="list-style-type: none"> Engage culturally inclusive trainers and pairers (Year 1) Launch Content Development Retreats (8 days annually) 	MT,AC
11/22	<ul style="list-style-type: none"> Launch Teacher Candidate clinical experience (8 months/year) 	USCB
12/22	<ul style="list-style-type: none"> Launch planning for two-year induction period with Teacher Candidates and Beginning Teachers 	MT, PD, IC, FPD,EF
1/23	<ul style="list-style-type: none"> Review lateral, emergency certification teacher data Begin planning testing boot camps for Teacher Candidates Begin planning for test prep for teachers with lateral, emergency certification to attain full certification 	MT, High-Need Schools

Table 8. TQP :Management Plan (October 1, 2022- September 30, 2027)		
1/23	<ul style="list-style-type: none"> Identify Teacher Candidates for AP/IB coursework (annually) Begin Summer Institute planning (annually) 	USCB, PD
2/23	<ul style="list-style-type: none"> Collaborate with LEA to identify subject areas for recruiting mid-career professionals into teaching (annually) 	MT, High-Need Schools
3/23	<ul style="list-style-type: none"> Design program of study for mid-career professionals (Year 1) 	MT,EF
3/23	<ul style="list-style-type: none"> Embed continuous improvement model in Methods courses (YI) 	EF
5/23	<ul style="list-style-type: none"> Review and update Teacher Candidate curriculum (annually) 	USCB, PD
5/23	<ul style="list-style-type: none"> Recruit mid-career professionals into program (annually) 	BCSD
6/23	<ul style="list-style-type: none"> Launch lateral entry prep program cohort (annually) 	USCB,BCSD
7/23	<ul style="list-style-type: none"> Host Summer Institute (annually) 	USCB, PD
8/23	<ul style="list-style-type: none"> Launch boot camp test prep (3 times/year, annually) Launch test prep for teachers with lateral, emergency certification to attain full certification (annually) Pair teachers with tutors and mentors (as needed) Offer differentiated instruction and MTSS strategies (ongoing) 	MT,PD
8/23	<ul style="list-style-type: none"> Launch two-year induction program and place Teacher Candidates in high-need schools (annually) 	MT, PD, IC, FPD,EF
Support and Retain		
10/22	<ul style="list-style-type: none"> Provide counseling/tutoring to Teacher Candidates (ongoing) 	USCB
11/22	<ul style="list-style-type: none"> Study Teacher Candidate and Beginning Teacher data to inform professional development and mentoring (weekly) 	MT,PD,FPD

Table 8. TQP :Management Plan (October 1, 2022- September 30, 2027)		
12/22	<ul style="list-style-type: none"> Identify effective faculty and school mentors (annually) Begin mentoring visits to high-need schools (Year 2) 	MT, FPD, BCSD
1/23	<ul style="list-style-type: none"> Provide professional development on coaching and mentoring to faculty, and Teacher Mentors (ongoing) 	PD, IF, FPD
1/23	<ul style="list-style-type: none"> Develop targeted professional development plans (quarterly) 	MT,PD
2/23	<ul style="list-style-type: none"> Implement school-wide professional development (ongoing) Model and coach effective instructional strategies (monthly) Provide teaching students in poverty, diverse language learners, and culture trainings to Teacher Candidates (monthly) Host <i>Untold Stories: Sharing Beaufort's Rich and Diverse History</i> conference (annually) Provide Teacher Candidates the foundations in PowerSchool, Performance Matters, Lesson Plan Reviews, Continuous Improvement Process, and PLC Guidebook (quarterly) 	USCB, BCSD, PD
3/23	<ul style="list-style-type: none"> Launch peer and community affinity networks to embed Teacher Candidates within the community (monthly) 	PD

ii. Adequacy of procedures for ensuring feedback and continuous. *MASTERY* was designed with structures and processes to ensure ongoing feedback and continuous improvement of program activities for successful implementation and long-term sustainability. Over the five-year program, we will ensure that timely performance feedback is gathered for continuous improvement to make certain that activities are coordinated with other teacher preparation and professional development programs and are consistent with State, local, and education reform activities that promote teacher

quality and student academic achievement. ❶ **Logic Model:** To guide our implementation and avoid program drift, we will revisit our *MASTERY* logic model (*Appendix C*) at least quarterly as a Management Team. Outputs have been identified to align with our strategies and activities and will assist leadership across our partner organizations in assessing progress and achieving our outcomes. Benchmark data has been identified to annually assess progress in meeting our goals and objectives. ❷ **Evaluation:** Utilization-focused evaluation ensures that stakeholders receive beneficial and timely information to assist in making programmatic decisions. Our Evaluation Team will provide ongoing feedback to our Management Team to assist with project monitoring at USCB and BCSD. Feedback from the Evaluation Team will be gathered through a variety of resources including interim and annual performance reports, survey reports, data snapshots, and consultation. ❸ **Structures:** Our Management Team will meet at least monthly, provide overall project direction, and work closely with faculty, district leadership, and the principals in our high-need schools. Moreover, they will review implementation data to determine if adjustments are needed which will help plan for sustainability after grant funds have ended and assist with the replication of *MASTERY* in other districts with similar demographics and needs. We will establish an Advisory Committee to guide project design, promote equity and diversity, address student social, emotional, and academic needs, and advise on recruitment, preparation, support, and retention strategies. Data will also be shared regularly with faculty across the university to assure data-driven decision making. ❹ **Participant Feedback:** Our Evaluation Team will gather feedback from participants (i.e., Teacher Cadets, Teacher Candidates, Mentors) using annual surveys and focus groups. Barriers to implementation and opportunities for growth will be coded thematically and discussed by our MT and AC to inform and improve program operations to ensure *MASTERY* is successful at recruiting, preparing, supporting, and retaining teachers in our high-need schools.