ABSOLUTE and COMPETITIVE PREFERENCE PRIORITIES

A. ABSOLUTE PRIORITY TWO - CREATING A PARTNERSHIP FOR THE ESTABLISHMENT OF AN EFFECTIVE TEACHING RESIDENCY

This Teacher Quality Partnership proposal, entitled ASPIRE (Advancing Student Progress through an Innovative Residency Experience) is a teacher residency partnership between the LEA, Chula Vista Elementary School District (CVESD) located in Chula Vista, California, the second largest city in San Diego County with 49 K-6 high-need elementary schools in partnership with National University’s (NU) Sanford College of Education (COE) and College of Letters & Sciences (COLS), a four-year, nonprofit Hispanic Serving Institution (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), Veteran Serving, Military Friendly School, and Yellow Ribbon University in California. The uniqueness of this teacher residency is an intentional collaboration with the community. ASPIRE’s community partners include San Diego Youth Symphony, Living Coast Discovery Center, Chula Vista Elite Athlete Training Center, Sweetwater Authority, Otay Water District, Chula Vista Public Library, Harmony, Chula Vista Community Collaborative, and South Bay Family YMCA. Moreover, NU is the largest preparer of teachers in California and is a pioneer in online education, delivering accessible and affordable higher education opportunities for all.

Through an integrated, comprehensive system of recruiting, preparation and induction, and on-going mentoring of a diverse pool of participants in an innovative teacher residency program, ASPIRE will diversify the educator workforce with those able to teach high-need subject areas in participating schools using a team and interdisciplinary approach to teaching and learning. Together, the project will create and expand high-quality, comprehensive pathways for new teachers. This five-year project, beginning in September of 2022, will prepare 100 teacher residents to fill shortage teaching areas in special education, dual-language immersion, English language needs, and elementary education as identified by CVESD. ASPIRE teacher residents will be recruited from those who have earned bachelor’s degree in a liberal art or STEM field or
will be mid-career professionals from outside the field of education possessing strong content knowledge and a record of professional accomplishment. All residents will earn a master’s degree through their engagement in this teacher residency program. This quality education partnership will use an interdisciplinary model of community immersion, clinical practice residency, deep learning, team teaching, reflection, and a two-year sustained induction period of coaching and mentoring system to: 1) enhance the number, abilities, and effectiveness of new teachers in the school district by enabling them to acquire powerful forms of teaching that deeply engage students in constructing knowledge; 2) increase the retention of the new teachers and stability of the teaching force in the district; and 3) contribute to the growth and continuous learning of teacher leaders, mentors, classroom teachers, administrators, and parents in the district through an extensive process of team and interdisciplinary collaboration grounded in diversity, equity, and inclusion (DEI) practices. In these ways, ASPIRE will contribute to the development of student learning, achievement, and the social emotional engagements in one of the most diverse geographical areas of the U.S. that intersects with the Mexican border.

**Partnership Eligibility:** **IHE Eligibility:** (i)(A) Between July 1, 2019, and June 30, 2021, 84% of NU’s graduates who intended to enter the field of teaching passed all of the applicable State qualification assessments for new teachers, which included an assessment of each prospective teacher’s subject matter knowledge in the content area in which the teacher intended to teach. This percentage is based on statistics prepared by NU’s Center for Credentials and Licensure. (ii)(A) ASPIRE’s teacher residents will meet high academic standards and participate in intensive clinical experiences, see pages 28-38. (ii)(B) Each student in ASPIRE will meet California certification and licensure requirements, see page 40. **High-need LEA Eligibility:** (A2) The LEA (CVESD) has 21,256 students in 41 schools. Of those students, 10,713 come from low-income families and thus CVESD qualifies as a high-need LEA. These low-income data were collected and certified by the LEA and the California Department of Education (CALPADS, 2021). **Teacher Need Eligibility:** (B1 and B2) According to the Learning Policy...
Institute and the latest statistics from the California Department of Education (see Appendix H), the LEA (CVESD) has 36% of its teachers having substandard credentials, meaning teachers who have not met all California teacher certification requirements for at least one of the subjects they are authorized to teach and those teaching with a permit or waiver (Learning Policy Institute, 2019). The 36% is 9 points higher than the district’s county and 2 points higher than the state average. These data demonstrate that participating teachers in the LEA have a lack of training in the academic areas or grade levels in which they were trained to teach. **High-Need LEA Schools Eligibility:** (C2) 19 LEA schools have greater than 60% of its students eligible for free and reduced lunch. A table in Appendix H provides detailed data on the individual high-need LEA schools and their qualification to meet the 60% requirement.

**B. COMPETITIVE PREFERENCE PRIORITIES**

*Competitive Preference Priority I — Increasing Educator Diversity: *As a nonprofit designated HSI and ANAPISI, NU has a demonstrated record of increasing educator diversity by recruiting, preparing, and supporting underrepresented teacher candidates. Efforts to increase educator diversity in the teaching profession will be prioritized throughout the project, including recruitment and admission, throughout their master’s level coursework, in team and interdisciplinary clinical classroom teaching, hiring and placement in CVESD, and through their induction and mentoring as new teachers – 70% of ASPIRE participants will come from underrepresented backgrounds. ASPIRE will expand its current emphasis on increasing educator diversity by designing and implementing an intentional educator workforce pipeline that reflects the student demographics in Chula Vista. Partners across ASPIRE share this commitment by emphasizing the local context while addressing barriers to retaining more teachers of color, which undergirds the student and teacher diversity gap.

ASPIRE’s project addresses what ample research has shown, namely that outcomes improve for all students when children have a diverse set of well-prepared culturally competent teachers in the classroom. Eighty percent of teachers in the US still identify as White and 77% are female,
while more than half of public-school students are students of color. Research has demonstrated that academic achievement amongst students of color improves significantly when they are taught by teachers who come from similar backgrounds (Carver-Thomas, 2018). Yet, according to the California Department of Education (2021), men of color comprise less than 10% of California’s teaching force, with Latinx men compromising only 2%. Across California, only 33% of teachers are non-White, even though more than 75% California’s student population are students of color. In Chula Vista, the mismatch is even more pronounced with 91% of the students classified as non-White compared to 42% of White teachers.

*ASPIRE’s unique approach to increase educator diversity:* Under ASPIRE, partners will provide targeted outreach across underrepresented communities, including “grow your own” style recruitment of paraprofessionals, to mid-career individuals, and those who may not be aware of the opportunities (e.g., co-teaching preparation with a community-situated approach to culturally responsive and sustaining pedagogy; financial incentives that underwrite part of the cost of teacher preparation through service scholarships and loan forgiveness in exchange for a commitment to teach in CVESD for four years; induction and mentoring support) offered through ASPIRE. ASPIRE will recruit and provide prospective teachers of color with accessible, relevant, and reliable information about the residency program model while concentrating outreach efforts within Chula Vista, recruiting educators from the neighborhoods in which they will eventually teach and those which reflect the backgrounds of their students. However, recruiting more teachers of color is only part of the solution. ASPIRE will also work to reduce teacher attrition by providing support, including social emotional, trauma informed, and restorative justice practices (Mustian, Cervantes, & Lee, 2022). Research has demonstrated improved outcomes for new teachers when their mentors share their racial and ethnic background (Bristol, 2015). Thus, ASPIRE will pair teacher residents with mentors of similar backgrounds. ASPIRE’s team taught classroom residency and mentoring during induction,
graduating resident teachers will be provided structured support from their peers (cohort) as well as from a diverse group of mentors, co-teachers, and NU faculty for two years.

**Competitive Preference Priority 2— Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning:** To strengthen student learning, ASPIRE will provide a variety of activities to support a well-prepared, effective, and diverse educator workforce to enhance professional growth, including team taught and interdisciplinary clinical experiences and induction. First, ASPIRE’s recruitment strategies will be specifically aligned to address the CVESD’s teaching shortage areas (e.g., special education, dual-language immersion, and elementary education). Thus, this project will increase the proportion of educators with licenses to teach in high-need shortage subjects as 70% of ASPIRE participants will be prepared to teach in CVESD’s shortage areas. Second, project ASPIRE partners including faculty, teachers, administrators, and community members will conduct an assessment to systematically examine the strengths and areas for improvement in academic, social emotional, and cultural support within the curricula of the district and the NU teacher education programs. The assessment will serve five primary purposes: 1) comprehensively review all aspects of the curriculum; 2) identify existing strengths of the current curriculum as it is delivered in classrooms during team taught and interdisciplinary clinical work and induction; 3) crosswalk curriculum with the needs and strengths to identify areas for curricular improvement and, 4) suggest potential actions and resources to assist with curricular improvement, all of which provide an extensive approach to strengthening student learning in ethnically diverse settings. Third, based on this assessment, participating COE and COLS faculty, CVESD teachers, curriculum specialists, and community representatives will collaborate to develop courses that are responsive to the assessment findings. This ensures the teacher residents will build upon their bachelors’ work to deepen their specific pedagogical content knowledge alongside clinically based and situated needs in Chula Vista schools. Fourth, residents will learn through an experiential, interdisciplinary course model to increase their capacity to develop similar learning
experiences for their students that will improve student’s academic, social emotional, and behavioral needs through an inclusive and safe environment. These courses will include explicit instruction in the connections between disciplines, between the learning sciences and teaching practice, civic engagement and responsibility, social justice, and applications to issue of human concern. The courses, clinical work, and induction programming will be developed using experiential and cross disciplinary practices, Universal Design Learning (UDL), DEI education, and infused with culturally sustaining content and pedagogy, ways of knowing and practices, and align to Common Core, State and district learning standards and subsequent professional development (PD) with strategies that engage students, promote student voice and agency over their learning, and translate the standards into practice. Such a course of study will incorporate a sociocultural construction of meaning and knowledge, hands-on, inquiry-based experiences with an emphasis on creative thinking, including dedicated research experiences. Teacher residents will become informed on the applications and uses of formal and informal learning. Fifth, utilizing NU expertise in virtual education platforms and the need for high quality technology and flexible educational delivery systems nationally, the education faculty and mentor teachers will integrate virtual clinical experiences in social emotional learning (SEL) and DEI practices that are aligned to the standards, in-person residencies, and needs of the Chula Vista schools and communities in which they are having their residency internship into two early Educational Foundations courses for the teacher resident cohort. The virtual field experiences, guided and debriefed by the course professor and master teachers from CVESD will help teacher residents begin to build capacity for authentic relationships with students and families from diverse backgrounds with an emphasis on Black, Latinx, AAPI students and students from under-resourced communities (Padamse & Crowe, 2017) and in so doing, be able to create similar learning experiences for their students that promote social emotional development and DEI dispositions focused on academic achievement. The virtual platforms used in ASPIRE will be *SimSchool*, *GoReact*, and *Harmony SEL Playbooks*. 1) *SimSchool*, a web-based virtual classroom
environment populated with “simStudents” with artificial emotional intelligence. They smile, cry, become frustrated, raise their hands, seek attention, and show signs of stress. They respond in very individual ways to tasks assigned, tone of voice used, and to classroom management strategies employed. Grounded in established theories of cognition, emotion, and social behavior, simSchool provides users authentic experiences vetted through a decade of continuous research, field testing, and clinical practice. While the characters are virtual, the learning is very real. Virtual students with real learning, AI-powered, web-based simulations help bring diverse fieldwork experiences within reach using web-based, asynchronous, and entirely self-service modules. With an ability to diagnose and reduce bias in a risk-free, real-time environment, simSchool can observe and track tendencies and patterns that provide educators an unprecedented opportunity to reflect and adjust. simSchool’s research-backed engine can also simulate diverse learners and classroom dynamics that help educators improve inclusive practices through 10 trillion Learner Profiles. According to researchers Christensen, Knezek, Tyler-Wood, and Gibson (2011) virtual and interactive tools engage preservice teachers in ways that allow them to develop new skills and construct knowledge through experimentation. The field experiences using simSchool emulate the demographics of four diverse districts across the state of California and provides immediate feedback reports to guide reflective process with additional opportunities to self-correct. Data will be collected to measure student growth in the following areas: Equity Index, SEL Mindset, Creating a Positive Learning Environment, Emotional Gains, Academic Gains, Anti-Bias Education, and Cultural Competence growth. 2) GoReact, a virtual observation tool to engage multiple onsite professionals (e.g., field-based supervisors, classroom teachers, NU faculty, and resident teachers) and gather their observation feedback to assist clinical practice will also be used. The observation videos can be shared among this support team, offering a multi-level approach to feedback, feed-forward and reflection. GoReact uses levels of assessment uncommon with other tools in that resident teachers and other assessors can annotate videos individually and collectively using text, tagged
in real time. Additionally, the tool includes a color-coded “flagging” to quickly identify a specific standard-based behavior on the video. In ASPIRE, participants will explore use of multiple cameras during resident teacher observations, profoundly capturing a more holistic and comprehensive evaluation, including context and multiple perspectives on the same event, which has deep implications for practice, assessment, and equity. Most importantly, the tool includes a robust rubric feature that creates a pre/post-test design in clinical practice courses aligned to the Teacher Performance Expectations (TPE), and other standards required by the state. Both candidates and supervisors can score rubrics, used as both a self-analysis and as reflective practice for growth. This data will provide ASPIRE partners with both internal and external evaluations to measure program success and design program improvements, which also meets the standards for research and evidence (Every Student Succeeds Act, 2015). Finally, an interactive share process to export data and continue to build reporting processes will also be designed and deployed.

3) Harmony SEL are evidence-based “playbooks” that have been embedded into the COE teacher preparation curriculum, given important research advancements (Darling-Hammond & Cook-Harvey, 2018) that support whole child learning and its relative impact on the development of creating safe school communities where students feel nurtured, secure, and supported. As such, SEL skills and competencies were back mapped into 100% of Inspired Teaching & Learning (ITL) Foundation courses and in almost 70% of the Special Education (SPED) Core Requirements, including an alignment to both TPEs and California Teaching Performance Assessments (CalTPA) using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, and The Handbook of Social and Emotional Learning (Durlak, 2015). The COE has also developed an interactive, engaging, and innovative PD website that houses digital playbooks and other resources focusing on SEL for teachers. Each playbook features in-action scenarios, steps for SEL classroom implementation, guided reflections, and a place to share ideas and best practices.
Competitive Preference Priority 3—Meeting Student Social, Emotional, and Academic Needs: ASPIRE is designed to improve underserved students’ academic and SEL through the creation of inclusive, identity-safe climates, and evidence-based practices in several ways. First, NU will continue to intentionally integrate SEL into all academic aspects of ASPIRE, such as viewing students as creators rather than consumers of knowledge and valuing their lived experience. ASPIRE’s academic approach engages students deeply in the construction of knowledge, ample group discussions of underlying principles supporting fields of academic study, and the pursuit of studies which are relevant and meaningful to students’ intellectual and social emotional development. These academic development principles are discussed extensively in section A of this proposal, presenting innovative approaches to academic learning based upon recent research focused on how deep teaching and learning with academic rigor can be achieved.

The rationale section on pages 12-15 of this proposal provides persuasive evidence that there is a need in Chula Vista for students to improve their academic achievement. Second, to integrate SEL into rigorous academic inquiry, courses, clinical work, and induction are aligned with Harmony SEL playbook activities where theory and practice intersect through scaffolded course learning outcomes. ASPIRE teacher residents will begin their teacher preparation by unpacking their personal identity, histories, and narratives so that they can examine their implicit biases and develop the knowledge, skills, and disposition needed to support academic, physical, cognitive, and social and emotional development in their classrooms. This approach to SEL entails continuous reflection, addressing social emotional issues such as: how to cope with a wide range of emotions, develop a deeper understanding of self and others, and being able to address anxiety, depression, trauma, loss, bullying, and substance use. Through Harmony, key social and emotional competencies will be woven into the classroom with Harmony Ambassadors working to ensure effective adoption from product training to long-term implementation. For courses that will be redesigned, Learning Context will shape course learning outcomes where SEL skills/competencies are required in “Learners and Learning” that analyzes strategies for all K12
pupils to self-advocate, self-monitor, self-assess and self-regulate in all settings, to meet their individual learning needs. An SEL emphasis will help guide teacher residents through a direct and explicit approach to learning through evidence based SEL skills and practices.

With mentor teachers and NU faculty, ASPIRE will model relationship-building between students and faculty, faculty to faculty, mentor to mentor, mentor to resident, and their respective relationship in schools and with community partners. It is within these spaces of engagement where shifts to an asset-based mindset with a focus on psychological growth and change begins, as one learns cognitively and affectively. The awareness of self and others, the ability to adapt, and the desire to listen to other perspectives, creates empathy that nurtures strong relationships and belonging which will translate into students growing up to be compassionate, caring adults. Listening to others with kindness and respect affords a space to promote positive relations and develop empathy. ASPIRE therefore will provide teachers and students with opportunities to engage in questioning that leads to a deep understanding of narratives that reveal how others view themselves and are different from one another.

**Competitive Preference Priority 4—Promoting Equity in Student Access to Educational Resources and Opportunities:** A fundamental aspect of ASPIRE is to provide equitable, identity-safe learning environments, where there is an emphasis on culturally sustaining pedagogy in direct relation to the school and community context of Chula Vista. These pedagogical practices and PD programs in elementary schools examine the sources of inequity and inadequacy by emphasizing how inclusive teaching practices that honor the assets of race, ethnicity, culture, language, and disability status. In this way, ASPIRE will promote DEI that will be central to ensuring that students have rich and ample cultural assets to draw meaning and develop culturally sustaining materials. The residency focuses on the holistic embedding of DEI, as the brick and mortar that connects curriculum, instruction, and assessment and focuses on race/ethnicity to address systemic inequities across classroom curriculum and pedagogy, school discipline and culture, community engagement, and teacher and leader recruitment and retention.
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(Padamsee & Crowe, 2017). ASPIRE will also coordinate with NU’s Inclusive Excellence Council, which functions as an advisory and recommending body responsible for assessing, developing, overseeing, and monitoring university-wide efforts to achieve a commitment to diversity and access as core institutional and educational values to create identity-safe learning environments. Finally, ASPIRE will intentionally work toward addressing equity and student access through all in all operations and project endeavors. All ASPIRE partners affirm that DEI encompass the whole of the human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status, education, experiences, and veteran status. ASPIRE participants will work to critically reflect on their own beliefs, unpacking implicit biases through guided discourse; establish an inclusive learning community with mutually-defined norms; accommodate learning styles, modalities, and abilities; be mindful and present of socially and historically important attributes that reflect the complexity of the increasingly diverse student body; reduce barriers to educational resources and opportunities by leveraging school and community assets; and prepare to become highly-qualified teachers for CVESD so that every child receives the resources and instructional practices needed to acquire competent levels of reading, literacy, writing, mathematical reasoning, and higher-order thinking skills.

Equity in student access is also addressed through NU’s ITL and SPED programs emphasizing cultural competency and students’ special cognitive and social emotional needs. NU’s teacher preparation programs are committed to continuous improvement by transforming teacher candidates from the inside out. The inside-out approach recognizes that internal personal cultural competence must be developed before teachers can authentically deliver equitable instruction for all diverse learners. To fulfill the urgent, unmet need for cultural competency in teaching, the focus of ITL and SPED personal and PD will shift to become centered around SEL/DEI practices, embedded throughout the teacher preparation curricula and foundational courses. The result will be educators who are purposeful in implementing SEL/DEI practices
with fidelity, as well as students who improve their academic achievement, become more committed to, and engaged in school, exhibit more prosocial behaviors and fewer disruptive behaviors, and experience a decrease in emotional distress (Taylor et al., 2017). Through ASPIRE, project personnel will evaluate resident teachers’ cultural and social emotional competencies at the beginning and end of their residency program, which will help inform project faculty and leaders on any trends that may need to be addressed with future cohorts. Furthermore, resident teachers will also be able to analyze the changes in their thinking and understanding of students’ cognitive and social emotional narratives because of the experiences provided in the program. The Intercultural Development Inventory (IDI) will be used as a “cross-culturally valid assessment for building cultural competence” and results from the inventory will guide NU with ongoing program evaluation and content delivery. With few quantitative measures of cultural and social emotional competence, the IDI is a cross-culturally valid, reliable, and generalizable measure of intercultural social emotional competence along the validated intercultural development continuum (adapted, based on IDI research, from the DMIS theory developed by Milton Bennett). Through extensive research, IDI has demonstrated to have high predictive validity to both bottom-line cross-cultural outcomes in organizations and intercultural goal accomplishments in education (Hammer, 2011).

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

All of the key project components, which are included in ASPIRE’s logic model (see Appendix C), are informed by the research described in Section A(iv) below. The components listed in the logic model reflect ASPIRE’s objectives and outcomes described below in section A(ii). In light of the research provided, these project components are likely to improve the relevant outcomes for each component relative to the baseline established in the comprehensive needs assessment, which provides detailed information on the needs in the CVESD LEA, and is found in Appendix B. Below is a description of the four project objectives, with an account of
the project components and subcomponents listed in the logic model. All references cited in this section are included in Appendix H.

1: Establishing a system of collaboration among National University, Chula Vista Elementary School District, and the partnership community agencies for Project ASPIRE:

In order to establish a research-based system of collaboration for the project’s rationale, ASPIRE has designed a high-quality collaboration system based on the work of Weinstein & Shiferaw (2017, What Works Clearinghouse [WWC] moderate evidence with reservations), Wang et al (2018), Bryk et al (2010), and Olson, Lee, & Showalter (2022) as described in section A(iv). These collaboration components will organize the project’s teams into a governing and management system, create a governance council and work teams to establish the collaboration system, and institutionalize the collaboration in order to sustain the partnership after grant funds end. Given that each of these components is supported by the cited research, they are likely to improve the relevant outcomes listed in section A(ii).

2: Preparing teacher residents to be high-quality teachers for Chula Vista Elementary School District: ASPIRE’s plan for preparing teacher residents to be high-quality teachers in its rationale is based on the research of Epstein et al (2008, WWC strong evidence without reservations), Darling-Hammond & Lieberman (2012), Hargreaves & Fullan (2012), Goldhaber, Krieg, & Theobald (2017), Ingersoll, Merrill, & Hay (2014) and Silva, McKie, & Gleason (2015) as outlined in section A(iv). In order to implement this teacher preparation plan, students will be recruited from underrepresented backgrounds, and will receive mentoring to prepare them to teach in the shortage areas listed in the needs assessment in Appendix B. Faculty from the College of Letters & Sciences, and the College of Education will plan courses and clinical experiences tailored to preparing these teacher residents for teaching in the high-need LEA, and the teacher residents will then complete this coursework and participate in the clinical experiences. Supporting these teacher residents throughout their education will be high-quality mentors, who will mentor them on team and interdisciplinary teaching for diverse, high-need
students. As a part of their education, the teacher residents will participate in team-taught instruction. The result of this mentoring will be that the teacher residents have acquired the skills to help their students with their socio-emotional development and will have the preparation to aid students in the creation of knowledge that will lead to greater cognitive achievement. As a result of these components, the new teachers will represent an education workforce whose diversity reflects the student population, and the district shortages outlined in the needs assessment in Appendix B will have been mitigated. As stated earlier, each of these components is supported by the research cited in section A(iv), and as such, they are likely to improve the outcomes described in Section A(ii).

3: Support project graduates and the quality of their instruction through an induction program: The ASPIRE plan for an induction plan that will support project graduates is backed by the research of Nedley (2016, WWC moderate evidence with reservations), (Ingersoll & Strong (2011), and Mehta & Fine (2019), as outlined in Section A(iv). A critical part of ASPIRE’s rationale is for this teacher residency program to be designed to meet the specific needs of the district and its high-need students. During induction, new teachers will be immersed in the culture of their school, and of the community at large. This induction process will provide ample support for new teachers to ensure that they are retained in CVESD. Since this induction component is supported by high-quality research, it is likely to improve the outcomes described in Section A(ii).

4: Improve the academic achievement and social emotional development of Chula Vista Elementary School District students: Finally, ASPIRE’s program rationale will improve the academic achievement and socio-emotional development of students in CVESD guided by the research of Epstein et al (2008, WWC strong evidence without reservations), Spronken-Smith & Walker (2010), Shore, Aulls, & Delcourt (2008), Sloan & Blazevski (2015), and Bryk (2010) as outlined in section A(iv). The components under this objective will create equitable, identity-safe learning environments, which will support both diverse teacher residents and students. In such an
environment, new teachers will be able to employ high-quality, innovative modes of instruction to support students’ social-emotional and cognitive needs. The combination of these improved learning environments and the improved instruction will entail higher student academic achievement and social-emotional development. These supports for student social-emotional development and academic achievement are supported by research, and are likely to improve the student outcomes listed in section A(ii).

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The objectives below meet the SMART standards of being specific, measurable, achievable, relevant, and time related. In the Evaluation Section the methodologies and assessments for measuring the specific outcomes and objectives within specific time periods are described in depth, using behavioral language, specific targets, and time frames.

**OBJECTIVE 1 - Establish a system of collaboration among NU, Chula Vista Elementary School District, and the partnership community agencies for Project ASPIRE:** By September 30, 2027, a system of collaboration will have been established and maintained among NU, CVESD, and CBOs to support the preparation of teacher residents and the effective induction of teachers and retention of teachers into CVESD schools.

1. *Establishing and Maintaining the Governance Council, Management Team, and Work Teams. Outcome 1:* Each project year, the Governance Council and Work Teams will have met regularly to establish and maintain a system of collaboration with a high rate of attendance. **Performance Measure 1:** By September 30th of each project year, the Governance Council and Work Teams will have met at least quarterly and Management Team weekly to focus on establishing and maintaining the system of collaboration and 80% of Governance Council, Management, and Work Team members will have participated in project meetings.

2. *Community Partner Voices in the Partnership. Outcome 2:* Each project year, community
partners will have rated the partnership as functioning effectively at a level of 70% or more.

**Performance Measure 2:** By September 30th of each project year, community partners will have supported and have made plans to continue to collaborate with NU in implementing the project and have rated the partnership as functioning effectively to support effective teaching according to the following benchmark percentages: Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%.

3. **The Effective Functioning of the Overall Partnership. Outcome 3:** Each project year, the Governance Council and Project Teams will have rated the partnership as functioning effectively at a level of 70%. **Performance Measure 3:** By September 30th of each project year, Governance Council, Management Team, and Work Team members will have rated the partnership as functioning effectively to support effective teaching according to the following benchmark percentages: Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%.

4. **Sustainability of Project ASPIRE. Outcome 4:** Each project year, the Governance Council will have undertaken planning for continuing the project after federal funding ends.

**Performance Measure 4:** By September 30th of each project year, the Governance Council will have established and revised plans to continue to collaborate in institutionalizing the project after federal funding ends.

**OBJECTIVE 2 - Prepare teacher residents to be high-quality teachers for CVESD:** By September 30, 2027, 100 teacher residents, upon graduation, will have increased their ability to provide innovative, high-quality knowledge and skills supporting deep and meaningful learning aligned to the State’s teaching and learning standards in high-need schools.

1. **Recruitment to Address CVESD Shortage Areas. Outcome 1:** Each project year, at least 100 teacher residents will have been recruited for the project ASPIRE. **Performance Measure 1:** By September 30th of each project year, teacher residents will be recruited to join the project, in a cohort model. At year 5, a total of 100 project-prepared new high-quality teacher residents will have been recruited into Project ASPIRE according to the
following: Yr. 1: 20; Yr. 2: 20; Yr. 3: 20; Yr. 4: 20; Yr. 5: 20. 70% of recruited teachers will be certified to teach in the district’s shortage areas.

2. **Recruitment of Diverse Educators. Outcome 2:** At the conclusion of each project year, a high percentage of recruited teachers will reflect underrepresented racial and ethnic identities. **Performance Measure 2:** By September 30th of each project year, the project’s recruitment strategies will address educator diversity so that at least 70% of the recruited teacher residents reflect underrepresented racial and ethnic identities and represent the identities of the CVESD students who are served by the project.

3. **Residents Obtaining Deep and Meaningful Knowledge and Skills About Teaching and Learning. Outcome 3:** At the end of each project year, a high percentage of teacher residents will have increased their knowledge and skills to provide powerful teaching and learning. **Performance Measure 3:** By September 30th of each project year, 100% of the 20 teacher residents will have increased their knowledge and skills, supported deep and meaningful teaching and learning strategies aligned to state standards, including an understanding of the partner district students’ culture and specialized needs.

4. **Residents Acquiring Innovative, Collaborative Modes of Instruction. Outcome 4:** At the end of each project year, at least 70% of teacher residents will have acquired innovative modes of instruction. **Performance Measure 4:** By September 30th of each project year, teacher residents will have demonstrated their ability to engage in effective innovative modes of instruction, including team and interdisciplinary teaching, according to the following: Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%; Yr. 5: 90%.

5. **Selecting and Preparing Collaborative Mentors for Teacher Residents. Outcome 5:** At the end of each project year, at least 70% of mentor teachers will have been rated as being effective according to clear criteria. **Performance Measure 5:** By September 30th of each project year, mentor teachers will be selected based on their effectiveness, according to clear criteria measuring teacher quality and the ability to teach a subject area of knowledge, and
prepared to effectively mentor teacher residents, according to the following ratings of quality mentoring: Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%.

6. **Teacher Residents Graduating and Being Licensed to Teach. Outcome 6:** By the end of each project year, at least 70% of teacher residents will have graduated and passed all applicable licensure exams. **Performance Measure 6:** By September 30th of each project year, teacher residents will have graduated and passed all state licensure exams, at the following percentages: Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%.

**OBJECTIVE 3e - Support Project Graduates and the Quality of their Instruction through an Induction Program:** By September 30, 2027, 80 teacher residents will have graduated from Project ASPIRE and have agreed to serve as full-time teachers in CVESD for four years. Project graduates will be hired and inducted into CVESD as teachers of record and participate in project sponsored in-service supports including mentoring and PD.

1. **Teacher Residents Graduating and Agreeing to Teach in CVESD. Outcome 1:** In the project’s second year and each year after, at least 20 teacher residents will have graduated and agreed to teach in the LEA. **Performance Measure 1:** By September 30th of each project year, teacher residents will have graduated and agreed to serve as full-time teachers for four years in CVESD by increasing the number of teachers certified in a shortage area, according to the following: Yr. 1: 0; Yr. 2: 20; Yr. 3: 20; Yr. 4: 20; Yr. 5: 20.

2. **Project Teachers Serving and Being Retained in CVESD. Outcome 2:** At the end of the second project year and each ensuing year, at least 20 teachers will have been retained in the LEA. **Performance Measure 2:** The cumulative number of project graduates who will be teaching in the LEA are as follows: Yr. 1: 0; Yr. 2: 20; Yr. 3: 40; Yr. 4: 60; Yr. 5: 80. In Year 5, 80 will be retained in their positions as full-time teachers of record in CVESD.

3. **Teacher Residents Being Inducted and Mentored in CVESD. Outcome 3:** At the end of the second project year and each ensuing year, 20 teacher residents will have been inducted in the LEA. **Performance Measure 3:** By September 30th of each project year, project-
prepared teachers will participate in an induction program designed to support and improve their professional practice. Each project year, 100% of the new teachers will participate in the induction program for the first two years of their teaching: Yr. 1: 0; Yr. 2: 20; Yr. 3: 20; Yr. 4: 20; Yr. 5: 20.

4. **New Teachers and the Quality of their Instruction. Outcome 4:** By the end of the second project year, at least 75% of new ASPIRE teachers will be providing quality teaching and learning in their classrooms. **Performance Measure 4:** By September 30th of the first four years of teaching in CVESD, teacher residents will demonstrate their performance as effective teachers according to their ability to provide quality teaching and learning in their classrooms including team and interdisciplinary teaching, according to the following: Yr. 1: 75%; Yr. 2: 80%; Yr. 3: 85%; Yr. 4: 90%.

**OBJECTIVE 4 – Improve the academic achievement and social emotional development of CVESD students:** By September 30, 2027, 2,400 K-6 students in the classrooms of Project ASPIRE teachers in CVESD will have increased their academic achievement and so that higher percentages of students are meeting state standards for academic performance and improved their social emotional development according to state assessments.

1. **CVESD Students Being Taught by Project ASPIRE Teachers. Outcome 1:** By the end of the project’s second year and in ensuing years, at least 600 LEA students will be taught by ASPIRE graduates. **Performance Measure 1:** By September 30th of each project year, the cumulative total number of students who are being taught by Project ASPIRE graduates teaching in the LEA are as follows: Yr. 1: 0; Yr. 2: 600; Yr. 3: 1,200; Yr. 4: 1,800; Yr. 5: 2,400.

2. **CVESD Students Improving their Academic Achievement. Outcome 2:** By the end of the project’s second year and in ensuing years, at least 70% of LEA students will have increased their academic achievement. **Performance Measure 2:** By September 30th of each project year, the percentage of CVESD students that have increased their academic achievement
after having been taught by Project ASPIRE teachers are as follows: Yr. 1: 0%; Yr. 2: 70%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 85%.

3. **CVESD Students Improving their Social Emotional Development. Outcome 3:** By the end of the project’s second year and in ensuing years, at least 70% of LEA students will have improved their social-emotional development, **Performance Measure 3:** By September 30th of each project year, the percentage of CVESD students’ whose social-emotional development has improved while being taught by Project ASPIRE teachers are as follows: Yr. 1: 0%; Yr. 2: 70%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 85%.

4. **The Promotion of Equity in Educational Experiences and Student Access to Culturally Responsive Resources and Opportunities. Outcome 4:** By the end of the project’s second year and in ensuing years, at least 70% of LEA students will have increased access to equitable opportunities and resources. **Performance Measure 4:** By September 30th of each project year, the percentage of CVESD students’ who equitably have access to adequate, CRT experiences, resources, and opportunities provided by Project ASPIRE are as follows: Yr. 1: 0%; Yr. 2: 70%; Yr. 3: 75%; Yr. 4: 80%; Yr. 5: 85%.

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

a. **Introduction:** ASPIRE’s comprehensive effort to improve teaching and learning and supports rigorous academic standards for students is modeled after an adapted medical residency clinical practice approach (Becher & Lefstein, 2021), and is designed to increase, diversify, and enhance the teacher preparation pipeline. The tendency of teacher residency programs leads to much higher-than-average teacher retention rates (Carver-Thomas & Hammond, 2017), fitting for CVESD and its students. Further, Chula Vista is invested in diversifying their workforce and increasing the pool of qualified teachers in high academic need areas such as special education, dual-language immersion, and elementary education. With increased rates of teacher turnover in underserved communities of color (Karp, 2014), this project will showcase how better teacher
preparation through partnerships can change this trajectory and create a pipeline of new, resilient teachers willing to persist and thrive in underserved schools. Beginning in June of 2022, NU and CVESD will collaborate with Harmony & Inspire, Chula Vista Community Collaborative, and South Bay Family YMCA to plan and sponsor the teacher residency model in which residents will complete two summers and an academic year of team-taught, rigorous graduate-level coursework as well as team and interdisciplinary taught clinical classroom practice, leading to a master’s degree while teaching alongside an effective and highly qualified mentor teacher in a high-need classroom. (1) Overall Project ASPIRE Timeline: Beginning in June of 2023 and each of the following years, teacher residents (20 per year) will be recruited into a cohort and begin their orientation and Summer I Community and School Immersion Experience and seminar. They will be placed in schools in dyads or triads. The school-based teacher residents will co-teach and observe one another and reflect together in collaboration with mentors, NU Colleges of Education and Letters & Sciences faculty, and interdisciplinary scholars and researchers from such fields as fine arts, sociology, and psychology. All students will attend classes and workshops as a cohort in the fall and complete their program with the Summer II Experience and Seminar in each project year with an earned master’s degree. Subsequent teacher residents will be recruited and trained in the same rigorous model beginning in the Summer of 2024, 2025, 2026, and 2027. (2) Cohort design: In this teacher residency program, there will be extensive collaboration, interactions, and reflection among prospective teachers, university faculty, and experienced teachers, principals, other school leaders in CVESD, and community members. This encompassing support and collaboration among this group of stakeholders for teacher residents will lead to a strong, case-based professional foundation in teacher education. Robust training in pedagogy and classroom practice will improve outcomes for underserved students, including students with special needs and ELL, and all students will have equal access to well-qualified, experienced, diverse, and effective educators. Teacher residents will: 1) become a part of an educational cohort; 2) collaborate in dyads, triads and as a group throughout
the residency experience; 3) learn from COE faculty who will integrate pedagogy, classroom practice, and teacher mentoring in high needs schools; 4) gain insight from other NU faculty in the COLS; 5) support their peers as they strive to reach teaching and learning goals in a cohort model; and 6) integrate NU coursework with their clinical classroom experience as they begin to embark on teaching careers. (3) **Community Immersion and School Experience:** During their training, teacher residents will undertake a guided teaching apprenticeship as they work alongside a trained and experienced mentor teacher. Their classroom clinical practice will be tightly aligned with coursework, relevant connections between theory and practice and faculty mentorship at NU. Five curricular threads will permeate all phases of the program: (a) DEI and social justice; (b) integrated and interdisciplinary curriculum; (c) reflective inquiry and problem solving; (d) culturally relevant and social constructivist pedagogy; and (e) working with students, families, and communities. Teacher residents will also have multiple opportunities to become immersed in the culture of communities in which they will teach, for example: (a) meeting with and spending time in the homes of parents and community residents; (b) engaging with CBOs to bring cultural resources into their classrooms; (c) attending cultural celebrations and events; and (d) meeting with public agencies in the community. (4) **Mentor teacher model:** Mentor teachers from the participating schools will support and teacher residents and actively co-teach with them from the inception of the program. The mentor teacher will receive ongoing PD in best practices in adult education, mentoring and support through regular meetings with their fellow mentors, NU professors, and representatives from the participating CBOs. ASPIRE is designed to offer comprehensive support to teacher residents as they prepare for teaching in CVESD. (5) **Two-Year Induction and Mentoring** will prepare graduates for employment as a new teacher in CVESD. The State of California requires all teachers of record to hold a valid Clear California Teaching Credential as mandated by the California Commission on Teacher Credentialing (CCTC). CVESD will provide graduating ASPIRE residents the opportunity to earn their clear teaching credential while teaching at a CVESD school. This Induction/Mentoring component
will be two years in duration and designed to begin in a teacher’s first year of employment pending date of hire. Mentoring will benefit candidates by offering practical, job-embedded support that addresses the challenges experienced by new teachers. Based on the California Standards for the Teaching Profession (CSTP) framework, ASPIRE graduates will receive regular mentorship by mentor teachers to support the application of successful teaching strategies as well as the consistent reflection necessary to develop the habits of mind of a professional educator. CVESD Induction Program serves teachers with Preliminary California Teaching Credentials (both General Education and Education Specialist for SPED) who are currently employed and working with a core group of students throughout the school year. Teacher Induction represents the process by which teachers will earn their Professional Clear Credential through advanced study of the teaching practice rooted the six CSTP framework: 1) Engaging and Supporting All Students in Learning; 2) Creating and Maintaining Effective Environments for Student Learning; 3) Understanding and Organizing Subject Matter for Student Learning; 4) Planning Instruction and Designing Learning Experiences for All Students; 5) Assessing Students for Learning; 6) Developing as a Professional Educator. Furthermore, ASPIRE graduates will also receive an Individualized, Job-Embedded System of Mentorship; and an Action-Research (Plan, Teach, Reflect, Apply) documented through an Individual Learning Plan (ILP).

b. ASPIRE’s Major Program Components

   (1) Activities Supporting Objective 1: The Development and Implementation of a System of Collaboration among NU, CVESD, and Community Partners

   (a) Theory of Collaboration: ASPIRE has been designed collaboratively to function with governance by individuals representing its key partnerships including NU, CVESD, and CBOs. The design for this objective is based upon research demonstrating that collaborative systems of reform are effective in implementing school/university partnership programs. In their research on educational reform, Bryk, Sebring, Allensworth, Luppescu, and Easton (2010) demonstrated that
for student achievement to be improved, collaboration needs to occur among teachers, principals, and community partners. Accordingly, this project’s collaborative system will demonstrate how universities can effectively prepare high-quality teachers for high-need schools through processes of clinical and community immersion (Lee, Showalter, & Eckrich, 2010; Waddell, 2011). (b) The Overall Management of the Project through Collaboration: This project has been designed to bring about comprehensive systemic improvement in the way that teacher residents are prepared during their year-long plus two summers residency internship and then supported during the first two years of teaching. The first objective of the ASPIRE is focused on developing a system of collaboration between CVESD, CBOs, and the various colleges and departments within NU. To support this collaboration, several organizational structures will be established: 1) a Governance Council to provide overall leadership for the project which will include CVESD, NU, and CBO partners; 2) the day-to-day operation of the project will be conducted by a Management Team; 3) Work Teams will be organized to manage the individual major components of the project. (c) Functioning of the collaboration teams: Collaboration will result in establishing systems for the partners to work effectively together, including the Governance Council, Management Team, and various Work Teams focused on program design and implementation. First, through this extensive collaboration, the partners will develop a system where teacher residents become deeply immersed in intensive clinical work in CVESD and at the same time, take NU courses leading to a master’s degree that are aligned and integrated with their clinical practice. Second, this project will undertake systemic changes and align its reforms with the needs CVESD and NU and in collaboration with its partners, redesign NU’s teacher education residency approach so that more intensive and extensive clinicals can be designed to prepare residents for teaching in the CVESD. Third, the program is a collaborative teaching model where: a) teacher residents in special education and general education will be placed in the same classroom and plan, co-teach, and debrief together in a co-teaching continuum of service inclusion model; b) NU faculty and mentor teachers plan, develop lessons, co-teach,
and debrief together and where others across disciplines may join in the planning, co-teaching or
debriefing at the teacher resident or mentor teacher’s request. (d) **LEA and University**
collaboration: To fully collaborate in the project, CVESD and NU will 1) develop
infrastructures; 2) manage the change process and the partnership; 3) institute policies; 4)
establish relationships; 5) identify personnel; 6) define roles and responsibilities; 6) learn about
one another’s systems, constraints and strengths and points of synergy and connection; 7)
implement systems changes necessary to maintain the partnership, such as connecting calendars,
holidays and schedules, union rules (where applicable); 8) determine policies like transfer, credit,
CVESD rules about in-school and out-of-school time between classroom students and teachers;
9) understand NU expectations from the school in terms of hosting a resident teacher; 10)
identifying the mentor teacher and other mentors; 11) align educational philosophies both
organizational and strategic; and 12) understand transformational administrative changes, power
structures amongst NU faculty/deans with CVESD teachers/principals. (e) **Formation of Work**
Team Collaboration: ASPIRE will build capability and sustainability through organization into
the Work Teams, guided by the Governance Council and Management Team. Work Teams are:
1) Recruitment; 2) Residency Teacher Preparation (RTP); 3) Community and Cultural
Immersion; 4) Induction/Mentoring (I/M); 5) Equity and Teacher Cultural Alignment (ETCA);
and 6) Assessment. NU and its partners will develop detailed plans on how the partnership can
be sustained through appropriated and reallocated funds. Through intensive clinical
programming and assessment processes, teams will provide increased local capacity in
supporting teachers and enhance student achievement. ASPIRE is designed to change the way
teachers instruct high-need students, developing new skills that will be a part of their repertoire.

(2) **Activities Supporting Objective 2: Preparing Teacher Residents To Be High-Quality**
Teachers For the High-Need LEA

(a) **Recruitment of teacher residents**

1. **Introduction:** First, Project ASPIRE will recruit resident teachers with earned bachelor’s
degrees to address teaching in high need subject areas such as special education, dual language immersion, and elementary education. Second, as much as possible, prospective ASPIRE candidates will mirror the community they serve and will be racially, linguistically, socioeconomically and/or culturally similar the members in the school community. ASPIRE’s recruitment strategies will prioritize and target residents from Chula Vista and the surrounding areas in a “grow your own” recruitment effort to diversify the population of educators to closely match those of students in the district. Attention will also be given to recruit teacher residents from these communities who are differently abled or have disabilities. Third, teachers are more likely to stay and continue teaching in their own communities when they are from a similar background as the students they serve (Carver-Thomas & Darling-Hammond, 2017). Teachers of color can help fill the gap for students of color by bolstering their confidence and motivation, and alleviating their sense of marginalization.

2. **Qualifications for prospective teacher residents:** Prospective teacher residents will submit applications and will be recruited and selected from those that: 1) are from underrepresented populations; 2) possess an earned bachelor’s degree; 3) have an interest to teach in teacher shortage areas, including special education, dual language immersion, and elementary education; 4) are mid-career professionals from other occupations, former military personnel, or recent college graduates with a record of academic distinction; 5) reside in Chula Vista so that they are familiar with the needs of this unique student community; 6) possess a strong content knowledge or record of accomplishment in the field or subject area to be taught; 7) have strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; 8) possess attributes and dispositions linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership; and 9) completed all required applications for the residency program and eventual hire in CVESD.

3. **Resident teacher benefits:** Besides the life-changing opportunity to learn, develop, and become a credentialed educator, teacher residents will receive a master’s degree from NU with a
15% reduced tuition scholarship, receive a stipend during their residency year, and earn additional financial support of per year through substitute teacher wages, based on their applications. Teacher residents, in turn will commit to teach full-time in CVESD for four years upon program completion, receive an intensive and well-rounded two-year induction and mentoring support as new teachers in the district, and have an opportunity to positively educate and support students to achieve their highest academic and social/emotional potential. This type of support and PD will be an incentive to remain in the teaching field as a professional educator serving CVESD students.

4. Recruitment outreach strategies: Strategies to recruit participants for this project will be multifaceted, and will include residents from the Chula Vista school community who will be targeted for recruitment through: 1) social media campaigns on Instagram, Twitter, and Facebook by NU, the LEA, and the partner CBOs; 2) Project staff will target school staff with qualifications in “grow your own” recruitment of CVESD staff looking to become teachers, but are not able to afford the cost of returning to school to further their qualifications and gain upward career mobility; 3) NU’s Workforce Education Solutions (WES) will lead the NU recruitment of candidates, and COE/COLS professors and staff will outreach to current students across NU; 4) NU’s Veteran’s Office will recruit candidates especially since veterans comprise a sizeable number of students enrolled at NU; 5) CBO partners will provide formal and informal networking with their participants to recruit qualified candidates; 6) Public service announcements will be aired on local Spanish and English television and/or radio media outlets; and 7) Marketing collateral will be designed and distributed in religious centers, recreation centers, stores, and other community outlets.

5. Timeline for recruitment of teacher residents: Recruitment will commence in the January of 2023 and in subsequent summers of 2024, 2025, 2026, and 2027 for the duration of the project. Additionally, NU, CVESD, and CBOs will plan and participate in the process of recruiting the best possible candidates for these positions on an ongoing basis as this will create
a pool of candidates for the next project year. The ASPIRE Management Team and Recruitment Work Team will lead continuously develop, and redesign recruitment materials based on the effectiveness of the previous marketing collateral and distribution strategies.

(b) Organization and development of teams to teach re-designed master level courses and provide team teaching in classrooms

1. Introduction: Courses will be redesigned or enhanced when feasible to have team-taught and interdisciplinary components, providing opportunities for teacher residents to become immersed in and knowledgeable of the community and culture of their students as well as empirically-based practice and scientifically valid research. Resident teachers will matriculate through integrated NU pedagogy, methodology, and content-area courses, which will be aligned to the needs of Chula Vista and emphasize how academic content can be infused into the social emotional dimensions of learning. Moreover, ELL standards will be embedded into all teacher resident coursework.

2. Structure and timeline of planning of university courses: From November 2022 through May 2023, planning for the redesign of NU teacher residency coursework will be conducted in a collaborative way, in which NU faculty consult with CVESD staff and CBO partners to incorporate and align district and community needs within the existing curricula: Preliminary Multiple or Single Subject Teaching Credential Internship Program Courses for the Residency: Foundation Courses (e.g., Becoming a Teacher; Learners and Learning I and II; Design and Process of Teaching); Methods Courses for Multiple Subject (e.g., Optimized Learning Community; Language Literacy: Foundations; Language Literacy: Strategies; Mathematics Integrative Design; Science Integrative Design); Methods Courses for Single Subject (e.g., Optimized Learning Community; Academic Language & Literacy; Content Area Literacy; SS Integrative Design I and II); Clinical Practice Courses (e.g., Internship A and B: Year 1); and Seminar Courses (e.g., Clinical Practice Intern Seminar A and B (CalTPA Preparation/Support Courses) with continued supervision support courses added if not all
requirements have been met. **Preliminary Educational Specialist: Mild/Moderate or Mod/Severe courses:** SPED Foundations; Class/Behavior Management; Learners and Learners I & II; Design and Process of Teaching; Health Care & Technology Support; Language/Literacy Basics & Case Studies; Mathematics Integrative Design; Adv. Behavioral Supports & SEL; SPED Law; Intro. Assessment, Collab. & Instruction; Foundations for Instruction, Assessment, & Collaboration; Assessment & Differentiation; Collaboration & Case Management; Internship A&B; Seminar TPA Support A&B; Understanding Educational Research; Capstone Project.

3. **Planning Virtual and Interactive Technologies, SEL, and DEI to augment learning:** In their planning, NU education faculty will integrate early virtual field experiences in SEL and DEI into two Educational Foundations courses taught by COE faculty and a CVESD mentor teacher. The use of virtual field experiences described in detail on pages 6-8 will help teacher residents begin to build capacity in cultural competence with the ability to make authentic relationships with students and families from diverse backgrounds with an emphasis on Black, Latinx, AAPI students and students from under resourced communities in Chula Vista.

4. **Incorporation of NU Promising Practice:** “Teaching Commons” is a feature of NU’s promising practices where faculty from across programs in COE and COLS come together once a month in a “Teaching Commons,” a term coined by Huber and Hutchings (2005) and described as “a conceptual space in which communities of educators committed to inquiry and innovation come together to exchange ideas about teaching and learning.” During their monthly meetings, starting in the Fall of 2022, and ongoing throughout the duration of ASPIRE, this diverse group of faculty members will: explore how knowledge from and across their disciplines can connect into a coherent view of the world; how to apply those ideas and understanding to the development of highly effective teachers; plan and implement an interdisciplinary teaching model that is situated in the context of diverse histories, human problems, and experiences. In addition, once a month, three or more members of the teaching commons faculty members will participate in “rounds” where they will visit classrooms together either virtually or in person to
observe and dialogue with teacher residents, co-teacher(s), and classroom students. The same
day, the cohort of teacher residents and faculty from the Teaching Commons who participated in
the rounds will meet to debrief their experiences and share reflections.

(c) Team-taught content and pedagogy courses for NU teacher residents

1. Introduction: The ASPIRE model is distinctive in that it will build capacity for teacher
residents to provide best practices that address the needs of the student population in Chula Vista
in teaching, learning, and student achievement. To this end, teacher residents will participate in
an interdisciplinary, co-teaching model in which NU COE faculty teach pedagogy and methods
courses while simultaneously collaborating with COLS faculty from a variety of disciplines (e.g.,
sociology, psychology, STEM) for the fall semester. The ASPIRE project is unique in that it will
bring together scholars from a variety of academic disciplines to spend time in self-reflection
sessions with teacher residents on how those disciplines can innovatively and creatively inform
how teaching and learning can be constructed in ways that open new dimensions and
perspectives on the nature of learning. Teacher residents will reflect as a cohort on their learning
and think deeply about what it means to teach in a high-needs schools and enhance student
learning where an emphasis is placed on enabling students to construct knowledge, think
critically, conduct inquiry, and work effectively in groups. This approach is in sharp contrast to a
more traditional model of education which emphasizes the transmission of knowledge, viewing
students passively, rather than students as active learners who are producing knowledge with
their peers. This system of learning borrows from the medical model of participation in “clinical
rounds,” and has been demonstrated to be effective in the training of new teachers (Prete, 2013).
Likewise, this co-teaching model will be replicated once the teacher residents are placed in a
classroom alongside a mentor teacher. NU faculty will continue to guide teacher residents after
placement in classrooms and into the summer of 2023.

2. Structure and timeline of university courses: All residency coursework will be conducted
on an online, interactive platform and residency students will take courses in monthly modules.
(d) Selection and recruitment of mentor teacher teams for participation

ASPIRE will recruit and select mentor teachers from a pool of district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-6 teaching experience. The mentor must have demonstrated exemplary teaching practices as determined by the CCTC Handbooks. The matching of the resident teacher and district-employed mentor will be a collaborative process between the school district and ASPIRE project personnel. ASPIRE will provide all mentors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. Additional mentor training will continue to be provided with ongoing professional learning communities (PLC) established amongst all mentors, and alongside teacher residents, ensuring that mentors are also current in the knowledge and skills for resident supervision and program expectations.

1. Process of recruiting and selecting mentor teachers: The recruitment and selection process of who will guide and co-teach classes with teacher residents will be directed by the Management Team. NU and the CVESD will jointly develop criteria for the mentor teacher to take on this crucial role. Qualifications and requirements consist of the following: 1) knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning; 2) demonstrated knowledge of instruction that engages students with different learning styles; 3) experience in collaborating with colleagues to improve instruction; 4) ability to analyze gains in student learning based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress; 5) evidence of knowledge of appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics; 6) a sincere interest in becoming a mentor teacher; 7) have longevity in the school district; 8) have
positive reviews by their principals, 9) believe in the principles of an interdisciplinary co-teaching model; 10) be a good communicator and a good listener; 11) a proactive team member who is well respected by their colleagues at the school; 12) be tactful and open to providing positive feedback and critique; 13) have attended numerous and varied PD sessions throughout their tenure at the school; 14) incorporate culturally relevant teaching and integrate SEL into their classroom lesson plans; and 15) be open to spending time and effort on mentoring new teachers. CVESD and NU will interview mentor teacher candidates through a joint interview process and agree on the best candidates. For their role in this process, mentor teachers will receive classroom materials, discounted tuition at NU and release time, design lesson plans, review case studies, and discuss classroom management with teacher resident teachers.

(e) Teacher residents and mentor teachers using a co-teaching model tightly aligned with coursework

1. Co-teaching interdisciplinary model: The ASPIRE project will create a cohort community of teachers and learners through an interdisciplinary co-teaching model comprised of the teacher resident, mentor teacher, other teachers, administrators from the school, NU faculty from COE and COLS, and CBO representatives. In this way, the support team will rotate in “clinical rounds” into the classroom regularly to support the teacher residents through a process of continuous PD. Weekly meetings held in person or via an interactive platform will be used to discuss case studies, share classroom vignettes, and guide residents and mentors in analyzing and reflecting on their classroom practices. Further, the resident/mentor will analyze their dyad videos of practice using GoReact to discuss teaching scenarios and cases.

2. Co-teaching as a clinical strategy model: Co-teaching between the mentor and the teacher resident will be the primary clinical strategy for resident teachers and their mentor teachers as they collaborate to provide relevant and rigorous instruction in a shared setting, which is tightly aligned with residency coursework. Co-teaching has gained attention as a promising innovation in student teaching (Bacharach & Heck, 2012; Parker et al., 2012). Throughout the residency, the
mentor and resident will plan and debrief together. At the start of the experience, mentor teachers take the lead in the co-teaching partnership to make visible the workings of the classroom and to give the resident teacher the opportunity to take a secondary role in the teaching, observing the mentor and the students’ response to the lesson. Leadership within the co-teaching relationship is gradually transferred to the resident teacher as the resident teachers share what they have noticed, ask questions that probe why the mentor did what they did at a particular time in the lesson or in response to a specific question or interaction with a student through ongoing engagements and debriefings where shared experiences are discussed and validated.

3. Weekly schedule for the integrated clinical teaching model: In the fall semester of 2022, teacher residents will work in their assigned classroom’s four days a week - Monday through Thursday - for eight weeks, along with their mentor teacher. Resident teachers will collaborate with special education teachers in this way during the final eight weeks in special education classrooms. On Fridays, they will reflect in PLCs upon their classroom practice with in-person or on-line meetings with other teachers or administrators at the school and with NU COE and COLS faculty, and with community members from CBOs. During this built-in weekly PLC reflection time, teacher residents will discuss case studies, instructional strategies, student learning, and classroom dynamics. They will begin to see how strategies in a SPED classrooms can enhance teaching in a “regular” education classroom and learn the application of such concepts of UDL. In addition to learning best SPED practices, teacher residents and the team will discuss the practical application of inquiry-based learning, integration of SEL, culturally responsive teaching (CRT), growth mind sets, and other important topics. Time will also be provided to work on instructional planning and receive feedback on lesson plan design. As previously stated, the ASPIRE model aims to integrate a regular education and special education classroom rotation, as it is a research based inclusive practice model. The concept of UDL will be used to train all teacher residents as UDL learning guidelines are applied to all instructional designs to ensure access to all learning modalities within any learning environment.
4. **Professional development focused on classroom team teaching approach with diverse university faculty:** In ASPIRE’s professional development, teacher residents will experience unique perspectives from visiting faculty in such content fields as Biology, Sociology, or Latin American Studies. In this powerful model of teaching and learning, students can become producers of knowledge, gaining an understanding of the modes of inquiry and structures of academic disciplines or content fields, and they, in turn, can design ways in which students can analyze, synthesize, and create knowledge in their residency classrooms, where resident teachers will build capability to enhance student achievement.

(f) **Classroom teaching and mentoring teams focused on deep teaching and learning aligned with and effectively using research, emphasizing reading and literacy practices**

1. **Academic team learning for the effective use of research to modify/improve instruction:**

ASPIRE’s academic approach engages students deeply in the construction of knowledge, ample group discussions of underlying principles supporting fields of academic study and content knowledge, and the pursuit of studies which are relevant and meaningful to students’ intellectual development. This approach will emphasize reflective inquiry and problem solving that moves beyond recall and comprehension and underlines the importance of students’ becoming able to analyze, synthesize, and create personally relevant and meaningful knowledge. In order for residents’ students to be able to interpret and understand texts, residents will acquire professional knowledge on how to implement literacy programs and strategies. In the process, residents will gain a deeper understanding of the underlying principles and modes of inquiry within academic disciplines. Residents will also collaborate weekly with their mentors to discuss evidence-based practices and recent research on effective modes of authentic teaching and learning where students deliberate about their knowledge so that they can apply and synthesize what they have learned. Finally, students will learn how to assess students’ cognitive skills and use those data to modify and improve their instruction.
2. Integration of social emotional skills: Project ASPIRE will focus on how resident teachers can be more effective in addressing students’ social emotional and mental health needs by using research to modify their practice. Residents will integrate social emotional teaching strategies into all modes of instruction. These social emotional supports, exacerbated by the pandemic created a need for academic, peer socialization, and non-cognitive needs. Students will become engaged in group activities addressing social emotional and mental health needs. All these activities will be designed to create positive student interactions, cross relationship building, conflict resolution, creative thinking, and wellness. Topics to be considered include: 1) how students in the process of group learning can learn about the distinctive new needs of other students and to learn to collaborate on how they can effectively cooperate and mediate group differences; 2) enabling students to develop self-reflective skills so that they can effectively cope with social emotional issues (e.g. anxiety, depression, grief, boundaries) and empathically develop a deep understanding of the narratives that have an impact on how their peers function and cope with challenges; 3) learning how to effectively develop the capacity to have an internal locus of control; 4) developing an understanding of how students can cope with moral dilemmas; 5) how students can understand their emotions to effectively express them in positive ways; 6) how students develop the capacity to admire their peers; 7) how students can form a positive identity of themselves; 8) how students learn how to cope with bullying and cyberbullying; 9) how students can effectively cope with experiences of trauma including violence and loss; and 10) learning how drugs can adversely affect their development and wellbeing.

(g) Culturally responsive teaching and continuous cultural immersion

1. Culturally Responsive Teaching (CRT): The teacher residents will engage in CRT as it affirms the intrinsic value of students’ lived experiences and acknowledges that those experiences shape not only what students know, but how they make meaning and learn. As a first step in assessing teacher residents’ intercultural competencies, all residents will complete the IDI, with results shared during the debriefing so resident teachers begin to understand more
comprehensively how their lived experiences have informed their cultural lens. Culturally responsive teachers deliberately strive to know themselves and their own bias while also accessing students’ culture to build bridges between what students know, and the mastery of new knowledge, skills, and pedagogy. ASPIRE will integrate the six key tenets of CRT grounded in the work of Ladson-Billings (1995) that asserts a teacher’s knowledge of how culture is formed and their attitudes regarding education are vital components in interpreting cultural behavior and addressing deficit-based perspectives on students’ ability and its effect on student retention and achievement. A fuller grasp of the students’ community, culture, and environment will, instead, create an asset-based mentality in which teacher residents will understand and value students’ culture, experiences, and perspectives. This, in turn, will lead to higher retention and achievement rates for students.

2. Avenues to become immersed in cultural connections: The ASPIRE project will establish genuine avenues for teacher residents to become immersed in the culture of the Chula Vista community of schools starting in the summer session of 2023, and continuously during the academic semester of 2023, the summer of 2024, and every year thereafter. Teacher residents will engage with the community along with representatives from CBOs, visit family members’ homes, attend seminars and celebrations at community partner sites, and be encouraged to learn about Mexican, AAPI history and culture through dialogue, books and literature, films, and other relevant means. Because the CVESD is committed to building a workforce that reflects the values, linguistic skills, and cultural diversity of the community of students it serves, and to close the achievement gap, this cultural immersion is critical to the success of ASPIRE’s model.

(h) Integration of instruction focused on competitive priorities (e.g., special education, literacy, English language proficiency, individualized instruction, and equity)

1. Integration and broadening of instruction: Teacher residents will participate in an immersive clinical teaching with special education students as this effectively address how teachers can become highly qualified through their commitment to and immersion in the
community culture of their school, while at the same time, focusing on the acquisition of high-quality professional skills in special education, dual language immersion, supporting English proficiency, elementary education, literacy, individuated instruction, and equity.

2. Integration into Special Education classrooms: As previously described, during the academic year, the teacher resident will spend their first eight weeks of the semester in a regular education content-based classroom partnering with the mentor teacher, and for the second eight weeks, the teacher resident will co-teach with a SPED mentor teacher. In this way, the project creates a best practice “team” not a “tag team,” whereby teacher residents will implicitly understand the concepts of UDL, grasp the rationale for creating IEPs, and incorporate best SPED practices in all classrooms with all students, including those with English language needs.

3. Principles of Universal Design: IDEA 2004 established UDL as a national educational priority for general education classrooms that include all students, regardless of exceptionality or diversity (Rose, Meyer, and Hitchcock, 2005). Students with exceptionalities and students of diversity need an environment where instruction is flexible, equitable, and accessible every day of the year so that they may succeed. This is the purpose of UDL (Council for Exceptional Children, 2005) providing equal access to learning, not simply equal access to information. UDL allows students to control the method of accessing information while the teacher monitors the learning process and initiates any beneficial methods. The teacher is responsible for imparting knowledge and facilitating in the learning process. UDL does not remove academic challenges; it simply removes barriers to access. Thus, UDL promotes effective teaching. As such, UDL will be used to train all teacher residents since it is designed to work with all students in mainstreamed classrooms where multiple abilities are present. The concept of UDL applies within high-needs since all areas of diversity are taken into consideration including learning disabilities, speech or language disabilities, emotional disturbance, autism, health impairments, mild mental retardation, traumatic brain injury, hearing impairment/deafness, visual impairment, deaf-blindness, orthopedic impairments, and those with multiple disabilities.
4. Incorporation of inclusion and equity: Teacher residents will meet weekly with the cohort, mentor teachers, NU faculty, and CBO partners to create interdisciplinary lessons. In clinical “rounds” they will actively observe with a specific focus and co-teach so that instruction is individualized, integrated, wholistic, and has the principles of inclusion and equity at the core of best classroom practices to support students as they reach their highest academic and aspirations.

(3) Activities supporting Objective 3: Supporting Project Graduates and the Quality of their Instruction through an Induction Program

1. Overview of the teacher induction process: After the final summer session, NU coursework, and clinical classroom practice have ended, Project ASPIRE teacher residents will be hired and inducted into CVESD as teachers and participate in project sponsored in-service supports including mentoring and PD. The induction process will support beginning teachers through mentoring, coaching, feedback, observational learning of expert teaching, orientation sessions, and effective use of technology in the classroom. Teachers will work full time with weekly release time in their teaching schedules to be fully acclimated during the two-year induction process. These induction measures are aimed at teacher retention and include efforts to provide a seamless transition for those entering the professional workforce. ASPIRE is proposing a comprehensive induction program that will provide 80 new teachers support during the first two years of teaching, which includes induction support that will 1) provide an effective transition into the teaching career for new teacher residents in California by building upon the teacher preparation experience; 2) increase student achievement by accelerating the effectiveness of new teachers through tailored support, based on their assessed needs. PD will be targeted towards the practical and individualized needs of our new teachers and will be delivered through a variety of forms; 3) prepare teachers to become reflective practitioners within the continuous ‘plan-teach-reflect-apply’ action-research based cycle to refine both subject matter and pedagogical expertise; 4) enable teachers to be effective in teaching students who are culturally, linguistically, and academically diverse; 5) ensure the professional success and retention of new
teachers; 6) ensure that a mentor provides intensive individualized support and assistance to each resident by developing trusting relationships that encourage and support teachers to self-reflect and grow; 7) ensure that an ILP is in place for each resident and is based on an ongoing assessment of the development of the teacher; and 8) ensure continuous program improvement through ongoing research, development, and evaluation. Embedded within these activities, all ASPIRE graduates will also have PD that is provided by the local school and at the district level and based on the needs of the staff. The learning opportunities range from instructional content to best practices for student; and from seminars to improve teachers’ pedagogical and academic content knowledge to policy-based and mandated procedural trainings as required. This program will coordinate with and supplement the induction programs that already exist in Chula Vista by providing contextually situated supports as needed. ASPIRE will also provide expanded opportunities for mentor training and PD coursework. The Induction Work Team, which will lead the induction programs at the high-need schools in CVESD, will include high quality K-6 teachers, school administrators, and NU faculty with specialties in high-quality empirically based pedagogy and the teaching of academic content knowledge in partnership with CBOs. For this project, high-quality induction means leveraging resources to provide direct support to teachers through coaching, while also supporting school leadership and improving literacy instruction. High-quality mentoring, focused on empirically based pedagogy and the teaching of content knowledge is critical to growing and retaining effective new teachers.

2. Selection and preparation of induction mentors: Mentors for new teachers will be selected by the Induction Work Team based on demonstrated teaching effectiveness and their ability to work successfully with colleagues. A list of criteria for induction mentor selection appears on pages 31-32. New teachers will be matched with in-building mentors that have similar content and grade-level experience. As colleagues, the mentor teachers along with content specific and pedagogical NU faculty will take part in monthly, intensive PD trainings. Prior to becoming mentors and to develop strategies for providing the professional support necessary to become an
effective mentor, teachers will participate in trainings that will include developing listening and relationship skills; learning how to provide helpful feedback; formative assessment; the coaching cycle; analysis of student work; assisting new teachers in meeting state standards; developing portfolios; case material for discussion; and developing professional growth plans.

3. Criteria for a high-quality induction process: ASPIRE’s induction program is designed to provide: 1) role model relationships for mentees; 2) high-quality professional development, including instructional strategies for literacy instruction and classroom management; 3) regular and ongoing opportunities for participants to observe each other’s teaching methods in classroom settings; 4) paid release time for mentors; 5) mentoring by teachers in the same field, grade, or subject as the mentee; 6) empirically-based practice and scientifically valid research on student learning assessment and the use of behavioral interventions.

4. Mentor compensation: Mentor compensation comes through stipends awarded for attending PD sessions including mentor trainings. Attending all sessions offered, mentors earn up to $3,000 per year and/or through graduate course tuition waivers at NU. Nine hours of rigorous mentor training is provided by NU faculty on the induction Work Team.

5. The focus of induction: The Association of Teachers Educators’ guide, Quality Mentoring for Novice Teachers will be used in designing the PD sessions, as well as the most recent pedagogy and academic content empirically based research in these areas. All participating teacher residents will meet State of California certification and licensure requirements. These new teacher cohorts will explore the practical issues they are facing as new teachers; identify areas where they need assistance; present case material from their teaching as a way to reflect on their practice; develop a teaching style consistent with professional and student needs; develop a portfolio of their teaching practices as a way to determine whether they are meeting teaching standards; investigate new trends and research in teaching academic content areas and English language proficiency; and explore how to address the special needs of students collegially.

6. Induction Assessment: Throughout each school year, the Induction Work Team will assess
the teaching performance of new teachers in a variety of ways, consistent with collective bargaining agreements in CVESD. First, all new teachers will maintain portfolios of their teaching, which includes curricular units and lesson plans; staff reports; video footage of classrooms; content analysis of their teaching according to local and/or state standards for the CCSS; and research-based pedagogy and the teaching of academic content. Second, observational protocols, developed by Waxman and Wang (1997), and Newman, Bryk, and Nagaoka (2001) will be used quarterly during the school year to assess the quality of their teaching. Third, standardized student test results will be analyzed to assess teacher effectiveness.

7. New teacher agreements and repayment provisions: The LEA has agreed to hire graduates from ASPIRE’s residency project in the second through fifth years of the project. This agreement has been possible because of ASPIRE’s alignment to the needs of the LEA. Upon graduation, new teachers will sign agreements committing to serve as full time teachers in the LEA’s high need schools for a minimum of four years in a high need area. CVESD will certify graduates’ yearly employment and provide the partnership with this documentation. All new teachers will meet the applicable California certification requirements. In cases where a new teacher leaves their position before their committed four years, they will be required to repay the stipend with interest. In instances where the new teacher is unable to fulfill their commitment due to extenuating circumstances, the partnership will make a determination as to whether an exception is justified based on health, incapacitation, military service, or other extraordinary circumstances. NU agrees to use any repayments received to carry out additional activities of the project.

(iv) The extent to which the design of ASPIRE reflects up-to-date knowledge from research and effective practice. All references cited in this section are included in Appendix H.

As defined by the RFP’s definition of strong, moderate, and promising evidence, the ASPIRE project provides a rationale for the proposed process, product, strategies, and practices, within its logic model. The logic model is supported by evidence-based practices with linkages between its inputs, intermediate outcomes, and final outcomes, aligned with the project’s objectives.
1. Establishing a system of collaboration aligned with project objective one: ASPIRE has been designed collaboratively to function with governance by individuals representing its key partnerships including NU, CVESD, and CBOs. The design for this objective is based upon research that demonstrates that collaborative systems of reform are effective in implementing school/university partnership programs (Weinstein & Shiferaw, 2017, What Works Clearinghouse [WWC] moderate evidence with reservations; Wang et al, 2018). In his research on educational reform, Bryk (2010) demonstrated that for student achievement to be improved, collaboration needs to occur among teachers, principals, and community partners. Accordingly, this project’s collaborative system will demonstrate how universities can effectively prepare high-quality teachers for high-need schools through a process of community immersion (Olson, Lee, & Showalter, 2022; Waddell, 2011).

2. Preparing teacher residents for high-need schools aligned with project objective two: The ASPIRE residency, based on teacher education research (Epstein et al, 2008, WWC strong evidence without reservations; Darling-Hammond & Lieberman, 2012; Darling-Hammond, 2014; Goldhaber, Krieg, & Theobald, 2017; Ingersoll, Merrill, & Hay, 2014; Silva, McKie, & Gleason, 2015) in its design, will effectively address how teachers can become highly qualified through their commitment to and immersion in the community culture of their schools, while at the same time focusing on the acquisition of high-quality professional skills in SPED, dual language immersion, English language proficiency and elementary education. The interdisciplinary and team-teaching approach to residency classroom practice and the teaching of master’s level teacher residency courses is supported by a wide range of recent quasi-experimental and promising research (Santaolalla et al., 2020; Silva et al., 2014). ASPIRE’s teacher residents will be immersed in the culture of the communities where they will be eventually teaching so that they can acquire an in-depth and first-hand understanding of what challenges their students face on a day-to-day basis, and where they can acquire the psychological motivation and commitment to teach students from diverse socio-economic and
ethnic backgrounds (Lee, 2018; Waddell, 2011; Zeichner, 2011). It is only through real-life experiences that teacher candidates can develop the ability to reflect on how other cultures function and how the histories of those cultures can have a deep impact on students’ views of learning and attitudes towards their futures (Amatea, Cholewam, & Mixon, 2012).

3. Supporting Project Graduates and the Quality of their Instruction through an Induction Program aligned with project objective three: ASPIRE prepared teacher residents will be given a significant advantage when beginning their teaching in the partner LEA. Providing opportunities for graduates in the first years of teaching with a wide array of both social and professional supports (induction/mentoring and PD) will ensure that teachers devote an entire career to working in high-need schools. Literature supports the importance of mentoring and PD, to enhance the quality of teaching (Ingersoll & Strong, 2011) and for long-term retention in the profession (Ingersoll, 2012), which is aligned with ASPIRE’s approach to teaching, emphasizing how students can become producers of knowledge in a meaningful way (Nedley, 2016, WWC moderate evidence with reservations; Mehta & Fine, 2019).

4. Improving the academic achievement and social emotional development of students aligned with project objective four: The ASPIRE model has been designed so that it supports instruction approaches from the perspective of authentic construction of knowledge through disciplined inquiry (Epstein et al, 2008, WWC strong evidence without reservations; Spronken-Smith & Walker, 2010; Shore, Aulls, & Delcourt, 2008). Recent research on the impact of the residency model has demonstrated statistically significant impacts on student achievement (Sloan & Blazevski, 2015). The seminal research of Bryk (2010), which has informed the theory behind the project’s logic model, identifies 100 elementary schools in Chicago that had substantially improved in student achievement employed through inquiry-based approaches. Their statistically significant findings (with at least .25SD effect size) provide valuable evidence that an authentic, deliberate system of relevant teaching and learning beyond school, is critical to accelerate student learning.
(v) The Extent to which Performance Feedback and Continuous Improvement are Integral to the Design of the ASPIRE Project

The formative evaluation design handled by the Management Team ensures continuous improvement and feedback for the project. A key component of the project is to engage teachers in reflective practice, mentoring, and documenting student learning on a continuous basis. Ongoing assessment of project participants is a central aspect of the project, and its design. Information will be used in a variety of ways to manage progress towards the project’s stated goals and objectives. First, the Management Team will assess each year the degree to which milestones have been met for all the project’s objectives. The quantitative and qualitative results will be shared on a quarterly basis at the Governance Council meetings. Results will include equivalent pre-post surveys, feedback questionnaires, teacher observation protocols, K-6 student test scores, focus groups, and interviews. A detailed list of these assessment instruments appears in the Evaluation Section. Second, the Management Team will meet with the Work Teams to share the formative and summative evaluation findings and to determine what changes and modifications in program design and implementation should be undertaken. Third, after these modifications have been implemented, the Management Team will assess in collaboration with the External Evaluator the effectiveness of these changes and what impact the changes have brought, as an ongoing part of performance feedback and continuous improvement. In essence, an ongoing feedback loop will be employed with the Management team: evaluation findings will be shared on a quarterly basis; recommendations and modifications in implementation will be made via evaluations of implementation effectiveness of program objectives.

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

The ASPIRE project will build capacity and yield results beyond the period of federal financial assistance because of the infrastructure and processes that will be established throughout ASPIRE among NU, CVESD, and its partners. The structure will enhance
communication and collaboration among all partners and therefore set the stage for ongoing work into the future. The Work Teams as part of the system of collaboration will address the specific program elements and clarify the instructional issues, refine current practice, and monitor the impact on teacher residents, new teachers, and K-6 students. Second, ASPIRE will develop a comprehensive capacity building recruitment process designed to address CVESD’s district shortage areas, building a pipeline of teachers from Chula Vista to NU and back to the district that will be sustained beyond federal funding. The relationships that will develop from this pipeline will set the stage for NU and CVESD to continue to jointly identify areas of instructional need and prepare educators to address them. Third, ASPIRE will work collaboratively to redesign and align its masters’ level residency coursework with the instructional needs of CVESD to address its teacher shortage areas. These curricula reforms will be sustained because ongoing, deep relationships with the NU administration and faculty and the district will have been nurtured. Fourth, a process for team teaching and interdisciplinary consultation will have been established to build capacity and enhance future residency programs situated in Chula Vista. Moreover, through interdisciplinary discussions in annual forums and weekly seminars and PLCs, scholars from NU will also develop ongoing relationships with CVESD teachers. In this way, the project will serve as a continuing catalyst for developing new perspectives on the educational process including how team teaching can be further enhanced in the future. Fifth, NU through its partnership with CVESD will establish an ongoing format for exchanging ideas on the latest research in the field of teaching and learning. In this way, the project will be able to build upon the innovative forms of instruction that have been established under ASPIRE including how students can continue to become engaged in inquiry-based and meaningful learning. Sixth, a system of mentoring will be established through ASPIRE that links teacher residents and new teachers with district personnel, building capacity for inducting new teachers. This system will work both formally and informally to build relationships among these educators to support innovative forms of teaching and learning, enhance their PD, and address
the unique needs of CVESD students. Seventh, the new positions that will be created under ASPIRE will continue to serve NU as well as CVESD after the period of federal funding through reallocation of resources and acquisition of additional funding from other state/federal grants.

Finally, this entire collaborative system will have a very important impact on the retention of teachers in the district because ASPIRE will have created a capacity building milieu for meaningful PD for teachers so that they will continue to be inspired and committed to their roles as educators in the district. Without addressing teacher retention through a residency co-teaching preparation and induction model—any recruitment will be structurally impaired if those same new recruits leave teaching after only a few years in the profession, exacerbating the attrition problem and compounding the shortages in urban classrooms, not to mention the high cost. As the largest preparer of teachers in California, NU is uniquely poised to successfully produce high-quality teachers on a large scale, and through ASPIRE, will be able to close the supply and demand gap. As a result, improved student achievement for all children will be realized through the development of new cultural systems and collaborative structures which will be sustained after Federal financial assistance has ended.

### B. QUALITY OF THE PROJECT EVALUATION

#### (i) Extent to which the Methods of Evaluation Provide Valid and Reliable Performance Data on Relevant Outcomes

The psychometrics of ASPIRE’s project evaluation will be both valid and reliable on several levels in producing performance data for its relevant outcomes. First, it is expected that the psychometrics of all standardized instruments and new instruments developed by the project for relevant outcomes listed below will demonstrate face, content, construct, and predictive validity (as appropriate). Internal consistency reliability coefficients for scores obtained from instruments administered during the project will be calculated and reported, with .70 as a minimum threshold. The External Evaluator will be responsible for developing and piloting all new instruments. Second, for each of the project’s objectives and their outcomes as described on
pages 15-20, the performance assessments and the data resulting from them measure what they are purported to measure; namely that the assessment instruments have been aligned with the project’s four objectives to assess: (1) the quality of and degree to which partnership collaboration occurs, (2) the performance and achievement of teacher residents, (3) the quality of new teachers’ instruction, and (4) CVESD students’ academic achievement and social emotional development. Third, to provide reliable, formative performance data to continually assess ASPIRE, the project’s evaluation will provide outputs, benchmarks, and final program outcomes for each project year.

1. **Partnership collaboration outcome measures**: To measure partnership collaboration outcomes, the valid and reliable performance instruments will be used in a pre-post survey assessing the effectiveness of the partnership’s functioning on such dimensions as: quality discussion during team meetings; resolving conflicts; making decisions effectively; speaking openly about ideas; and team members learning from one another and having well-defined roles.

2. **Valid and Reliable Teacher resident and new teacher outcome measures**: Valid and reliable teacher resident and new teacher assessment measures will include: California Basic Educational Skills Test, California Subject Examinations for Teachers, Reading Instruction Competence Assessment, CalTPA, ASPIRE’s interrupted time series pre-post assessment instruments of teacher resident, mentor, mentee, and new teacher performance; and observation protocols of teacher residents and new teacher instruction.

3. **Valid and Reliable Student outcome measures**: Valid and reliable student achievement assessments will include: CAASPP which includes the Smarter Balanced Summative Assessments, California Alternate Assessments, California Science Test, and California Spanish Assessment for Spanish-speaking students; standardized academic achievement and social emotional assessments and tests for elementary schools; project survey assessments of student critical thinking and academic engagement, and social and emotional development; and the Newman assessment of authentic learning.
(ii) **Extent to which the Methods of Evaluation are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes of ASPIRE**

1. **Overview of the thorough evaluation methods:** The purpose of this project’s evaluation plan is to provide a holistic analysis of whether the project’s objectives have been met through a summative assessment and how the project can be improved as it is being implemented through a formative assessment. Benchmarks and timelines will be set annually to gauge whether the project’s activities are meeting the partnership’s objectives. Throughout the program, teacher resident, school administrator, student, resident mentor, induction mentor, and community representative performance will be assessed using such quantitative measures as time-series pre-post questionnaires and surveys; state assessments of academic proficiency and academic content; assessments of teacher residents meeting state academic and social emotional teaching and learning standards; standardized observation instruments; attendance data; enrollment records; and student standardized test scores. Qualitative assessments will include interviews, focus groups, portfolios, Brightspace D2L materials, written reports, journaling, minutes, course unit plans, lessons, and teaching materials. Where appropriate, quantitative data will be analyzed with inferential, parametric analytic techniques including Pearson correlation, t-tests, ANOVA, MANOVA, and linear regression. The alpha level for significance tests will be set at .05, and appropriate .25SD effect size indices will be calculated to estimate the magnitude of program effects on the outcomes. *Establishing a Power Analysis for School Sample Size:* The power analysis for this study is based on having at least 2,500-3,000 students yearly in the CVESD schools. Assuming that the students are the unit of analysis, along with an expected effect size of .25SD and an alpha level of .05, the power is .99.

2. **Feasible management of project’s evaluation:** The project’s Management Team will be responsible for managing the project's evaluation design in conjunction with the External Evaluation Group. The Management Team will work with the External Evaluator and the Project Director to refine the project evaluation design, implement it, and report quarterly to the
Governance Council on formative and summative evaluation results. Assisting the Management Team with data collection and analysis will be NU faculty and the External Evaluation Group who are experts in evaluation design. In addition, each school will have a contact person for statistical data collection and the returning of surveys. The Management Team, with the Project Director and External Evaluation Group, will be responsible for all federal accountability reports.

Qualifications of the Independent Evaluation Consultant: The Management Team will have, as a consulting partner, an External Evaluator, the Complément Consulting Group (CCG). The lead consultant for CCG and its founder is a former Associate Dean for School Relations at Northeastern Illinois University with a Ph.D. from the University of Chicago. The lead consultant has over 20 years of experience as an evaluator and a director of numerous federal, state, and privately funded grants, including Teacher Quality Enhancement grants, as well as other student, parent, community, and school improvement and PD projects. The 10-member evaluation team that leads has extensive expertise in the areas of survey design, assessing the validity and reliability of assessment instruments, teacher residency programming, induction, and both cognitive and social-emotional dimensions of student development. As required by the TQP RFP, CCG has taken an active role in the design and development of the ASPIRE project and CCG are independent evaluators and not employees of NU, and as a result will be able to conduct an objective analysis and assessment of the project’s implementation. CCG under the leadership of will prepare reports periodically each year to assist the project in making appropriate adjustments in its design based on formative evaluation data. CCG will also provide technical assistance on the design of evaluation instruments, their administration, and the analysis of data derived from evaluation activities.

a. Feasible timelines and reporting to the U.S. Department of Education: The Management Team and the External Evaluator will be responsible for conducting the project’s evaluation activities in a timely manner. Baseline data for summative assessments will be collected at all CVESD partnership school sites when each school year begins October of 2022 in the first year,
and August of ensuing years. Post-assessments will be administered in August of each project year. Formative assessments will be administered quarterly throughout each project year. Finally, the project will report on this program’s GPRA requirements.

**b. Thorough and feasible objective performance measures:** The objective quantitative performance assessments will include such measures as: time series surveys of NU COE/COLS faculty; K-6 teacher resident knowledge of professional practice and research; valid and reliable classroom observation protocols to assess teacher resident and new teacher competencies aligned to national and state teaching standards; assessments documenting the intellectual quality of K-6 classroom tasks; observational assessments of teacher residents; teacher resident performance on standardized tests of academic content and teaching proficiency; assessments of teacher residents’ attitudes towards culture and diversity; records of course grades; classroom evaluations by students; video and audio recordings of student practice; self-assessment feedback questionnaires; logs of online use; content analyses of teacher resident e-portfolios; meeting notes; supervisory evaluations; structured and unstructured interviews with team members; focus groups; standardized tests of K-6 student academic performance in the core subjects of reading, writing, mathematics, and science; attendance records for meetings, classes, individual and groups sessions, PD sessions; and the numbers participating in all project activities. Finally, each CVESD school and NU will have a contact person for data collection, responsible for the administration and delivery of all surveys and other data.

The above assessment instruments will be developed and prepared for administration during the project’s first year by the Management Team with the assistance of the External Evaluator. Baseline assessments will be administered in the fall of 2022 or 2023 and a time series of post assessments (whichever is appropriate) and in June of years 2023-28. The data obtained from the above tools will be used to help team members set goals and monitor the effectiveness of interventions. All data will be entered into databases at NU and CCG for comparative analyses.

**c. Thorough and feasible qualitative data:** This quantitative component will be reinforced
with periodic measures of project processes and perceptions of participants. Consistent with an action research perspective, the qualitative aspect of the project will not only involve the evaluators, but the participants themselves of how change within the context of the project occurs. The qualitative measures will include content analysis of documents such as instructional curricula, teacher resident portfolios, agendas, meeting minutes and notes, journals, the partnership’s website, non-structured interviewing, self-assessment, and peer observations. Finally, throughout the program, questionnaires, surveys, observation protocols, focus groups, and interviews will be used to assess modifications to accomplish the project’s goals. The assessments below explain how the objective performance measures are clearly related to the outcomes, and how quantitative and qualitative psychometric measures will be employed.

**d. The thoroughness and feasibility of the evaluation and data collection procedures to address the GPRA and HEA requirements:** The evaluation design has been constructed to address and report on the GPRA and HEA requirements of this TQP project, ASPIRE, annually. In that regard the project will address the GPRA and HEA performance measures listed below. As required, this project will report to the U.S. Department of Education on a yearly basis the extent to which the project has met the GPRA and HEA performance measures. The Management Team, in collaboration with administrators and teachers from the partner LEA, and the External Evaluator will be responsible for collecting the data listed below. Many of these criteria overlap with the project objectives, pages 51-59, and which describe in detail how data will be collected and processed for key project and GPRA and HEA measures.

**GPRA 1 (Certification/Licensure):** The percentage of program graduates who have attained initial State certification/licensure by passing all necessary licensure/certification assessments within one year of program completion. **Performance Measure:** By September 30th of each project year, teacher residents will have graduated and passed all state licensure exams, at the following percentages: Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%.

**GPRA 2 (Shortage Area Certification):** The percentage of participating teachers fully certified in
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math/science, PED, ELL, and other identified teacher shortage areas where program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion, if applicable to the applicant or grantee’s project. \textit{Performance Measure} - By September 30\textsuperscript{th} of each project year, teacher residents will have graduated and passed all state licensure exams in the LEA shortage areas, at the following percentages: Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%. \textbf{GPRA 3 (One-Year Persistence):} The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period who did not graduate and persisted in the postsecondary program in the current grant reporting period. \textit{Performance Measure} – Every project year, 95\% of program participants will be 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. \textbf{GPRA 4 (One-Year Employment Retention):} The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the LEA and were retained for the current school year. \textit{Performance Measure} – Beginning in the second project year and in each year following, 90\% of program completers employed in the LEA will be retained in the next school year. \textbf{GPRA 5 (Three-Year Employment Retention):} The percentage of program completers who were employed by the LEA for three consecutive years after initial employment. \textit{Performance Measure} - Beginning in the fourth project year and in each year following, 80\% of program completers employed in the LEA will be retained after three years of initial employment. \textbf{GPRA 6 (Student Learning):} 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. \textit{Performance Measure} - Beginning in the second project year and in each year following, 80\% of program completers employed in the LEA will report improved outcomes of their students. \textbf{GPRA 7 (Efficiency Measure):} The Federal cost per program completer. \textit{Performance Measure} – By the end of the project, 100 program completers will have graduated.
The federal cost per program completer will be no higher than $70,000.

**Measures addressing section 204(a) of the HEA:**
(1) Achievement for all prospective and new teachers. *Measurement instruments: NU database of ASPIRE participants and NU student records.*
(2) Teacher retention in the first three years of a teacher’s career. *Measurement instruments: ASPIRE graduation database and CVESD personnel records.*
(4) The percentage of teachers who meet certification and licensure requirements and are hired by CVESD. *Measurement instruments: NU ASPIRE database, California certification assessment records, and CVESD personnel records.*
(5) The percentage of teachers from underrepresented groups who meet the licensure requirements and are hired by CVESD. *Measurement instruments: NU ASPIRE database, California certification assessment records, and CVESD personnel records.*
(6) The percentage of teachers who meet the certification and licensure requirements and are hired by CVESD who teach high need academic subject areas. *Measurement instruments: NU ASPIRE database, California certification assessment records, and CVESD personnel records.*
(7) The percentage of teachers who meet the certification and licensure requirements and are hired by CVESD who teach in high-need areas. *Measurement instruments: NU ASPIRE database, California certification assessment records, and CVESD personnel records.*
(8) The percentage of teachers who meet the certification and licensure requirements and are hired by CVESD disaggregated by the elementary school and secondary school levels. *Measurement instruments: NU ASPIRE database, California certification assessment records, and CVESD personnel records.*
(9) The percentage of ECE program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent. *Measurement instruments: NU ASPIRE database, California licensure assessment records, and CVESD personnel records.*
(10) The percentage of teachers trained to integrate technology effectively into curricula and to use technology effectively to improve
student academic achievement. Measurement instruments: NU ASPIRE and CVESD records.


OBJECTIVE 1 - Establishing a system of collaboration.

1. Outcome 1 - Establishing and Maintaining the Governance Council and Work Teams.
   Methods of Evaluation: A database will be established to record the dates and minutes of all meetings of the Governance Council, Management Team, and Work Teams to determine the frequency of meetings and how the system of collaboration is being maintained. An attendance spreadsheet will also be maintained to document participation.

2. Outcome 2 – Community Partner Voices in the Partnership. Methods of Evaluation: A valid and reliable instrument (using a Likert scale) measuring the degree to which the community partners have had a voice in implementing the project and the extent to which the partnership has been effective in supporting effective teaching and learning for teacher residents will be administered to community partner representatives at the end of each project year. This instrument will include such items as: valuing member contributions, being able to speak openly, and meeting partnership goals.

3. Outcome 3 – The Effective Functioning of the Overall Partnership. Methods of Evaluation: A valid and reliable instrument (using a Likert scale) measuring the degree to which the Governance Council, Management Team, and Work Team have functioned effectively will be administered to members of those stated teams.

4. Outcome 4 – Sustainability of Project ASPIRE. Methods of Evaluation: Annually, the Governance Council will document plans for how partner funds can be reallocated. These plans will detail what private, state, and federal grants can be submitted, and what projected amounts to meet future project funding needs.

OBJECTIVE 2 - Preparing teacher residents to be high-quality teachers for CVESD.
1. Outcome 1 – Recruitment to Address CVESD Shortage Areas. *Methods of Evaluation:*
   Records of all teacher resident applications (including rates of acceptance) will be maintained. That spreadsheet will document for each cohort the areas of teacher residents’ licensure areas and cross-referenced to a record of district shortage areas from CVESD.

   Each project year, records of teacher resident recruitment for each cohort will be maintained in a spreadsheet identifying what racial and ethnic areas they represent. Those teacher resident demographics will then be compared with the racial/ethnic distribution of CVESD students who are served by the project to determine how successfully educator diversity has been achieved.

   In October of each project year in which teacher residents have been placed in project schools, a pre assessment instrument will be administered to assess the knowledge and skills focused on items indicating the degree to which teacher resident have demonstrated deep and meaningful teaching and learning strategies. In June of each year in which a teacher resident has been teaching, a post assessment instrument will be administered to determine whether teacher resident deep and meaningful teaching strategies of instruction have increased by a statistically significant .05 level with effect sizes of at least .25SD. Records will also be maintained to document whether teacher residents have met state licensure standards, and course evaluations will document the degree to which teacher residents have viewed the project’s licensure courses as meeting their needs to teach in a deep and meaningful way aligned with state standards.

   In October of each project year in which teacher residents have been placed in project schools, a pre assessment instrument will be administered to assess whether teacher residents have demonstrated the ability to engage in effective innovative modes of instruction, including team and interdisciplinary teaching. In June of each year in which a teacher
resident has been teaching, a post assessment instrument will be administered to determine whether teacher resident strategies have increased by a statistically significant .05 level with effect sizes of at least .25SD. Course evaluations will document the degree to which teacher residents have viewed the project’s licensure courses as meeting their needs.

5. Outcome 5 – Selecting and Preparing Teachers to Function as Mentors to Teacher Residents. 

Methods of Evaluation: By June 30th of each project year, teachers who wish to serve as mentors to teacher residents in project ASPIRE will submit applications. During the months of July and August of each project year, those application will be reviewed according to the following criteria measuring their ability to function as effective teacher resident mentors: evidence of their effectiveness as mentors and teachers of record, subject area knowledge, demographic similarity to that of the mentee, and commitment to the community of CVESD. Each project year, teacher residents and NU supervising staff will assess the degree to which teacher residents have received effective mentoring consistent with the criteria listed above.

6. Outcome 6e—Teacher Residents Graduating and Being Certified to Teach. Methods of Evaluation: University records will document the number and percentage of teacher residents who have graduated each project year and the number and percentage of teacher residents who have passed all state licensure examinations.

OBJECTIVE 3 - Supporting Project Graduates through an Induction Program.

1. Outcome 1 – Teacher Residents Graduating and Agreeing to Teach in CVESD. Methods of Evaluation: By the end of each project year, signed resident agreements will be documented and kept on file, which confirms that teacher residents have agreed to teach in CVESD for a minimum of four years. In addition, a spreadsheet will be maintained to document which teacher residents have graduated and been certified and the number and percentage of those certified are aligned with CVESD short areas. Finally, a spreadsheet will be maintained to record teacher resident progress in meeting agreed payment plans.
2. Outcome 2e- Project Teachers Serving and Being Retained in CVESD. Methods of Evaluation: Records will be maintained that document when teacher residents have been hired, placed, and retained in CVESD. The number and percentage of teacher resident who graduate and are licensed each project year will be documented in the project’s database.

3. Outcome 3 – Teacher Residents Being Inducted and Mentored in CVESD. Methods of Evaluation: ASPIRE will document which teacher residents have been hired as new teachers, and this documentation will be entered into the project database. This database will document the number of hours that each new teacher in CVESD has been engaged in professional activities for each year of the induction program, including workshops, coaching, peer sharing, and follow-up reflection sessions. A spreadsheet will also document how mentors and mentees have been matched. An assessment of the mentoring and induction sessions will be conducted quarterly by both mentors and mentees to provide on-going feedback on the quality of the induction and mentoring program.

4. Outcome 4 – New Teachers and the Quality of their Instruction. Methods of Evaluation: In October of each project year in which teacher residents have been placed in project school as new teachers, a pre assessment instrument will be administered to assess the knowledge and skills focused on items indicating the degree to which teacher resident have demonstrated deep and meaningful team and interdisciplinary teaching and learning strategies. In June of each year in which a teacher resident has been teaching, a post assessment instrument will be administered to determine whether new teacher teaching strategies of instruction have increased by a statistically significant .05 level with effect sizes of at least .25SD. Finally, the principals at the participating CVESD schools will observe and assess the quality of new teacher instruction using a protocol that assesses how effective new teachers are.

**OBJECTIVE 4 - Improving the academic achievement and SEL development of students.**
1. Outcome 1 – CVESD Students Being Taught by Project ASPIRE Teachers. *Methods of Evaluation:* CVESD records will be maintained to document how many students are being taught by new teachers in the ASPIRE project.

2. Outcome 2 – CVESD Students Improving their Academic Achievement. *Methods of Evaluation:* In October of each project year in which teacher residents have been placed in project schools, data will be collected on student achievement in the areas of reading, mathematics, and science to determine which CVESD students are at grade level in the above subject areas. In June of each year in which a teacher resident has been teaching, a post assessment of student academic achievement will be collected in the above subject areas to determine whether student achievement has increased by a statistically significant .05 level with effect sizes of at least .25SD. Pre and post assessments will be administered to new teachers to assess their students’ critical thinking and academic engagement.

3. Outcome 3 – CVESD Students Improving their Social Emotional Development. *Methods of Evaluation:* In October of each project year in which teacher residents have been placed in project schools, a pre assessment instrument will be administered to assess the knowledge and skills focused on items indicating the degree to which teacher resident have demonstrated that they are employing effective social emotional development teaching strategies. In June of each year in which a teacher resident has been teaching, a post assessment instrument will be administered to determine whether the quality of new teacher social and emotional instruction has increased by a statistically significant .05 level with effect sizes of at least .25SD. State and district wide assessments of CVESD student social and emotional development will be collected annually to determine whether students’ skills have improved by a statistically significant .05 level with effect sizes of at least .25SD.

4. Outcome 4 – The Promotion of Equity in Student Access to Resources and Opportunities. *Methods of Evaluation:* An annual post instrument assessment instrument will be
administered in September of each project year to determine the extent to which there has been equitable access to educational resources and opportunities of CVESD students.

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

As the lead applicant, National University (NU) has a solid institutional infrastructure and will provide adequate support including facilities, equipment, supplies, and other resources to support the Project ASPIRE. NU has extensive support services to ensure that the proposed Project objectives will be met, and timely reporting of data will be executed. Further the commitment of the proposed Project’s community support and partnerships is well documented in the Letters of Support and Affiliation Agreements.

Other Resources from the applicant organization that will provide support to this project:

**Institutional Research:** The NU Office of Institutional Research provides research consulting, support, facilitation, and technical assistance to college faculty, staff, administrators, and students. This Office facilitates research support and reporting for accountability reporting efforts related to accreditation, federal requirements, grants, and statewide initiatives. To support data-informed decision making, this Office provides several specific services, including research design, program/project evaluation, program review research support, and workshops and training on various topics related to research and institutional effectiveness. This Office is guided by the Association for Institutional Research (AIR) Code of Ethics and Professional Practices and the American Evaluation Association Guiding Principles for Evaluators.

**Technical Support Capacity:** The NU System Information Technology Department provides comprehensive information technology services and support and provides wide area computer network (WAN) services to faculty and staff at all locations, enabling access to shared applications, storage, and secure communications. NU utilizes the OKTA Single Sign-On (SSO) system to provide access to PeopleSoft ERP, Brightspace LMS, Microsoft’s Office 365, and
Lynda.com, among many other web applications. IT maintains desktop/laptop computers and email accounts for office, faculty, and student use, and secures network storage space. NU will support ASPIRE with all IT services including: the LMS, virtual conferencing, training, and orientation modules; and analysis of de-identified Project data with computer and statistical software resources.

**Veteran Center:** NU has expanded its services to veterans of the U.S. Armed Forces through the Veteran Center, a centralized point for the coordination of services that focus on four key areas: 1) easing veterans’ transition to campus life, 2) increasing retention, 3) improving the achievement of educational and career goals, and 4) providing a higher quality of life through the coupling of pre-existing services and support with newly created programming specifically developed to meet the needs of veteran students.

**Math and Writing Centers:** Individual and group tutoring is available in mathematics, statistics, sciences, including help with calculator usage, Excel, SPSS. Advice and consultations help students improve their writing skills and shares extensive online resources to help students with their projects.

**Student Accessibility Services (SAS):** Extending the opportunities of higher education to individuals with disabilities is a top priority. SAS is the office responsible for determining and providing academic accommodations for students with documented disabilities to support student’s academic journey and the fulfillment of their educational goals.

**Student Wellness:** Holistic wellness is integral to student learning and success. Staff can help students on campus or online with a variety of issues including mental health concerns (anxiety, depression, etc.), housing, financial, and food insecurities, financial wellness, and budgeting, solutions-focused and options counseling, and referrals to NU and community resources.

**National University Library System (NULS)** supports the educational and research activities of the students, faculty, and staff of all the affiliates of the NU System. The library has an extensive online collection of books, journals, videos, and other research material.
Pre-award and Post-award Research Administration: The Office of Sponsored Programs and Research (OSPR) facilitates research and grants management at NU, providing a wide range of services, tools, and training to support researchers, project directors, and principal investigators throughout the life of a sponsored project to include identification of funding sources, development of proposals, management of grant awards, interpretation of guidelines, and promotion of compliance with sponsors and NU policies. Research Development assists researchers with grant proposal research, planning, development, and writing. Services include training sessions on a wide range of grant development topics, special programs for junior-level faculty, and coordination of large and complex proposals. Pre-Award Administration assists researchers with grant budget development, proposal submission, and award negotiation for federal and non-federal agencies. Services also include reviewing, negotiating, and processing contracts and award acceptance documents, and technical preparation and execution of subawards and amendments. Post-Award Administration assists researchers and their respective colleges and departments with financial administration of federal and non-federal grants and contracts, final report preparation and submission, and adherence to sponsor fiscal policies and requirements. Research Compliance assists researchers with effort reporting, conflict of interest, and works closely with other units on campus to ensure the NU’s compliance with federal and state mandates on sponsored projects. Financial Accounting assists Project Director to review all grant revenue and expenditures for accuracy to ensure that all financial accounting is reconciled. NU operates on an expense reimbursement basis for federally sponsored projects. Upon completion of each month financial activities, the Grant Accounting Office will request a funds drawdown from each federal sponsor in the exact amounts of the total expenses incurred during the previous month on each of the respective sponsored projects. Effort Administrator (EA) at NU is a web-based tool that meets the reporting requirements of the Uniform Guidance. EA calculates the distribution of effort for all employees paid from federal and federal flow-through funds, captures certification electronically, and provides a mechanism for processing.
corrections and recertifying reports. **Subaward Management,** upon receipt of the notice of award, the NU OSPR contacts the Subrecipient’s Grants Office to initiate the process of issuance of the subaward. Based upon the sponsor’s prior approval of the issuance of a subaward (as part of the original grant application), OSPR generates a Subaward Agreement for review by NU’s Finance and Legal Departments.

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

Based on 100 teacher residents (high-need shortage areas in special education, dual-language immersion, and elementary education) over a five-year period, per resident, and per mentor teacher, ASPIRE is requesting a total of to implement the current proposal, which is adequate to support the 20 residents per year. Resident teachers will also be provided with support in identifying and applying for grants, loans, and scholarships. The stipend, grant opportunities and substitute teacher hourly rate paid by the district should cover all costs of a resident’s education. Federal funds will be used as direct supports and services to participating ASPIRE teacher residents and mentor teachers. Grant funds will be used to hire and compensate key instructional support staff for CVESD, provide travel for project personnel, faculty, students and community partners traveling to/from NU to/from Chula Vista; adjunct faculty replacement costs for NU faculty members who will be working with resident teachers and mentors; purchase necessary technology to help train resident teachers to enhance pedagogy and for in-class assessments that will help student achievement; classroom support for mentor teachers through stipends and release time; PD for teachers; and for program development, assessment, and evaluation.

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

The costs for the ASPIRE project are reasonable in relation to the 3,000 LEA students, 100 teacher residents, 300 classroom and induction mentors and NU faculty members to be served over the five grant years. The project cost is approximately $2,040 per student, teacher resident,
mentor, and faculty served each project year of the grant. Moreover, ASPIRE impacts the whole student population (21,257 students) of the high-need LEA. ASPIRE and its partners also will provide additional support for the project in the form of additional private and public sector grants, and in-kind resources from these organizations amounting about $1,387,267 per year, which amounts to a 100% in-kind match. This project cost is also reasonable because grant funds will be used as seed money to establish or develop capacity in both personnel and infrastructure (e.g. the project teams) that will have a lasting impact. The costs are also reasonable given the considerable breadth and scope of services to be provided and the anticipated results to be achieved under the ASPIRE grant project. First, the 100 teacher residents will have the opportunity to receive 18 months of intensive coursework and clinical experiences each project year. The 8,343 students at the project’s high-need will benefit from teaching focused on powerful authentic teaching and learning, which includes enabling students to construct meaningful academic and social emotional knowledge in the process of improving their overall achievement and development. Moreover, these students will benefit from ASPIRE by having increased access to equitable resources and opportunities. Second, ASPIRE will also have a district wide impact on how students are taught by introducing team taught and interdisciplinary modes of instruction, which will deepen students’ understanding of the underlying principles and forms of inquiry embedded in academic disciplines. Third, the project’s community partners will collaborate with teacher residents, new teachers, mentors, and university faculty, on how an array of substantial resources can benefit students’ academic and social emotional development. Fourth, ASPIRE will establish an infrastructure to continue the project after federal funding ends by providing seed money for the creation of major teams for leadership, professional development, and instruction, which will create a cost-effective culture for continuing project collaboration among all partners. Fifth, the project design has drawn on the latest research and promising evidence to implement the best practices from high-quality research for the ASPIRE’s project services. Sixth, with the establishment of a wide range of teams engaging community
partners, the project will have established an infrastructure for the continuing development of a community contribution to the project's 19 schools. Seventh, the costs are also reasonable in that the project's programming will be evaluated using a longitudinal design using valid and reliable instrumentation in order to assess the impact of the activities under the project’s four objectives. Eight, the project's evaluation through its formative assessments will also provide on-going feedback on how the project can be continually refined and improved. Finally, the project’s system of collaboration will share project accomplishments across the schools and with mentors, university faculty, and community partners.

(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant and demonstrated commitment of partners

**Institutionalization commitments:** The project partners’ key leaders have indicated in their letters of support their commitment to institutionalization plans for teacher resident recruitment, preparation, and support of additional cohorts of new teachers using their own funds. The President, Provost, and Deans at NU have indicated that institutionalization is a top priority.

**New organizational units to support institutionalization:** As a first step in the institutionalization planning process, the APSIRE project will establish the Governance Council and the Management Team to develop detailed plans on how the partnership’s initiatives can be sustained through appropriated, reallocated, or leveraged funds including private and state grants.

**The planned reallocation of resources for institutionalization:** The institutionalization of this project will be successfully undertaken because funds received from the US Department of Education to launch the ASPIRE Project will be conceived of as seed monies. The organizational leadership across partners are offering 100% match to showcase ability and intent to sustain this project after the grant period. Staff hired with federal funds will no longer be needed once federal support ends, as new organizational structures will have been established to continue the project. After the project ends, NU faculty and staff, along with CVESD teachers and staff will continue their participation as part of their regular professional assignments. As the focus shifts
towards creating new organizational units, curricula, and networks of collaboration, the monies necessary to continue the project will be substantially less than yearly grant awards. It is anticipated that once federal funding ends, $750,000 will be needed per year to institutionalize and enable program sustainability. It is also anticipated that some variation of the project's structures will become permanent parts of the way that NU functions CVESD, with additional cohorts of new teacher residents being recruited, prepared, and supported after federal funding has ended.

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

Setting the stage for external funding and coordination strategies with other funding sources: NU has an established record of receiving funds from federal pass-through grants, States, and private foundations that support public education. From FY19 through FY22, NU's COE received $1.2 million from the State of Nevada’s Department of Education; San Diego Foundation; Wells Fargo Foundation; Mathematics Education Trust; US Department of Education pass through Fresno Unified School District; and the Wallace Foundation. As lead partner and fiscal agent in the ASPIRE Project, NU will continue to apply to such foundations to raise the $750,000 per year necessary to continue the program beyond federal funding, and continuously improve and replicate this project’s model to other high-need districts across California, addressing how urban teacher residents are recruited, prepared, inducted, and retained, including their relative impact on student achievement. Moreover, NU will coordinate its current grant programs with ASPIRE to support, but not supplant, its activities.

An assessment of resources available to the eligible partnership

The integration of funds from other related sources: As identified in the budget, each partner organization will contribute resources to the development, management, and implementation of the ASPIRE. Overall, in-kind resources from each partner help accommodate the project’s growth and to begin sustaining efforts beyond the grant’s funding. In Year 1, 17.4%
of TQP grant funds are matched with in-kind sources; Year 2, 20.3%; Year 3, 20.5%; Year 4, 20.8%; and by Year 5, 21.0% of grant funds are matched, with a 5 year match of 100%.

**The intended use of grant funds:** Grant funds will be used to hire and compensate key project personnel; provide travel for project personnel, faculty, teacher residents, and CBO partners traveling to/from NU’s Headquarters in San Diego to Chula Vista; compensate NU faculty members who will be fundamentally redesigning courses; purchase necessary technology to help train teacher residents and mentors to enhance pedagogy and for in-class assessments that will help student achievement; classroom support for mentor and mentee teachers through stipends and release time; living wage stipends for residents; I/M and PD for mentor teachers; and for program development, expansion, assessment, and evaluation.

**The commitment of resources of the partnership:** As detailed in each partner organization’s letter of support (see Appendix E) all ASPIRE partners are fully committed to its design. Each partner has further committed its own in-kind funds and resources (e.g., personnel time, space, equipment) to ensure full participation and overall sustainability after grant funding.

**The roles and commitments that each partner will make and their responsibilities:**

**NU** will provide coordination as lead fiscal agent for all the ASPIRE efforts; identify a course for sustainability; partner with LEA and CBOs; maintain assessment and reporting; and facilitate participation across NU to integrate and support the ASPRIRE activities. **CVESD** will provide placement assistance for teacher resident experiences; provide experienced teachers to serve as mentors; extend the ASPIRE into its highest need schools; provide staff to support the project; offer teaching positions for all participants; and provide student achievement and teacher evaluation data on program graduates. **Harmony** will provide a social and emotional learning online platform for teachers and pre-K-6 grade students that foster communication, connection, and community both in and outside the classroom. Harmony will help develop teaching and SEL skills with on-demand courses and deeper professional learning opportunities. CVESD has several current partnerships that are aimed at improving student academic achievement and
social emotional development. These partnerships include arts organizations that provide arts instruction to every student in the district. Such programs include dance, digital media, music, theatre, and visual art through partnerships with the San Diego Youth Symphony. Teacher residents will collaborate with these partner organizations as well as those below during their clinical residency. Additionally, CVESD works with partners to provide “innovation stations,” which include a coastal education program through a partnership with the Living Coast Discovery Center, teaching students about the environment, earth sciences, and local wildlife. In partnership with the Chula Vista Athlete Train Center, the district provides a health station, with programming on healthy lifestyle and physical activities, as well as allowing students to explore careers in the health sciences. The Hydro Station is provided in partnership with the Sweetwater Authority and Otay Water District. This program allows students to explore careers in the water industry by engaging in hands-on activities including an engineering challenge and creating device prototypes for solving real-world problems. The innovation station provides students with experiences in information and communication technologies in partnership with Qualcomm and the Chula Vista Public Library. Finally, a partnership with San Diego Gas & Electric and IBEW local 569 provides programming to students in energy, utilities, and construction with hands-on activities. These existing partnerships demonstrate the ability and commitment of the district to form partnerships with organizations in the community that provide students with an array of experiential learning, and they also provide a unique opportunity for teacher residents to understand how community resources can be effectively integrated into classroom instruction.

Chula Vista Community Collaborative, and the South Bay Family YMCA are CBOs supporting the LEA schools by providing collaborative opportunities for community-based education; support local partnership development; identify and manage community-based service-learning projects; provide expertise in program areas including teacher development; and assist in identifying other community resources to support new teachers.

D. QUALITY OF THE MANAGEMENT PLAN
(i) Achieving the Objectives of the ASPIRE within Budget, including Clearly Defined Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks

1. Organizational units developed to govern, manage, and implement: The management plan is designed to ensure that the program objectives will be achieved in a timely manner and within budget. Table 1 outlines the interrelationship between activities, responsibilities, timelines, milestones, and persons responsible for accomplishing project tasks. Adequate budget support has been provided for each of the project’s objectives.

An efficient organizational structure to support and guide the process of achieving project objectives will be provided by six Work Teams: Recruitment, Residency Teacher Preparation (RTP), Cultural Immersion, Induction/Mentoring (I/M), Equity and Teacher Cultural Alignment (ETCA) and Assessment monitored by the Governance Council and the Management Team. The overall management will be undertaken by the Management Team, composed of the Executive Project Director, Co-Project Directors, NU Colleges of Education and Letters & Sciences faculty members, teacher residents, induction coordinators, representatives from CVESD, and each community partner. Accordingly, the Work Teams will have similar compositions. The Management Team and Work Teams will meet every other week to review timelines and milestones; monitor the budget; define the responsibilities of staff; implement an ongoing review of project plans; and monitor and modify the activities of the project based on feedback received. To provide overall coordination, the Governance Council will be composed of a representative from CVESD central office; two teachers; three school administrators; four NU faculty; NU college deans and directors; two community partners; and representatives from the California State Board of Education. The Council will set overall policies for the program, monitor the implementation of this proposal, review evaluation reports and make recommendations to staff, discuss the project’s effectiveness, and develop plans to sustain the project after funding.

2. Ensuring programmatic accountability with adequate mechanisms in place so that high-quality products and services result from the project: It is vital that the project establish a
continuum of assessment and collaboration that cuts across the barriers of time and space to bring personnel together to work on the high-quality of teacher preparation and its relation to student achievement.

To enhance sharing across the project on evidence-based teaching instruction for teacher candidates and new teachers, ASPIRE will hold a forum each project year, which will bring together faculty, district teachers, and the community partners to share accomplishments across CVESD and to discuss how the project can effectively address K-6 student needs. The objective quantitative performance assessments, which will be employed to provide ongoing performance feedback and continuous improvement as described in the Evaluation Section, including a wide range of qualitative and quantitative measures which will be used to provide ongoing formative assessments as part of the management system to ensure continuous program progress.

3. How the partnership will coordinate strategies with other teacher preparation and PD programs: As part of the project’s comprehensive management system, ASPIRE strategies and activities will be coordinated with other projects in several significant ways. First, as described in detail on page 68, the project’s Governance Council will ensure that coordination occurs, meeting regularly with the Management Team and the appropriate Work Teams to implement the levels of coordination between ASPIRE and these programs while ensuring consistency across other educational reforms occurring within the State. The federal programs will be fully integrated into the work of the ASPIRE by sharing ideas that also support one another’s work in assisting the preparation of teacher residents and new teachers. Additionally, once per year, a forum will be initiated to meet around key issues so that cross-school learning can be established. CVESD will have opportunities to share successes, challenges, and solutions and dialogue around respective problems of practice to collectively discuss and reflect on ASPIRE’s impact.

4. How the project will be consistent with state, local, and other reform activities promoting teacher quality and student academic achievement: The ASPIRE project will maintain consistency with state and local evaluation reform activities including: statewide efforts to
implement the California Board of Higher Education; Community Schools Initiative in CVESD; CalTPA; Title I; Title II; National Education Association; CVESD teacher unions; American Association of Colleges for Teacher Education; Association of Teacher Educators; and statewide teacher evaluation efforts. To ensure that NU prepares high-quality educators who are ready to support all students learning, teacher residents must demonstrate the competencies defined by the CCTC and the Association for Advancing Quality in Education Preparation. Teacher residents will acquire an in-depth knowledge of state standards through their CVESD clinical work, their pedagogy, and academic content teacher preparation course work. Each Work Team will address how the ASPIRE can address program-specific state teaching, learning, and content standards. By including those standards as well as other reform activities into the tasks undertaken by the Work Teams, ASPIRE will effectively ensure that there is a range of teacher education activities consistent with those reforms to support improved teaching.

5. Clearly Defined Responsibilities for Key Project Personnel: The positions supporting the implementation of ASPIRE are listed below and their responsibilities are defined. Detailed descriptions of the qualifications for the key project personnel listed below appear in Appendix D. The table below also explains how the staff below are aligned with the project’s objectives and activities.

Executive Project Director (EPD): 25% in kind, Dean, Sanford COE, NU, will be responsible for the overall direction, ensuring that the Governance Council and the Management Team provide a coordinated approach to the project and develop a pathway toward sustainability.

Budget Manager (BD): 25%, Manager, Sanford COE, NU, will provide fiscal oversight for ASPIRE and will work closely with the Project Director ensuring cost effective measures are employed with federal funds.

Co-Project Directors (CPD): 50%, Assistant Professor and Statewide Clinical Practice Coordinator, Sanford COE, NU. will serve as Co-Project Manager
and provide support to the Project Director, including coordination efforts across partner LEA schools and CBOs, serving an integral point of connection between key stakeholders working on clinical engagement, community-based projects, and development of the co-teaching model.

50%, Professor, Teacher Education Department, Sanford COE, NU. will be responsible for partnering with schools to create thriving, inclusive, co-teaching, SEL cultures and will serve as an integral point of connection between key stakeholders working across all partner organizations in the development of the mentoring support model.

College of Letters & Sciences Liaisons (CLSL): 25% in kind, Associate Professor and Interim Associate Dean, NU. will coordinate faculty efforts between the Colleges of Education and Letters & Sciences.

20% in kind, Dean, NU. will coordinate governance efforts between the Colleges of Education and Letters & Sciences.

Mentor Development Program Coordinator (MDC): 20% in kind, Director of Clinical Practices and Assessment, Sanford COE, NU. will work with mentor teacher selection and training, drawing on her experience as a Mentor Teachers State Committee Member.

High-Need Special Education Program Coordinator (HNSED): 12.5%, Assistant Professor, NU. will Co-Lead the Foundations courses within the teacher education program, working alongside community and school partners to develop an engaging curriculum that draws on the proposed co-teaching residency teacher model.

High-Need Bilingual Education Program Coordinator (HNBEC): 12.5%, Professor and Program Director for the Master of Bilingual Education, Sanford COE, NU. will develop PD for dual language immersion.

High-Need Elementary Education Program Coordinator (HNEEC): 12.5%, Associate Professor and ITL Foundations Co-Lead Faculty, Sanford COE,
NU, will develop ASPIRE workshops for resident teachers on culturally relevant pedagogy and engaged learning.

**High-Need SEL Program Coordinator (HNSELC):** 12.5%, Assistant Professor, Sanford COE, NU. He/She will provide PD to K-6 teachers, communities, organizations in the areas of social and emotional learning, inclusive and equitable practices for English learners, and practice-based action research.

**High-Need Mathematics Program Coordinator (HNMC):** 12.5%, Associate Professor, COLS, NU will work directly with resident teachers, mentors, and community partners to develop and implement math content pedagogy.

**High-Need Science Program Coordinator (HNSC):** 12.5%, Biology Professor, COLS, NU will work directly with resident teachers, mentors, and community partners to develop and implement science content pedagogy.

**Instructional Director (LEAID):** 15% Director of Instructional Support, will coordinate all faculty, student clinical visits, and service-learning projects within CVESD. In ASPIRE, the Instructional Director will liaise and serve as point across Chula Vista.

**Induction Mentoring (I/M) Coach (LEAIMC):** 15% in kind, will supervise the induction of new teachers into CVESD and pair each new resident teacher with an on-site mentor. He is responsible for their PD, which aligns to LEA initiatives and state and national reforms.

(ii) The Adequacy of the Procedures for Ensuring Feedback and Continuous Improvement in the Operation of the Proposed ASPIRE Project

The formative elements of the evaluation design will provide ongoing feedback to project staff for timely and valid information on the management, implementation, and efficiency of the project. Systems for providing feedback and ongoing assessment will be established as well as measures of ongoing project progress. For example, the Project Director and the Governance Council will receive monthly feedback from the Management Team and the Independent Evaluator to ensure
that timely and valid information is provided. Moreover, at the end of each program session the leaders of those programs will meet to both reflect upon and provide data (including feedback questionnaires from students and parents) on how effective that program was implemented. The feedback surveys will include open-ended items on the way teacher resident mentor and induction mentor sessions have been organized and how effectively the sessions have been led.

Not only have benchmarks and timelines been set to annually gauge the extent to which project’s activities are meeting program objectives, but a range of formative evaluation measures will be employed to provide additional ongoing and continuous feedback on the project’s progress. The following formative assessment strategies will be used to give performance feedback to the Management Team and project staff (e.g. mentors, NU faculty, and CBO staff), school staff, and program administrators: focus groups will be convened quarterly to discuss how well students and learning are learning and what impact the project is having on students’ educational and occupational performance and aspirations and parental support for them; interviews will be administered bi-annually with representative students and parents, which will provide in-depth analysis of project development; staff will regularly review evaluation data, curricula, and sample lesson plans and units posted on the web to consider changes in project design; and mentors, CBO staff, and NU faculty will convene monthly to review all of the above documentary data to determine how efficiently the project is being managed. Information will be used in a variety of ways to manage progress towards the project’s stated objectives. This process will be repeated each project year and an ongoing feedback loop will be created to ensure progress toward outcomes. The chart on the following page describes in detail how the project will be implemented with timelines, milestones, key activities, and responsibilities clearly delineated for each objective.
**Table 1. Management Chart Organized by Objectives (See Key Below)**

<table>
<thead>
<tr>
<th>OBJECTIVES, ACTIVITIES, AND MILESTONES</th>
<th>TIMELINES</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE 1 - Establishing a system of collaboration among NU, Chula Vista Elementary School District, and the partnership community agencies for Project ASPIRE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Activity: Governance Council being established, meeting to conduct its business, and developing plans to sustain the project beyond federal funding.</td>
<td>Octe2022-Sept2022 &amp; Oct - Sept. in years 2-5</td>
<td>EPD, dBD, dCPD, dEE</td>
</tr>
<tr>
<td>• Milestone: Quarterly meetings are held as scheduled. Governance Council members will rate the effectiveness of the collaborative functioning of the partnership to support effective teaching in the LEA: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%; Yr. 5: 90%).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Activity: Broad-based Work Teams will be established, comprised of representatives from NU, CVESD, and community partners. Work Teams will meet to collaboratively implement the project’s objectives.</td>
<td>Octe2022-Sept2022 &amp; Oct - Sept. in years 2 - 5</td>
<td>EPD, CPD, CLSL, MDC, dEE</td>
</tr>
<tr>
<td>• Milestone: Work Team members will rate the effectiveness of their collaborative functioning: (Yr.1: 70%; Yr.2: 75%; Yr.3: 80%; Yr.4: 85%; Yr. 5: 90%).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OBJECTIVE 2 - Preparing 100 teacher residents to be high-quality teachers for CVESD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Timeline</td>
<td>регион</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Recruitment, enrollment, and graduation of diverse teacher residents to</td>
<td>January 2023 &amp; March - May of</td>
<td>CPD,</td>
</tr>
<tr>
<td>address LEA shortage areas.</td>
<td>each ensuing project year</td>
<td>HNSD,</td>
</tr>
<tr>
<td>Milestone: The number of cumulative teacher residents recruited and</td>
<td></td>
<td>HNBEC,</td>
</tr>
<tr>
<td>enrolled in the ASPIRE project by year: (Yr. 1: 20; Yr. 2: 40; Yr. 3:</td>
<td></td>
<td>HNEEC,</td>
</tr>
<tr>
<td>60; Yr. 4: 80; Yr. 5: 100). 70% of these will be certified in the LEA</td>
<td></td>
<td>HNSELC,</td>
</tr>
<tr>
<td>shortage areas and 70% will reflect underrepresented identities.</td>
<td></td>
<td>HNMC,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HNSC</td>
</tr>
<tr>
<td>Activity: ASPIRE residents acquiring meaningful teaching and learning</td>
<td>June 2023 - July 2024 &amp; August</td>
<td>CPD,</td>
</tr>
<tr>
<td>strategies and collaborative modes of instruction.</td>
<td>&amp; August – June of each ensuing</td>
<td>CLSL,</td>
</tr>
<tr>
<td>Milestone: Students demonstrating their ability to engage in innovative</td>
<td>project year</td>
<td>LEAIMC</td>
</tr>
<tr>
<td>teaching and learning strategies by year: (Yr.1: 70%; Yr.2: 75%; Yr.3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%; Yr.4: 85%; Yr. 5: 90%).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity: Selection and preparation of mentors for teacher residents.</td>
<td>January 2023 &amp; March - May of</td>
<td></td>
</tr>
<tr>
<td>Milestone: Teacher residents will rate the effectiveness of mentoring:</td>
<td>each ensuing project year</td>
<td></td>
</tr>
<tr>
<td>(Yr. 1: 70%; Yr. 2: 75%; Yr. 3: 80%; Yr. 4: 85%; Yr. 5: 90%).</td>
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<td></td>
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</tbody>
</table>

**OBJECTIVE 3 - Supporting Project Graduates and the Quality of their Instruction through an Induction Program**
- Activities: (1) Hiring and (2) retention of ASPIRE teacher residents in the project’s high-need schools.
- Milestones: (1) 100% of teacher residents will agree to teach for 4 years in the LEA upon graduation. (2) The cumulative number of ASPIRE graduates teaching in the LEA by year: Yr. 1: 0; Yr. 2: 20; Yr. 3: 40; Yr. 4: 60; Yr. 5: 80.

<table>
<thead>
<tr>
<th>Activity</th>
<th>October 2023 &amp; each fall of the ensuing project</th>
<th>EPD, CPD, MDC, LEAIMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher residents will be inducted and mentored in the LEA.</td>
<td></td>
<td>CPD, MDC, LEAIMC</td>
</tr>
<tr>
<td>Milestone: 100% of graduates will be inducted and mentored in the LEA: Yr. 1: 0; Yr. 2: 20; Yr. 3: 40; Yr. 4: 60; Yr. 5: 80.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Activity: Teacher residents will demonstrate effective teaching in their classrooms.
- Milestone: Teacher residents will demonstrate their effective performance in the first 4 years of their teaching: Yr. 1: 75%; Yr. 2: 80%; Yr. 3: 85%; Yr. 4: 90%.

<table>
<thead>
<tr>
<th>Activity</th>
<th>October 2023 &amp; each fall of the ensuing project</th>
<th>EPD, CPD, CLSL, HNSED, HNBEC, HNEEC, HNSELC, HNMC, HNSC, LEAIMC</th>
</tr>
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<tbody>
<tr>
<td>Teacher residents will demonstrate effective teaching in their classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milestone: Teacher residents will demonstrate their effective performance in the first 4 years of their teaching: Yr. 1: 75%; Yr. 2: 80%; Yr. 3: 85%; Yr. 4: 90%.</td>
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<td></td>
</tr>
</tbody>
</table>

**OBJECTIVE 4 - Improving the academic achievement and social emotional development of CVESD students**

- Activity: High-quality, effective teacher practices are conducted in classrooms of ASPIRE graduates.
- Milestone: The total number of students being taught by ASPIRE graduates teaching in LEA schools by year: Yr. 1: 0; Yr. 2: 600; Yr. 3: 1,200; Yr. 4: 1,800; Yr. 5: 2,400.

<table>
<thead>
<tr>
<th>Activity</th>
<th>October 2023 &amp; each fall of the ensuing project</th>
<th>EPD, CPD, CLSL, HNSED, HNBEC, HNEEC, HNSELC, HNMC, HNSC, LEAIMC</th>
</tr>
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<tbody>
<tr>
<td>Teacher residents will demonstrate effective teaching in their classrooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milestone: The total number of students being taught by ASPIRE graduates teaching in LEA schools by year: Yr. 1: 0; Yr. 2: 600; Yr. 3: 1,200; Yr. 4: 1,800; Yr. 5: 2,400.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- **Activity**: LEA students improving their academic achievement and social emotional development.
- **Milestone**: The percentage of LEA students that have increased their academic achievement and social emotional development by year: (Yr.1: 0%; Yr.2: 70%; Yr.3: 75%; Yr.4: 80%; Yr.5: 85%).

<table>
<thead>
<tr>
<th>Activity: LEA students having increased access to culturally responsive educational experiences, resources, and opportunities.</th>
<th>October 2023 &amp; each fall of the ensuing project years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestone</strong>: The percentage of LEA students that have increased access to equitable educational experiences and resources by year: (Yr.1: 0%; Yr.2: 70%; Yr.3: 75%; Yr.4: 80%; Yr.5: 85%).</td>
<td>EPD, CPD, CLSL, HNSED, HNBEC, HNEEC, HNSELC, HNMC, HNSC, LEAID</td>
</tr>
</tbody>
</table>

**Key for Persons Responsible for Above Activities**: Executive Project Director (EPD); Budget Manager (BD); Co-Project Director (CPD); College of Letters & Sciences Liaison (CLSL); Mentor Development Program Coordinator (MDC); High-Need Special Education Program Coordinator (HNSED); High-Need Bilingual Education Program Coordinator (HNBEC); High-Need Elementary Education Program Coordinator (HNEEC); High-Need SEL Program Coordinator (HNSELC); High-Need Mathematics Program Coordinator (HNMC); High-Need Science Program Coordinator (HNSC); Instructional Director (LEAID); Induction/Mentoring Coach (LEAIMC); and External Evaluator (EE).