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(This application contains no waiver request of 100% Cost Rate/Match Requirement or Proprietary Information. Appendices G and I are excluded.)

Introduction. Chicago Public Schools (CPS) is the nation’s third largest school district serving over 340,000 students in over 600 schools across the city. Teachers play an essential role in supporting student success, and the ability to train, hire, support and retain great teachers is one of the ways a district can support schools directly. Yet statewide shortages of licensed educators in high need subjects and areas, coupled with a significant decline in enrollment in traditional preparation programs, lead to chronic staffing vacancies, especially in high-need schools. These challenges are pervasive, but Chicago stands out—both with respect to the enormous scale of the need, and the strength of the city’s response.

Teach Chicago is CPS’ high-priority initiative to attract and retain a high-quality, diverse teacher workforce. As such, it a) coordinates the district’s pre-service teacher/teaching readiness and programming services and resources; and b) focuses on the hardest-to-staff schools, which typically serve low-income students, with high-need subjects including special education and bilingual teaching, and employs myriad efforts to both support new teachers and offer leadership initiatives to the district’s existing cadre of educators. Teach Chicago outcomes are impressive: 1) The district’s teacher vacancy rate has dropped to 3%, including a 49% drop in its hardest to staff schools; 2) currently there are 1,000 more special education teachers than in 2017, the year the initiative launched; and 3) the percentage of new teachers who are Black and/or Latinx has risen from 32% to 46% between 2017 and 2021 - a major coup taking into consideration the pandemic and its adjacent setbacks.

Teach Chicago utilizes two main components, Teacher Residency and Teach Chicago Tomorrow. The former, Teacher Residency, has grown into the district’s largest workstream. Since 2017, it has mitigated the chronic staffing shortages in high need areas with fast-growing, highly effective residency programs, operating in partnership with local colleges and universities.

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These partnerships collaborate to curate and deliver training and development experiences, including careful selection of training site schools. Participants earn a Professional Educator License (PEL) after one full year of training and are eligible to be hired as teachers of record. Teacher residency models offer teachers from nontraditional backgrounds an accelerated and highly rigorous training path to fill positions across the district, including within our most hard-to-staff schools.

The Teach Chicago Tomorrow program (TCT), launched in 2020, focuses on recruiting CPS students to emerge as our future cadre of teachers. While we have made considerable progress recruiting diverse incoming cohorts of teachers, we know that any sustainable long term strategy must center on our students becoming teachers. To this end, we partner with City Colleges of Chicago and Illinois State University to attract and support CPS high school students to become teachers. TCT recruits current CPS students who largely identify as individuals of color and are interested in becoming a teacher. The program connects them to a structured college pathway to their educational degree and licensure tailored to their specific teaching discipline and vast suite of wrap-around services: tutoring, academic supports, financial supports, and mentorship. The pathway includes an intentional approach to mitigate the barriers that students of color-- many of whom also identify as first generation college students-- face in their higher education experiences.

However, teacher shortages remain high - and disproportionately at CPS. Per a recent Illinois State Board of Education *Supply and Demand Report*, 43% of all teacher vacancies in the state were in CPS alone, despite the fact that the district only accounts for 14% of the state's teacher workforce (2018). To fill these positions the district must deepen, expand, strengthen, and re-design its existing recruitment and maintenance efforts. As such, CPS respectfully

requests \$6,007,327 from the U.S. Department of Education to launch its *Pre-Service Teaching Equity Project* (P-STEP), a five-year project to attract, recruit, prepare and retain high-quality teachers for our hardest-to-staff schools across Chicago. We are poised to accomplish this now - and successfully - leveraging institutional knowledge, experience, and structure created by Teach Chicago, Teacher Residency, and Teach Chicago Tomorrow.

The overarching objectives of P-STEP are to:

- 1) Improve and expand upon pre-service teaching experiences, including field experiences and student teaching opportunities in hard-to-staff schools;
- 2) Equitably place student teachers throughout CPS;
- 3) Improve the experience and efficiency of pre-service teacher preparation;
- 4) Improve the recruitment, training, and retention of experienced “cooperating teachers” of color to mentor/guide pre- and new teachers; and
- 5) Ensure/incentivize pre-service teachers from both underrepresented groups and those studying high-needs education subject areas accept full-time employment at hard-to-staff schools.

Partners include: CPS (High-Need LEA); Gage Park High School and McAuliffe Elementary School (High-Need Schools within the LEA); Chicago State University’s College of Education and College of Arts and Sciences (Partner Institute of Higher Education), Northeastern Illinois University and DePaul University.

Absolute Priority 1 - Partnership Grants for the Preparation of Teachers.

CPS and local Institutes of Higher Education partner to support and train students who are part of education preparation programs in and around Chicago. Typically, students in education preparation programs complete field experience during the first few years of their

programs. Field experiences are on-site skill-building initiatives in which students observe, and at times, support student learning in real classrooms. Field experiences encompass clinical observations, practicum, or pre-internship experiences, and are typically completed as part of university classes and graduation requirements.

Once the field experience hours are complete, a student must undergo their student teaching requirement. The final accomplishment of one's education preparation program, student teaching includes on-site, supervised, instructional experiences for a semester or an entire year. Each year, CPS works with IHEs to recruit and train ~1,000 student teachers. Student teachers are paired with cooperating teachers (CTs) who supervise this instructional experience. CTs are CPS teachers with at least 3 years of teaching experience who express interest in mentoring student teachers. Most are recommended by their principal. Close to ~1000 CTs support student teachers in CPS annually.

Research proves that high-quality pre-service teaching experiences equate to reliable pipelines for recruiting and retaining teachers, and a particularly important resource for recruiting and retaining teachers of color (Carver-Thomas, 2018). P-STEP will allow CPS to improve the pre-service teaching trajectory, from field experience through student teaching, to ensure high-quality, well-prepared talented teachers have the desire and opportunity to teach in CPS classrooms. This pipeline is especially important for hard-to-staff schools in the district, where recruiting and retaining high-quality teachers is especially challenging. To this end, the CPS Talent Office and Office of Teaching and Learning will work together with IHEs to redesign and improve the pre-service experience. A redesigned program will 1) provide opportunities for student teachers to complete field experiences in hard-to-staff CPS schools; 2) equitably place student teachers throughout CPS; 3) recruit and retain cooperating teachers (CTs) in hard-to-staff

schools, with specific focus on CTs of color; and 4) deepen and improve training for both pre-service and cooperating teachers. Once implemented, these levers will increase the number of high-quality teachers who engage and remain in CPS' most hard-to-staff schools.

To accomplish, CPS will partner with Chicago State, Northeastern Illinois, and DePaul Universities, CPS to enhance existing pathways by a) introducing collaboration with faculty within the Departments of Education and Arts and Sciences; b) elevating the quality of induction support for new teachers that meets the TQP definition of an effective pre-baccalaureate teacher preparation program; and c) leveraging the expertise of our IHEs to ensure incoming teachers are high-quality and well prepared to support CPS students in hard-to-staff schools.

We anticipate that P-STEP will expand the capacity of CPS' existing Pre-Service Teaching Program to engage an additional 300 student teachers per year. **(Absolute Priority 1)**. Teacher preparation programs are one of the best resources to support a quality, diverse teacher workforce that meets the needs of all students. With committed leadership, expert project staff, and well-developed infrastructure, investment in this program's success will allow P-STEP partners to ensure thousands of CPS students have access to qualified teachers who reflect their racial and ethnic identities, and who, subsequently, will be inspired to become teachers themselves ... ensuring a future with a well-qualified and representative educational force.

Competitive Preference Priority 1 - Increasing Educator Diversity. Building a robust and diverse teacher pipeline, with a specific focus on recruiting candidates of color, will create a structured pathway for CPS graduates and Chicago community members to access scholarship funds, complete college, earn their teaching credentials, and start a CPS teaching career. P-STEP reflects the district's firm commitment to equity - spelled out in CPS' Five-Year Vision. CPS defines equity as championing the individual cultures, talents, abilities, languages, and interests

of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations. The CPS Vision contains specific goals to hire 3,000 additional Educators of Color and develop 150 aspiring Black and Latinx teachers into leaders by 2024. P-STEP will create the pathways to teacher leadership that prioritize growth and development, with the intention to best serve students in high-needs schools. Research shows that students with teachers of the same racial background benefit from teachers' high expectations, experience fewer disciplinary referrals, and achieve better academic outcomes (Padamsee et al., 2017; Partelow et al., 2017). Diverse leadership can improve recruitment and retention of Teachers of Color (Padamsee et al., 2017; Gobir, 2021).

Through successful implementation of previous U.S. Department of Education grant awards, we have established a consistent investment in customized recruitment support for CPS Opportunity Schools, our cohort of 84 historically hardest-to-staff schools, which has exceeded grant expectations in moving the needle towards giving every child equal access to excellent teachers. The Opportunity Schools recruitment model successfully impacted the district's Human Capital Management System landscape for high-need schools, resulting in the recruitment of over 800 high-quality teachers, of whom 55%+ identify as people of color; reduction of first day of school vacancy rates by 49%, and increased teacher retention rates of early-stage career educators by 46%.

P-STEP will leverage the lessons learned and successes of existing initiatives, like Teach Chicago Tomorrow (TCT), to ensure diverse candidates are applying, admitted, and staying in education preparation programs. In addition, CPS will expand upon existing recruitment efforts between the Talent Office and our IHE partners to recruit students of color already in education preparation programs to complete field experience and student teaching. To decrease rates of

attrition among teachers of color, we will offer more and improved training supports and resources. Finally, pre-service teachers of color will be matched with cooperating teachers of color who share their ethnic and/or racial identity. CPS will build out affinity groups for Black and Latinx pre-service teachers modeled on the affinity group model in the current Teacher Residency Program and with other district partners like Profound Gentlemen and Teach Plus.

Competitive Preference Priority 2 - Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student learning. P-STEP is designed to increase the proportion of well-prepared, diverse, and effective educators serving underserved students, through increasing the number of teachers with certification in identified shortage areas - i.e. dual language, special education. CPS actively recruits a diverse educator workforce using strategies listed above. P-STEP will partner with IHEs to recruit pre-service teachers with certification or dual certification in a shortage area and/or advanced certifications. In Illinois, the number of teacher preparation programs has dropped 50% since 2012 in tandem with a 50% decrease in individuals completing their education preparation program completers—a decrease greater than in any other state (Advance Illinois, 2020). Per a recent Illinois State Board of Education *Supply and Demand Report*, 43% of all teacher vacancies in the state were in CPS alone, despite the fact that the district only accounts for 14% of the state’s teacher workforce (2018). The *Report* shows vacancies particularly salient to Special Education and Bilingual Education, with a plurality of those vacancies in CPS (45% of the state’s LBS1 vacancies and 37.3% of its Bilingual vacancies). Furthermore, with recent state initiatives such as Universal Pre-K and the adoption of an Arts Indicator into the ESEA state plan, there is added urgency to recruit and retain high-quality educators in Early Childhood and Arts Education. However, there is hope concurrent with this negative phenomenon: CPS’ Pre-Service Teaching Program has

been lauded as ideal in preparing a diverse teacher workforce by the Illinois State Board of Education policy report on alleviating teacher shortages (2018). Therefore, P-STEP is a positive step in redesigning and improving upon the CPS current programming. Once in the P-STEP program, teachers will have access to redesigned, improved training rooted in CPS' Equity Framework and Cultural Competencies. P-STEP aims to reach this priority through 1) increasing the number of incoming teachers of color by 10% each year by improving completion rates among Black and Latinx pre-service educators, and by becoming a district where our student teachers have an excellent pre-service training program; increasing the number of pre-service teaching professionals of color serving in hard-to-staff CPS schools by 10% each year; and by increasing the number of Special Education and Bilingual teachers accepting FTEs with hard-to-staff CPS schools by 10% each year.

Competitive Preference Priority 3 - Meeting Student Social, Emotional, and Academic Needs. A study from Stanford University shows that CPS students achieve the equivalent of six years' academic growth in only five-years' time, outpacing nearly every other district (Rearden, 2017). However, for many schools, student achievement remains a challenge, especially in high-need schools. Of CPS' 340,000+ students, 69.8% live within 185% of the federal poverty line, the majority of schools are Title I eligible, and the student body identifies as 35.8% Black/African American, 4.3% Asian, 46.7% Hispanic/Latinx, 1.3% Multi-Racial, and 10.9% White. High-need schools are concentrated on the city's south and west sides, and many serve predominantly Black/African American or Hispanic/Latinx students. While CPS is a district on the rise, it is also at a critical juncture to close a persistent opportunity gap between African American, Latinx, and White students. The 2019 State of Illinois District Report Card for CPS reported a 37 point gap between White and Black students, and a 31 point gap between

White and Latinx students on the Illinois Assessment of Readiness. Further, the pandemic exacerbated the challenges faced by our students of color: Research shows that Black students, especially Black male students, were most negatively impacted by remote schooling, including technological barriers (ED, 2021).

P-STEP is designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through 1) creating a positive, inclusive, and identity-safe climate at institutions of higher education; 2) fostering a sense of belonging and inclusion for underserved students; 3) implementing evidence-based practices for advancing student success for underserved students; 4) improving training supports rooted in CPS' equity framework, cultural competency and antiracism. These steps will culminate in an increased number of pre-service educators of color, which will ultimately lead to an increase in the number of full-time teachers of color. Hence, instilling a sense of belonging and inclusion for students, student teachers, and inspiring to students who wish to become teachers. Research shows that students with teachers of the same racial background benefit from teachers' high expectations, experience fewer disciplinary referrals, and achieve better academic outcomes (Padamsee et al., 2017; Partelow et al., 2017).

Competitive Preference Priority 4 - Promoting Equity in Student Access to Educational Resources and Opportunities. P-STEP is designed to promote educational equity and adequacy in resources and opportunity for underserved students. P-STEP will increase the number of student educators of color who complete pre-service teaching and student teaching at hard-to-staff schools, which will eventually lead to more FTE educators at hard-to-staff schools. Culturally relevant and representative staffing in early learning programs, elementary/ middle schools, and high schools is directly in line with the district's Opportunity School strategy, which

seeks to find pipelines and incentives for high-quality teachers to accept FTEs at hard-to-staff schools, described in detail above.

A. Quality of the project design. *(i) The extent to which the proposed project demonstrates a rationale.* **The Need to Increase Educator Diversity:** CPS needs more Black/African American and Hispanic/Latinx educators who share identities, backgrounds, and experiences with CPS students. Research has overwhelmingly shown students with teachers of the same racial background benefit from teachers' high expectations and achieve better academic outcomes (Gershenson et al 2017; Gershenson et al, 2016; Nicholson-Crotty et al, 2016). CPS serves a diverse student body that is 35.8% Black/African American, 4.3% Asian, 46.7% Hispanic/Latinx, 1.3% Multi-Racial, and 10.9% White. By contrast, the majority of CPS teachers identify as White, while only 20.7% identify as Black/African American, and 21.3% as Hispanic/Latinx. It is important to keep in perspective that CPS attracts a more diverse pool of candidates than all other Illinois districts, but not nearly enough to meaningfully change the racial diversity of the 20,000+ teacher workforce (Illinois Report Card, 2018-2019).

CPS' Five-Year Vision sets a goal to hire 3,000 new Black and Latinx educators by 2024, but the incoming cohorts of teachers that are graduating from teacher preparation programs in Illinois are less diverse each year - only 33% of graduates of teacher preparation program are teachers of color, the fewest of which identify as Black or Latinx. To shift the diversity of its teachers, CPS must address underlying challenges: declining enrollment in teacher training programs (resonant with both local and national trends) and low persistence through traditional teacher licensure programs, particularly for black and Latinx candidates. Between 2005 and 2017, the number of African American college graduates in Illinois increased by 34%, but the percent of those entering education dropped 50%+. At the same time, Latinx college graduates in

Illinois increased by 216% since 2005, while the percentage of those entering education dropped by 40%. Moreover, in Illinois between 2012 and 2017, only 38% of students of color who enrolled in a Master's in teaching, and only 17% who began a Bachelor's in education, completed their degrees on time (Illinois Board of Higher Education, 2019).

A CPS analysis of barriers to completion identified financial burden as the most germane, particularly for candidates of color. The conundrum of the high tuition cost of bachelor's and master's degrees and lack of endowments in schools of education that inform financial aid dissuade potential teacher candidates. Adding to this burden: a) Testing fees add up to nearly \$1,000 for some teaching credentials; and b) student teaching, a requirement of any licensure program, is unpaid. With regards to the latter, payment to student teachers was prohibited by state law until very recently; and colleges report anecdotally that students who work to pay for school are often forced to drop out of education programs, or never pursue teaching at all. We have two proposed levers to address this barrier.

To address this, first, we will continue to recruit pre-service teachers to fill paid CPS Tutor Corps positions, which places high-dosage math and reading tutors in hard-to-staff CPS schools. Second, CPS will work with IHEs to re-structure Tutor Corps to count toward field experience requirements. This way, burgeoning educators have part time jobs that count as course credit *and* provide opportunities to serve in hard-to-staff CPS schools ahead of student teaching. Second, we propose to offer stipends for transportation costs related to student teaching placements to lift this financial burden.

Teacher Need: As described above and throughout this document, teacher turnover remains a significant problem in the U.S., and Chicago is no exception. CPS continues to face shortages of highly-effective educators and leaders, especially in hard-to-staff, high-need

schools. In SY19, only 77% of all new CPS teachers returned to their school for another year, compared to 84% of mid-career teachers, 88% of experienced teachers and 90% of veteran teachers. Research shows disproportionate representation of new teachers working in high-need schools, which can adversely impact student learning. Nationally, teachers in Title I schools have a 50% higher turnover rate than others, and teachers serving the largest concentrations of students of color have a turnover rate 70% higher (Carver-Thomas, 2017). CPS schools that serve the greatest proportion of students from low-income backgrounds have the fewest excellent educators, the highest rating in CPS' teacher evaluation system. CPS has taken significant action to address teacher attrition, including the provision of mentoring, instructional coaching and professional development. However, we have learned that the most effective strategy is to ensure that our early stage career teachers are prepared, supported and ready on day one of their CPS careers.

As such, P-STEP will support and develop teachers who serve in our district. The following data represents CPS' current state around recruiting and retaining high-quality teachers to the most hard-to-staff schools. It will be used as baseline data to inform goals and progress in the P-STEP program:

- 18.3% of student teachers complete student teaching at CPS' hardest-to-staff schools;
- 44.2% of student teachers accept full-time employment positions within 1 term of graduation;
- 89% retention rate for first-time teachers who stay at CPS after 1 year, related to an average of 85.5% over the last four years;
- first time teachers who stay at CPS after 3 years, who persist into their fourth year of teaching, the teachers hired into the most recent cohort (working at least 3 years), had a percentage of 67.8% in SY19, compared to the average 67.2% since 2016

First time teachers who accept offers and remain at hard-to-staff schools:

- in SY22, 14.9% of these teachers accepted an offer;
- in SY21, 14.47% of new teachers were in the hardest-to-staff CPS schools and 85% of those teachers were retained in CPS for their 2nd year; and
- in SY21, only 5% of student teachers ultimately accepted FTE roles at hardest-to-staff CPS schools.

Table 1. Teachers in underrepresented groups who accepted a FTE position in SY21.

Race/Ethnicity	% of First-Year Teachers
American Indian/Alaska Native	0.5%
Asian	6.7%
Black/African-American	18.4%
Hispanic/Latinx	26.5%
Multi-racial	1.2%
Not Available	3.6%
White	43.0%

Table 2. Teachers who accepted jobs in high-needs subject areas in SY21:

Subject Area	% of First-Year Teachers
Special Education	24.9%
Bilingual Teacher	6.0%
Clinician	15.9%

CPS and our IHE Partners have collaborated on shared goals around improving the pre-service experience to increase the number of high-quality, well-prepared teachers at our hardest-to-staff schools. Challenges identified below that must be addressed in order to realize our shared goals:

1. Field experience and student teaching placement is decentralized and unevenly distributed throughout CPS. Students in education preparation programs are typically required to complete field experience observations ahead of student teaching. IHE staff responsible for student teacher placements rely heavily on existing relationships and partnerships with CPS

schools. Placement within CPS schools depends on IHE resources and student teacher preferences. Barriers exist to placement in the hard-to-staff schools: Perceived and pervasive bias around serving in these schools, and transportation issues - most students attend IHEs on the north side of the city and desire to be placed in northside CPS schools. Many students lack exposure to CPS' highest needs schools and communities outside of their comfort zone or elements that mirror their own identities, which can contribute to pre-existing biases about a neighborhood. Since 41% of the annual student teacher cohort is white, this focus on pre-service teacher preferences perpetuates a pattern of student teachers being inequitably placed throughout the District, resulting in an uneven distribution of students for field experiences. The low-percentage of pre-service educators completing field experience at hard-to-staff schools directly relates to the low percentage of those also completing student teaching at hard-to-staff schools. With little to no exposure to hard-to-staff schools ahead of student teaching, students do not have opportunities to challenge their biases. Thus, when they are making student teaching decisions, they are less likely to seek placement in hard-to-staff schools.

2. Student Teacher and CT training is optional and also varies across IHE partners.

CPS and IHEs work together to support and train student teachers and cooperating teachers (CTs). While all IHEs train student teachers, not all have the resources to support CTs. CPS fills in the gap and provides optional training and preparation for CTs and student teachers when needed. Of the ~1000 CTs that serve in this role each year, approximately 150 opt-in to district-led professional development, which results in uneven preparation for both student teachers and CTs.

3. Student teaching experiences are highly variable - some student teachers have very positive experiences leading to full-time offers with CPS and others have negative

experiences and leave. Research and anecdotal data from CPS show that the best predictor of a positive student teaching experience is a strong relationship between a student teacher and their CT. Furthermore, when a student teacher has a positive student teaching experience, they are more likely to accept a full time offer with CPS. However, student teacher's experiences are highly variable due to several challenges, including: 1) lack of formalized or systematic process for matching students and CTs; 2) a dearth of dedicated staff to manage a high-quality matching process between CTs and student teachers; 3) changing administration in school buildings leading to the breakdown of established relationships between IHE and CPS; and 4) confusion around expectations for CTs and student teachers that vary among our IHE partners.

4. Expectations for stakeholders are unclear. Student teachers, CTs, IHEs, CPS Schools, and Central Office administrators lack clear expectations and accountability around creating equitable pre-service teaching experiences. All stakeholders agree on the need for equitable recruitment and retention of CTs, and improved CT and student teaching training and student teacher matching process. However, there are no consistently applied, formalized expectations for each stakeholder to achieve these outcomes nor accountability measures. To this end, two recently enacted CPS policies identify equity targets related to pre-service teaching that aim to address the challenges noted above. This grant proposal seeks, in part, to accelerate the operationalization of these policies (see Appendix H). **1) New Teacher Induction and Mentoring Policy (approved Nov. 2021):** This policy creates a supportive, multi-level induction program for new teachers that maximizes effective teaching, raises student achievement, and increases the retention of high-quality teachers. The CPS Office Teaching and Learning defines induction as starting in the pre-service years and leverages teacher leadership as a driver for teacher growth and attainment. As part of the implementation of this policy, the

Office of Teaching and Learning redesigned CT training in Spring 2022. **2) Pre-Service Teacher Policy (approved Feb. 2022):** This policy establishes equity targets for IHEs, guiding principles and eligibility criteria for the enrollment and placement of pre-service educators.

The P-STEP logic model, simplified below, demonstrates P-STEP’s project rationale, and the relationship between the inputs, strategies, outputs, and outcomes of the proposed project. (Logic Model, Appendix C).

Table 3. Logic Model.

Objectives	Inputs	Strategies	Outputs	Outcomes
Objective 1: Improve and expand upon pre-service teaching experiences	-TQP funds, IHE funds and local resources -All stakeholder/Leadership buy-in	-Research/gather information -Pilot strategies with IHE partners: 1. Providing Stipends/Incentives for CTs and PSTs 2. Training 3. Redesigning/Deepening CT and PST training	-Identifying current CTs in the district -Understanding why PSTs opt out to serve in high-needs schools -Improving PST and CT matching process -Creating CPS training for CTs and PSTs grounded in equity -Measure success of various inputs to determine which strategies are worth scaling to all IHE partners in Y2 -Create a	- Increase # field experiences in low-income schools by 10%/year - Increase # of PSTs participating as CPS tutors by 10%/year - Increase # of STs in low-income schools by 20% each school year - Increase conversion rate of STs to FTEs in low-income schools by 20%/year - Increase % of first year teachers accepting offers at underserved schools by 20%/year - Increase retention rate of first year teachers in underserved schools by 20%/year - Increase # of new teachers retained in CPS for their 2nd year by 20%/year - Increase # of CTs who identify as people of color by 10% each school year - Uptake of optional District-led CT training increases by 20%/ year - 50% of CTs whose student teacher’s accept FTEs with CPS matriculate to becoming Mentors to these now Year 1
Objective 2: Equitably place student teachers throughout CPS	-Best-practice research and evidence-based practices on effective			
Objective 3: Improve the experience and efficiency of pre-service teacher preparation	IHE/District partnerships for equitable and effective PST placement -CPS and IHE expertise in preparing and supporting CTs and PSTs			
Objective 4: Improve the recruitment, training, and retention of experienced CTs of color				

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Objective 5: Ensure/incentivize PSTs			strategic accountability plan with each IHE around equitable student teaching placement and FTE acceptance rate at low-income CPS schools by the end of the 5-year grant -Improve PST experience, thus increasing PST retainment	teachers - Increasing the conversion rate of STs to FTEs in low-income schools by 20%/year - Increase # of first year teachers who accept an offer at an underserved school by 20%/year - Increase # of incoming Teachers of Color by 20%/year - Increase # of PSTs of Color serving in underserved schools by 20%/year -Increased # of Special Education and Bilingual teachers accepting FTEs with underserved CPS schools by 10%/year
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(ii) *Extent to which the project goals, objectives, and outcomes are clearly specified and measurable.* **Desired Future State of Pre-Service Teaching at CPS.** Through funding provided with this TQP grant, CPS can overcome current challenges to create a pre-service educator program that increases the number of high-quality teachers who accept offers and stay at the most hard-to-staff schools. Addressing the challenges listed above will require that we meet the following P-STEP objectives:

Objective 1: *Provide opportunities for all pre-service teachers to complete field experiences in hard-to-staff CPS schools.* P-STEP will reach this objective annually through increasing the number of 1) field experiences in low-income CPS schools by 10%; and 2) pre-service educators (ahead of student teaching) participating in field experience as CPS tutors by 10% each year - assuming tutoring extends beyond the projected 2-year funding. CPS will use Year 1 of grant funding to gather and obtain accurate and complete data of students completing field experience in hardest-to-staff schools.

Objective 2: *Equitably place student teachers throughout CPS.* P-STEP will reach this objective through 1) increasing the number of student teachers in low-income CPS schools by 10% each school year, and by the end of the 5 years, the student teaching footprint is equitable as measured by CPS targets (for student teachers in SY21, 18.3% of student teachers were placed in hard-to-staff CPS schools; and 2) meeting with IHE partners initially and quarterly to discuss strategy for meeting equity targets outlined in the new CPS Pre-Service Teaching policy (described above). Ideally, we will codify multi-year strategic plans in our existing MOUs with each partner IHE around equitable student teaching placement and FTE acceptance rate at low-income CPS schools by the end of the 5-year grant.

Objective 3: *Improve pre-service educator experiences, including improved direct to pre-service training, leading to more pre-service teachers accepting FTE with hard-to-staff CPS schools and attainment as FTEs.* Objective 3 will be met through the 1) conversion rate of student teachers to FTEs in low-income CPS schools raising 10% each year. For first year teachers in SY22, 14.9% of new teachers accepted an offer at an hard-to-staff CPS school (increase by 10% each year). Additionally, CPS will 2) increase retention rate of first year teachers in hard-to-staff CPS schools by 20% each year. For first year teachers in SY21, 14.47% of new teachers were in hard-to-staff CPS schools and 85% of those teachers were retained in CPS for their 2nd year (increase this number by 20% each year). 3) CPS will facilitate quarterly summits of pre-service professional learning managed by the Office of Teaching and Learning with CT support; summit focus will align to CT professional learning, which is grounded in the CPS Equity Framework, the CPS Instructional Core, and observation cycles. And 4) P-STEP will ensure pre-service teachers hired as FTEs have a dedicated school building mentor that is developed and supported by the Office of Teaching and Learning.

Objective 4: *Recruit, train and retain cooperating teachers (CTs) in hard-to-staff schools, with specific attention paid to recruiting and retaining CTs of color and improving training.* Objective 4 will be met by 1) increasing the number of CTs who identify as people of color by 10% each school year. In SY22, 40% of CTs identified as people of color, including 11% identifying as Black / African-American and 24% identifying as Latinx. 58% of CTs identified as White; 2) increasing the number of CTs by 10% each year; and 3) uptake of optional District-led CT training increases by 20% each school year. CPS will facilitate monthly CT professional learning managed by the Office of Teaching and Learning and focused on research-based best practices in coaching and observing, as well as the CPS Equity Framework and Instructional Core. All CT professional learning will align to pre-service teacher and training summits.

Objective 5: *Streamline efforts with other Talent Office projects to ensure pre-service educators from underrepresented groups who are studying high-needs subject areas accept pre-service teaching placement and FTE at hard-to-staff CPS schools.* P-STEP will meet this objective by 1) increasing the number of incoming Teachers of Color by 10% each year; 2) increasing the number of pre-service educators of color serving in hard-to-staff CPS schools by 10% each year; and increasing the number of Special Education and Bilingual teachers accepting FTEs with hard-to-staff CPS schools by 10% each year.

Project Plan. To meet the equity targets identified above, CPS will collaborate with IHEs through a tiered approach: Tier 1 supports will be provided to all IHEs in year 1 to begin working toward equitable pre-service teaching experience at CPS. A Tier 2 pilot program will be provided to 1-3 IHEs in year 1 to test solutions for various challenges identified and will serve as a learning experience to scale support in years 2-5. This tiered approach will overcome the

challenges identified and ultimately increase the number of high-quality teachers who work and stay at CPS' most hard-to-staff schools.

Tier 1 Supports in Y1, to scale in Y2-Y5. The Talent Office and Office of Teaching and Learning will work with each IHE to create strategic plans toward meeting the equity targets outlined above. Our partners have already agreed to both equity-based policies. Regular meetings will occur during Year 1 to convene around on equity targets and create a 5-year strategic plan to achieve these goals. Each plan will include accountability tools to ensure successful implementation.

The Talent Office will provide ongoing experiences for pre-service educators to see, experience, and complete pre-service teaching requirements, ahead of student teaching, in hard-to-staff CPS schools. CPS launched its first-ever Tutor Corps in SY21, which places high-dosage math and reading tutors in hard-to-staff CPS schools. The Talent Office will continue to offer preferred tutoring placements for pre-service students. IHEs are exploring the possibility of using Tutor Corps as service hours toward field experience and other pre-service teaching requirements.

Redesign training for pre-service educators and cooperative teachers that is rooted in the CPS Instructional Core and Equity Framework. To ensure training is strong and effective, the Office of Teaching and Learning will build on redesigned training and collaborate with an external partner to continuously improve cooperative teacher and pre-service educator training during Year 1 as it relates to racial equity, diversity and inclusion. We will scale these learnings and design training for all CTs and pre-service teachers in years 2-5. Data collection and best practice research around improving the pre-service learning and training experience at CPS in Year 1. Learnings will be scaled and applied to work in years 2-5. Baseline data will inform

objectives and outcomes for years 2-5.

Tier 2 Supports in Year 1, to scale in Y2-Y5. The Talent Office and Office of Teaching and Learning will partner with three IHEs to pilot an equitable student-teaching pilot in SY23. The pilot will target ~100 student teachers and ~100 CTs. The pilot will test strategies for overcoming common challenges for equitable student teaching placement and strong, positive student teaching experiences including, but not limited to: providing stipends for CTs to measure how increased investment impacts quality of CT participation and retention of CTs; providing transportation stipends for student teachers to determine if this investment is necessary for transporting students to hard-to-staff schools; invest in tailored CT recruitment, training, development, and preparedness; The Induction Specialists in the Office of Teaching and Learning will provide small group and 1:1 coaching for CTs in this tier; coaching will align to the professional learning scope and sequence and support CTs in refining their coaching skills; redesign a rigorous pairing and placement process with objective of creating strong pairings that lead to positive student teaching experiences; and develop and test competencies, that align with teacher leader competencies being developed at CPS, with and for CTs, student teachers, IHEs and CPS Central Office to ensure accountability and progress toward goals in Year 1. Our Project Matrix outlining P-STEP’s tiered strategy is outlined below in Table 4.

Table 4. Project Matrix

Strategy/Input	Outcome	Timeline	Objectives Addressed	Measurement
<i>Tier 1:</i> Strategic planning with all IHE partners	5-year strategic plans with each partner	Quarterly meetings in Y1 with strategic plans signed by June 2023	Equitably place per-service and student teachers in CPS schools Equitable conversion of student teachers to FTEs in CPS schools	100% of IHEs have a strategic plan for operationalizing equity targets around PST

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<i>Tier 1:</i> CPS Tutor Corps	More pre-service educators serve in hard-to-staff CPS schools ahead of student teaching	Y1 and Y2 confirmed	Provide opportunities for all teaching students to complete field experiences in hard-to-staff CPS schools;	Increase number of field experiences in hard-to-staff CPS schools by 10% each year Increase number of participants as CPS tutors by 10% each year (assuming Tutoring extends beyond projected MFT funding)
<i>Tier 1:</i> Redesigned CT training	CT training aligned and centered on equitable, culturally responsive teaching	Y1	Recruit and retain Cooperating Teachers (CTs) in hard-to-staff schools, with specific attention paid to recruiting and retaining CTs of color and improving training	Increase # of CTs who identify as people of color by 10% each school year (need baseline data) 50% of CTs return from Y1 to Y2, with 10% more returning each school year Uptake of optional District-led CT training increases by 20% each school year
<i>Tier 1:</i> PST Quarterly Learning	Pre-service educators receive introductory training and support from CPS before accepting FTEs	Y1	Improve pre-service teaching experience, including improved direct to PST training, leading to more PSTs accepting FTE with hard-to-staff CPS schools and attainment as FTEs	Facilitate quarterly summits of PST professional learning managed by the Office of Teaching and Learning with CT support; Pre-service teaching summit focus will align to CT professional learning
<i>Tier 1:</i> Data collection and best-practice research	Accurate baseline data and research-informed strategies for scaled	Y1	n/a	n/a

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	efforts in Y2-Y5			
Tier 2: Equitable student-teaching pilot	Scalable strategies to scale in Y2-Y5	Y1	<p>equitably place student teachers throughout CPS;</p> <p>Improve pre-service educator experience, including improved training, leading to more PSTs accepting FTE with hard-to-staff CPS schools</p> <p>Recruit, train and retain CTs in hard-to-staff schools, with specific attention paid to recruiting and retaining CTs of color and improving training;</p>	<p>increase number of student teachers in low-income CPS schools by 20% each school year, by the end of the 5 years student teaching footprint is equitable as measured by CPS targets</p> <p>Conversion rate of student teachers to FTEs in low-income CPS schools raises 20% each year. For first year teachers in SY22, 14.9% of new teachers accepted an offer at an hard-to-staff CPS school (increase by 20% each year)</p> <p>Increase retention rate of first year teachers in hard-to-staff CPS schools by 20% each year. For first year teachers in SY21, 14.47% of new teachers were in hard-to-staff CPS schools and 85% of those teachers were retained in CPS for their 2nd year (increase this number by 20% each year)</p> <p>50% of CTs return from Y1 to Y2, with 10% more returning each school year</p> <p>Uptake of optional District-led CT training increases by 20% each school year</p>

(iii) Extent to which the project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. **Pre-Service Preparation.** All CPS pre-service teacher experiences begin with strong pre-service preparation programs.

High-quality pre-service preparation in our partners' colleges of education integrates pedagogy, classroom practice, and teacher mentoring. During their course of study, candidates learn the principles of child development that affect teaching and learning, different instructional and evaluative methods and their historical and theoretical foundations, methods for teaching content and skills in a supportive learning environment, how to incorporate technology into practice, and techniques for developing curriculum and lesson plans. Through their course of study, students gain an appreciation of diverse needs and perspectives in working with children and families. We are confident that our IHE partners are committed to ensuring that their graduates have the skills and knowledge to be effective teachers in CPS.

Over the last few years, CPS and our university partners regularly communicated to ensure alignment between the pedagogy and strategies that are being taught in the colleges of education, and the practices that CPS is seeking for its new teachers. To that end, we have worked to align our professional development to both reflect and build upon the practices that graduates are learning in their teacher preparation program. This level of convergence between the universities and the district is unprecedented in recent history in Chicago. IHEs are expected to be accountable to P-STEP as a partner by: discontinuing any existing decentralized placement of pre-service educators with cooperating teachers (CTs); ensuring clinical/field experience supervisors and/or coordinators receive a copy of a partner accountability plan; attending a pilot partner orientation and onboarding; sharing critical talking points about P-STEP with pre-service education students and CTs; and requiring that all teaching students and CTs attend the respective P-STEP training sequence(s) as a prerequisite to service; and complete a program impact/evaluation survey. The eligible partnership between CPS and its IHE partners are

committed to the use of empirically-based practice and scientifically valid research on teaching and learning to inform their course content.

The faculty involved in the induction program will substantially participate in the high-needs schools classroom settings, including release time and, as such, will receive workload credit. CPS has worked closely to develop relationships with universities, regularly attending Council of Chicago Deans of Education and Chicago Area Directors of Student Teaching meetings to ensure cohesiveness with our university partners. The district has designed innovative approaches for students of these programs to get university credit for their service. For example, pre-service teachers can earn observation hours by tutoring students, and gain experience designing gradual release models through our teacher residency program, etc. CPS whole heartedly welcomes university staff to observe, partner with local principals, and Talent Office and Office of Teaching and Learning in a feedback loop. During the pandemic, CPS ensured that university staff could enter CPS schools by including them in the district's COVID testing program. All partner IHEs are included in the development of professional development (PD) sessions for pre-service educators.

Recruiting and retaining high-quality teachers is one of the most reliable and important inputs for student achievement in CPS. Well-trained teachers are able to provide rigorous, academic learning experiences for students. By retaining high-quality, well-prepared teachers to our hardest-to-staff schools, the P-STEP project ensures CPS students have access to rigorous academic instruction.

The CPS Pre-Service Teaching Equity Program operates based on a theory of change that by recruiting diverse and committed candidates into high-quality preparation programs and providing cooperating teachers (CTs) professional growth and leadership pathways, the district

and its partners can create and sustain a long-term pipeline of strong educators and leaders for educational change across the district. The work of the CPS P-STEP is not only to fill vacancies in high-need classrooms, but to ensure they are filled with the best prepared teachers to serve Chicago's students. Collaboration with the CPS Office of Teaching and Learning in supporting new teachers is part of our comprehensive approach to improving teaching and learning.

(iv) Extent to which the design of the project reflects up-to-date knowledge from research and effective practice. P-STEP reflects current research and effective practices, taking into account the following questions. **Why do we need to focus on pre-service teaching?** Enrollment in teacher prep programs was down 35% from 2011-2016 (Sutcher, Darling-Hammond & Carver-Thomas, *A Coming Crisis*, 2016); one out of four teachers leave after two years; around 41% of teachers leave within 5 years of starting; and the schools with the most turnover are disproportionately schools that serve the most hard-to-staff students (Ingersoll, R., Merrill, L., & Stuckey, D. 2014). **What inputs improve the pre-service educator learning experience?** In a study focused on the experiences of student teachers of color, almost all participants noted mentorship, coaching and advisory supports were imperative for a positive experience; and almost all participants noted relationships between themselves and host teachers greatly impacted their experience (Schepeler 2021). Novices' experiences often place them in a double bind, as they experience tensions between their personal commitments as people of color and their professional commitments in schools that perpetuate oppressive systems. Welcoming novice teachers of color into K–12 schools thus necessitates broader efforts to dismantle the many ways oppressive systems are embedded within and perpetuated by schools—efforts to which novice teachers of color can contribute, but for which they should not bear sole responsibility” (Bettini et al., 2021). Pre-service teaching has a large impact on teacher retention.

P-STEP will focus on ensuring that all student teachers have supports to become high-quality teachers, and will remain at the district throughout their career (Vagi et al., 2022). Recruiting and retaining teachers of color requires 1) targeted work in the pre-service teaching space by building high-retention, supportive pathways (Carver-Thomas, 2018); 2) financial assistance, residencies, grow your own, mentoring and support for candidates and teachers of color; 3) proactive hiring and induction; and 4) improving school leadership to improve schools capacity to support new teachers (Carver-Thomas, 2018).

IHE partners have relayed to us the difficulty of securing placements in hard-to-staff schools. Often, they experience challenges in attempting to communicate with administrators at hard-to-staff schools and do not have standing relationships with teachers in these buildings. Thus, they send their student teachers elsewhere. In addition to missing an opportunity to send student teachers to hard-to-staff schools, this challenge means that the district is missing out on identifying, training and paying excellent teachers in hard-to-staff schools to become cooperating teachers. Additionally, research finds that the presence of student teachers positively affects student achievement (Goldhaber, 2018). Thus, increasing the number of student teachers and cooperating teachers in hard-to-staff schools can positively impact student growth and achievement in these buildings as well.

(v) Extent to which performance feedback and continuous improvement are integral to project design. As mentioned earlier, CPS will work closely with each of our IHEs to create strategic plans toward meeting equity targets outlined above. Our partners have agreed to both equity-based policies. Regular meetings will occur during Year 1 to convene on equity targets and to create a 5-year strategic plan to achieve these goals. Each plan will include accountability tools that we will revisit annually. Pre-service student teachers and cooperating teachers will

have continuous opportunities to provide feedback on training, experience etc. STs and CTs will have end-of-program surveys. Data collection and best practice research around improving the pre-service training experience at CPS in Year 1. Learnings will be scaled and applied to work in years 2-5. Baseline data will inform objectives and outcomes for years 2-5. Tier 2 supports: The Talent Office and Office of Teaching and Learning will partner with three IHEs to pilot an equitable student-teaching pilot in SY23. The pilot will target ~100 student teachers and ~100 CTs. The pilot will test strategies for overcoming common challenges for equitable student teaching placement and strong, positive student teaching experiences. Quarterly meetings with IHE partners to discuss progress toward goals and to work on continuous improvement plans.

(vi) Extent to which the project is designed to build capacity and yield results that extend beyond this financial assistance. P-STEP prepares teachers at many levels to develop and grow in their practice. By providing a positive experience for student teachers, we ensure they will accept FTE offers at CPS and continue to serve our students beyond their student teaching year. By deepening and improving CT recruitment and training, P-STEP ensures teacher leaders are armed with the knowledge and development necessary to train future teachers. P-STEP ensures our cooperating teachers, as experienced mentors, continue to grow in their practice and development. Taken together, this project ensures more teachers at CPS are better equipped to support students and are more likely to stay as teachers with our district.

B. Quality of the project evaluation. *(i) Extent to which the evaluation provides reliable performance data on outcomes.* P-STEP includes a plan to monitor progress toward objectives and measurable benchmarks, and evaluate program impact. CPS and university partners will collaborate to ensure the timely and accurate submission of reports, including progress toward project goals and all required Government Performance Results Act of 1993/GPRA performance

measures. Progress monitoring is a joint effort that coordinates both university data and assessments and CPS-led data collection and assessments and will include ongoing tracking of student teachers, attrition, successful completion and placement at CPS schools, and retention within their school and the district, aligned with project goals. Evaluation will begin with formative assessments to establish baselines. Formative assessments include student teacher evaluation through a monthly assessment tool, observation cycles, and mock REACH teacher evaluations, conducted by CPS. Our IHE partners evaluate students and CTs using research-based rubrics and surveys throughout the experience. P-STEP also plans to use year 1 to determine how we might best measure the success of student teachers. Lessons from the pilot program around student teacher evaluation will be codified and scaled for years 2-5. The project evaluation will additionally address five research questions: **RQ1:** What impact does the pre-service teaching program have on the school placement site? **RQ2:** What long term teaching and leadership opportunities do student teachers engage in? **RQ3:** What is the impact of first year student teachers on student outcomes, including but not limited to social emotional behavior rates (such as suspensions, expulsions, referrals), as well as academic outcome data? **RQ4:** What impact does pre-service teaching program have on the practice of the cooperating teacher? **RQ5:** What impact does a high-quality matching process between student teachers and CTs have on the experience of student educators and their desire to accept FTEs with CPS?

Participant Data: For all participants in the P-STEP program the district will track demographic information; licensure subject or area; the host school and school at which they are hired, including the type of school and whether schools are high-need.

Achievement of Student Teachers: Student Teacher achievement is assessed across a range of measures described in the table below, including grades, test scores, and persistence through the

program. Student Teachers and their CTs meet monthly to complete the Monthly Assessment Tool, which captures student teacher strengths and areas for growth aligned within domains of CPS Framework for Teaching (i.e. Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) and the CPS Core Values (i.e. Accountability, Growth-Mindset, Diversity, Equity and Inclusion, and Restoration). University partners assess candidate learning through course assignments that are specifically geared toward developing and assessing critical student teacher practices, including formal and informal observations by university staff. Student Teachers are also required to submit lesson plans as a part of their course assignments that they then teach in their assigned high-needs school with their students.

Achievement of New Teachers: CPS monitors teacher performance using REACH scores.

REACH is a teacher evaluation and support system based on the quality of classroom instruction and the extent to which their students make progress. Teachers' summative scores are calculated based 70% on teacher practice and 30% on student growth. The practice portion of REACH uses the CPS Framework for Teaching (derived from the Danielson Framework). Teachers are observed three times per evaluation cycle. The student growth portion of REACH is calculated using either one or two measures for each teacher: REACH Performance Tasks and/or a value-added measure.

Impact on Host School: The impact on host schools will be assessed using indicators measured on the 5Essentials Survey. Developed by the University of Chicago Consortium on School Research, this tool is assessed annually to evaluate school organization for improvement in each of five key domains: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Additionally, this project will monitor school SQRP scores. The School Quality Rating Policy (SQRP) is a five-tiered performance

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system based on a broad range of indicators of success, including student test scores, academic growth, closing achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. Principal satisfaction will be surveyed each year.

Host-School teacher vacancy rates will also be monitored. We will also measure how many of the pre-service participants are employed at their host schools.

Student Outcomes: Student academic outcomes will be measured using growth on standardized test scores. Behavioral and SEL outcomes will be assessed based on the data from the school climate indicators on the 5Essentials survey.

Qualitative Measures: CPS partners with the National Center for Teacher Residencies to administer surveys providing qualitative data on course instructors, curriculum, resident and mentor preparedness, resident and mentor practices, program design, program staff, mentor practices, and resident impact. CPS also holds quarterly focus groups to collect qualitative data to inform support throughout the year.

Table 5. Evaluation Plan.

Category	Measures	Responsible Personnel	Frequency
Achievement of student teachers	Student Teacher Dispositions and Core Values	CT, Project manager, IHE partners	At least monthly, ongoing
	Persistence/retention in program	Project manager	At least quarterly, ongoing
	Student Teacher Assessment of student learning	CT, Project manager, IHE partners	ongoing
	Content test scores Graduation from University Licensure completion	IHE partners	Annually
	Student Teacher	IHE partners,	At least quarterly, ongoing

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	grades/GPA Course completion Student Teacher Scores on key assessments	CT	
Teacher retention	1- and 3-year retention rates within initial school and within the district	Project Manager	At least annually
RQ 1: What impact does the pre-service teaching program have on the school placement site?	Principal Satisfaction Teacher Vacancy Rates 5Essentials Survey Data SQRP Score	Project Manager	At least annually, ongoing
RQ 2: What long term teaching and leadership opportunities do student teachers engage in?	Hiring & leadership development program completion data	Project Manager	Annually
RQ 3: What is the impact of first year student teachers on student outcomes, including but not limited to social emotional behavior rates (such as suspensions, expulsions, referrals), as well as academic outcome data?	Student academic growth 5Essentials School Climate Indicators Program survey data	Project Manager, principals	At least quarterly, ongoing
RQ 4: What impact does pre-service teaching program have on the practice of the Cooperating Teacher?	CT REACH Evaluation Retention rates of CTs	Project Manager, principals	At least annually, ongoing

RQ5: What impact does a high quality matching process between STs and CTs have on the experience of STs and their desire to accept FTEs with CPS?	Rate of STs accepting FTE positions Retention rate of STs to FTEs who had positive relationships (how long do they stay teachers)	Project Manager, Principals	At least annually, ongoing
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Project evaluators analyze results using comparison data between student teachers and other new teachers within the district, student outcomes in P-STEP teachers’ classrooms versus outcomes of students taught by other new teachers, between CTs and other similar teachers, or between Opportunity Schools vs other high-need schools.

(ii) Extent to which the methods of evaluation are thorough, feasible, and appropriate. P-STEP will use REACH evaluations, a strategy that is already in place and a part of school practice and school budgets across the district. REACH evaluations are research based. All teachers are trained to monitor progress for student growth. The 5essentials survey is a research based tool that is currently in use at every school across the district. Satisfaction surveys are already developed, and through P-STEP, we will streamline these satisfaction surveys.

C. Adequacy of resources. *(i) The adequacy of support, including facilities, equipment, supplies, and other resources.* As the lead applicant, Chicago Public Schools had committed to providing significant resources equal to the required 100% cost-share/match requirement in accordance with the TQP grant program requirements. The district and partners provide facilities including schools and offices to carry out grant activities. The district will additionally supply new pairing/matching system for teachers, cooperating and pre-service; investments in salaries and benefits for everyone listed in the employee section below; ██████ in mentor pay to first year teachers; ██████ in teacher residency team salaries; and ██████ in professional development.

CPS and its partners CSU, NEIU, and Depaul have extensive experience in implementing teacher preparation programs. With strong existing infrastructure, leadership commitment, and engaged faculty and personnel, the CPS Pre-Service Teacher Program is prepared to successfully execute grant activities. TQP investment in P-STEP will accelerate growth in a program with a demonstrated foundation for success.

Coordination of strategies and activities with other teacher preparation or professional development programs, including programs funded under the ESEA and the IDEA, and through the National Science Foundation: This project builds off of CPS' foundational work establishing CSU, NEIU, and Depaul as teacher preparation program partners. CPS as a district currently is funded through the U.S. Department of Education Teacher and School Leader Incentives Grant, supporting teacher pathways. Additionally, the CPS Teacher Residency Program coordinates with partners toward effective teacher development. Our partner IHEs provide the professional development curriculum for mentor teachers, supporting their leadership role in preparing resident teachers. They utilize the New Teacher Center model that has been shown to increase new teacher retention by 31%. CPS has contracted with Pacific Education Group (PEG) to develop and deliver a cultural competency curriculum that helps to equip teachers-in-training with valuable frameworks and resources in examining the role of racial justice and equity in education. PEG is the creator of Courageous Conversations, an award-winning protocol for effectively engaging and deepening interracial dialogue. CPS has also partnered with Awakening Minds, LLC to build our internal professional development curriculum that is currently offered to resident teachers, and to pilot identity-based learning groups/affinity spaces for resident teachers. Finally, through NCTR, a close consulting partner,

CPS is part of a network of over 30 new and established residency programs, which facilitates shared learning and professional development, problems of practice, and an annual symposium.

Consistency with State, local, and other education reform activities that promote teacher quality and student academic achievement: This proposal aligns with the efforts of our partner, the Illinois State Board of Education (ISBE). ISBE's three-year strategic plan sets ambitious goals to increase teacher diversity in Illinois. The state's approved ARP ESSER application calls for a multi-million dollar investment in addressing shortages in the teacher pipeline - allocating federal funds to build a diverse workforce that reflects the state's student population and builds inclusive partnerships with teacher preparation programs in the state's universities.

Recently, the Illinois Legislature also passed a law requiring all 54 Illinois educator preparation programs to develop plans for recruiting and retaining candidates of color into their program - which comprises a core strategy in our partner universities' plans.

Finally, this program aligns with the district's Teach Chicago strategy that is working to ensure that Chicago has the country's highest quality and most diverse teaching force. The district has invested tens of millions of dollars in its core: Teacher Residency program, the Opportunity Schools program, Teach Chicago Tomorrow, and Teachers Lead Chicago.

Assessment of Resources: As written above, CPS has spent tens of millions of dollars addressing teacher shortages and teacher diversity. The one critical need withstanding is deeper engagement of our pre-service educators. P-STEP will be the engine to address this need, the district's public-facing goals and commitments, and to meet state standards and goals. Evidence of program impact and cost-effectiveness can be used to advocate for sustaining core program elements in the district budgeting process.

As pointed out throughout this proposal, stakeholder commitment is strong at all levels.

P-STEP aligns with CPS' five year vision, which calls for a focus on building pipelines and diversifying the teaching force. School principals in underserved communities in Chicago are clamoring for the opportunity to train and retain more teachers in their school buildings. Our Teacher Advisory Council has advised that the CPS Talent Office prioritize building meaningful partnerships with local universities, and our university partners are eager to do this work. Finally, the CPS Talent Office maintains strong relationships with philanthropic partners and will advocate for continued support. The Joyce Foundation and Crown Family Philanthropies have made commitments supporting Talent Office initiatives, including the teacher residency program and the Talent Office strategic vision. The Teacher Residency program receives funds providing additional support to participants through the National Center for Teacher Residencies Black Educators' Initiative grant. Additionally, in partnership with Children First Fund: The Chicago Public Schools Foundation, CPS is working to secure partnerships and funding aligned to district priorities.

(ii) Extent to which the budget is adequate to support the proposed project and (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. CPS respectfully requests [REDACTED] from ED to launch P-STEP. P-STEP will hire five new full-time employees: a Program Manager, serving as the Project Director; 2 Induction Specialists, 1 Operations Specialist, and a Project Coordinator. Further detail on their roles is defined in the Management Plan section below. The total request including salaries and fringe benefits total [REDACTED] the five-year grant period. In addition to the FTE positions, P-STEP will provide stipends totalling [REDACTED] over the five-year grant period to CTs including benefit cost. New to the program CTs will receive [REDACTED] per semester for meeting

professional learning expectations, based on current professional leadership commitments. In the first year, approximately 200 CTs will participate, with the intention of serving an additional 50 participants per year in subsequent years. P-STEP also has included stipends for pre-service teachers relating to transportation costs for a total request of [REDACTED] over the five year grant period, including fringe benefit rates. Extended-day funding for teacher leaders facilitating professional learning for pre-service students requires a total of [REDACTED] over the five-year grant period.

P-STEP requests [REDACTED] in year 1 for professional development and training for CTs and pre-service teaching professionals to be paid as a contractual service to one of our partners. Lastly, [REDACTED] is requested over the five-year grant period to cover the cost of professional learning and classroom supplies.

As the lead applicant, Chicago Public Schools had committed to providing significant resources equal to the required 100% cost-share/match requirement in accordance with the TQP grant program requirements. For further detail, please refer to the Budget Worksheet attached to the Budget Narrative Form.

(iv) Extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant. The district's plan for financial sustainability is straightforward: CPS' Talent Office has demonstrated a history of getting federal funding for initiatives and has frequently been about to sustain that funding once it is clear that the program is successful and has a positive impact. An example of this level of sustainability was demonstrated through the successful implementation of CPS' 2017 ED Teacher and School Leader Incentive Program (TSL) grant that recently expired, but the district is now supporting this same work through local

funding including the focused work in distributed leadership in Opportunity Schools, teacher residencies, and other elements of teacher leadership.

Broad level of support from CPS' CEO, the partner IHEs, and the participating principals at high-need schools is evidenced through our letters of support and commitment; and MOUs reflect the commitment and partnership of each partner IHE (Appendix E).

(v) Relevance and commitment of each partner in the project to the implementation and success of the project. The District, partner school(s), and partner Institutions of Higher Education (IHEs) have agreed to support the project with classroom facilities, equipment, supplies, personnel, office, and meeting space as needed. A summary of the written commitment of all partners is provided below. A copy of the letters of support demonstrating the commitment of each partner can be found in Appendix E.

Chicago State University (CSU), a partner IHE, is a majority Black school serving communities on the city's south side. CSU is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship. CPS has had a longstanding partnership. CSU graduates exhibit strong performance on State determined qualifying assessments.

Northeastern Illinois University (NEIU), a partner IHE, is a majority Latinx school serving communities on the north, northwest and southwest sides. NEIU was founded in 1867 as Cook County's first teacher preparation program. As the university has grown, NEIU has maintained a fundamental commitment to teaching and learning, and has refined and advanced

its ability to prepare educators and administrators of color to serve in an urban environment.

Today, NEIU is distinguished as the most diverse public comprehensive university in the Midwest and is designated as a Hispanic-Serving Institution by the U.S. Department of Education. P-STEP is an opportunity for NEIU to share best practices around recruiting and supporting candidates of color, especially African American male and Hispanic/Latinx aspiring teachers, two underrepresented groups in Chicago's teacher pipeline. NEIU will collaborate with CPS and partners to advance best practices. CPS has worked in partnership with NEIU since 1980.

DePaul University, a partner IHE, was founded as a unit in 1962, but has prepared teachers since the early 1900s. DePaul's College of Education's undergraduate and graduate programs prepare educators, counselors, and leaders who are committed to creating equitable, compassionate, and intellectually-rich and socially-just environments. With a service-oriented culture and passionate belief in the power of education to solve societal problems, the DePaul College of Education has been a longstanding and close partner with CPS. Our work together include partnerships funded by NSF, DOE Mental Health Grants, the Beck Foundation, the Chicago Community Trust and AT&T among others. DePaul's long held commitment to inclusion speaks to its reputation as a private university with a public mission.

Nearly 40% of the district's black and latinx teachers come from these three universities. As such, their partnership is imperative to assure that the redesign of our pre-service teaching initiative is a positive experience for all participants and an ultimate success. These three universities are ranked among the highest-performing teacher preparation programs in the state, with over 90% of graduates at each university passing state qualification assessments for new teachers.

D. Quality of the management plan. (i) *Adequacy of the management plan to achieve the objectives of the project on time and within budget.* **Key Personnel.** *Lead Applicant, Chicago Public Schools (CPS).* **The Talent Office** supports and empowers employees through all stages of their CPS careers, enabling employees to better serve the students of Chicago. In this work, the Talent Office prioritizes building new teacher talent pipelines to ensure all students have access to diverse, quality educators; empowering principals and managers with talent management tools; and promoting excellence with clear expectations, accountability, and recognition for employees.

The Chief Talent Officer will provide executive oversight of P-STEP. This position is responsible for recruitment, selection, onboarding, performance growth, compensation and benefits, and retention for more than 35,000 CPS employees. Under their leadership, the Talent Office is working to improve teacher diversity and create new pipelines for high-needs areas such as bilingual and special education teachers.

██████████, *Deputy Chief Talent Officer* will provide program oversight and maintain CPS' relationship with our partners: CSU, NEIU, and Depaul, to ensure a strong and sustainable teacher preparation partnership. ██████████ joined CPS in 2012 as its Manager of Strategy and Planning, and has served as Director of Educator Quality and Equity for CPS and Executive Director of Teacher Recruitment, Residencies and Equity Strategy prior. Prior to CPS, ██████████ served as an Education Specialist in Educator Evaluation for the Tennessee Department of Education, and as a teacher through Teach for America. ██████████ was a 2018 Fellow of the Civic Leadership Academy at the University of Chicago. He holds a Bachelor's from Vanderbilt University and a Master's of Education from Harvard University.

Program Manager, To Be Hired: The Program Manager of P-STEP will serve as the ED Project

Director for the TQP grant. The Program Manager will act as liaison between project partners and staff to ensure program alignment, collaboration, and coordination across coursework instructors, training site staff, instructional coaches, and mentor teachers regarding student performance, progress, and needs. They will utilize data to continuously improve program implementation and impact, and ensure the timely and accurate completion of required reports.

██████████, **Director of Talent Acquisition** will provide additional oversight of this grant, with specific focus on quality improvement. ██████████ has 10+ years with the district, during which she has driven an increase in staffing level for 500+ schools, achieving (in Sep 2021) highest staffing level of special education teachers, hired the largest cohort of Early Offer candidates (98% increase from 2019), and overseen the lowest teacher vacancy level (2.7%) in 10 years. She currently coaches and supervises the Teacher Recruitment Manager and team of 7 direct/indirect reports, who collectively hire and place high quality teachers through Early Offers and on-campus field recruitment annually.

██████████, **Director of Teacher Pathways** will supervise a team that will recruit, cultivate and collaborate on training pre-service teachers in CPS' Teacher Residency Program and the Teach Chicago Tomorrow Program. Currently, the former admits 175 Resident Teacher pre-service educators and 160 Mentors annually. The Teach Chicago Tomorrow Program is slated to admit upwards of 200 pre-service educators over the life of this TQP grant. ██████████ leads teacher pipeline development and preparation programs to meet the district's growing demand for high quality teachers in critical subject areas. Her work specifically addresses diversity gaps in our teacher pipelines. She holds a B.A. from Northwestern University in African American Studies, a Master's in Sociology in Urban Education from the University of Chicago.

██████████ Director of New Teacher Induction & Mentoring will lead and manage the development and facilitation of professional learning to cooperating teachers and pre-service teachers; and ensure alignment of this professional learning with the New Teacher Induction and Mentoring Policy adopted in November 2021. She holds a Bachelor of Arts from Rhodes College and a Masters of Education from Harvard Graduate School of Education.

██████████, Training & Curriculum Manager for Teacher Residencies oversees the training experience for Resident Teachers by partnering with universities to ensure effective alignment of pre-service teaching curriculum to CPS policies, frameworks and general standards in academic coursework, field experience and equitable practice. He manages the Teacher Residency Mentor Teacher/training site recruitment, selection, matching and training, and carefully collects and monitors qualitative and quantitative data around correlation and impact of identity on program experience for Resident Teachers.

The Induction Specialists, two full-time employees, *To Be Hired*, will report to the Director of New Teacher Induction and Mentoring, and will develop and support cooperating teachers in an ongoing effort to improve teaching and learning in classrooms. As part of their responsibilities, they will ensure fidelity of implementation to CPS's high-quality approach to teacher induction by assessing, developing, and managing a tri-level induction program, specifically: 1) Support pre-service quarterly professional learning, 2) Coach, manage, and develop a portfolio of cooperating teachers through facilitation, targeted coaching, and management of professional learning scope and sequences, and 3) Support an induction throughline from the pre-service experience to a teacher's second year in the district. They will also develop and sustain ongoing effective partnerships with internal and external stakeholders.

Operations Specialist, *To Be Hired* will report to the Project Manager and will track and

manage the funds dispensed/received through this grant. They will be responsible for additional logistical management such as securing and organizing data for project management analysis, working with procurement, the CPS grants and management team and human resources and legal departments to ensure streamlined and effective onboarding and placement of pre-service teachers, vendors and partners in alignment with the district protocols and policies.

Project Coordinator, To Be Hired, is primarily responsible for the administrative support required to schedule, organize and execute critical training, meeting and/or planning sessions for the P-STEP team, pre-service and cooperating teachers and project partners as well as managing program communications, onboarding and placement of pre-service teachers and CTs.

Partner IHEs: *Chicago State University*. [REDACTED] will provide relationship management support for principals, CTs, and relevant participants. The Dean will contribute to planning and thought processes throughout the implementation of the TQP grant. They will additionally, identify challenges for students to serve in hard-to-staff schools and work collaboratively to actualize solutions. As the **Dean of the College of Education**, they will provide expertise on the best practices for training and support for teacher preparation; will work to align classwork to CPS' equity framework and antiracism goals aligning with both the district and grant; oversee training of pre-service teaching professionals and provide training and support of CTs, working to align their training to CPS training and support. [REDACTED], **interim dean of the College of Arts and Sciences** at CSU will be an additional thought partner on the implementation of the P-STEP project.

Northeastern Illinois University (NEIU). [REDACTED], **Director of Clinical Experiences and Student Teaching** will support P-STEP as a thought partner. They will additionally provide relationship management support for principals and the CTs. They will support the identification

of challenges for students to serve in hard-to-staff schools and work collaboratively to actualize solutions. They will provide expertise on best-practice training and support for teacher preparation; work to align classwork to CPS equity framework/antiracism goals of the district and the grant; and assist in the training of pre-service educators.

DePaul University. [REDACTED], **Dean of the College of Education** will also be a thought partner on the implementation of P-STEP. They will provide relationship management support for principals and the CTs as well as identify challenges for students to serve in hard-to-staff schools and work collaboratively to actualize solutions. They will provide expertise on best-practice training and support for teacher preparation; work to align classwork to CPS equity framework/antiracism goals of the district and the grant; and assist in the pre-service education training.

Table 6. Management Plan. ST=Student Teacher

Grants Management, Planning, and Governance			
Activities	Outcome	Responsible	Timeframe
Update and finalize MOUs between CPS and university partners	Accountability tool for realizing equity targets outlined in CPS policies	Program Manager University Leads	July - August, annually
Hiring and Onboarding Key Project Staff	FTEs hired per job descriptions & fulfill their roles.	Program Manager	Q1 FY22
Bi-weekly meetings between Project Manager, IHEs and Pilot CPS school sites	Streamlined communication and expectations around deadlines and outcomes	Program Manager, University Leads, School administrators	Ongoing
Attend annual Project Manager Meeting, submit all required reports	Confirmation around TQP grant compliance	Program Manager, University Leads, School administrators	Annually
Redesign and facilitate new CT and ST training	Deeper and more targeted learning around	Teaching and Learning at CPS, induction	Ongoing

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and support	adequate ST and new teacher support; more CTs matriculate to Mentor Teachers, more teachers join as CTs	specialist	
Recruit students to join Y1 Student teaching pilot	Student participants to place in hard-to-staff schools for student teaching	Program Manager, University Partners	
Recruit CTS from participating CPS schools to join Student Teaching Pilot	More CTs from hard-to-staff schools with specific attention paid to recruiting CTs of color	Program Manager, University Partners, CPS participating schools, onboarding specialist, project coordinator	
Pair and place STs with CTS for pilot	Rigorous pairing process leads to more positive ST experience and thus more STs accepting FTEs with CPS	Program Manager, University Partners, CPS participating schools, onboarding specialist, project coordinator	
Develop stakeholder competencies alongside T&L programs	Clarifies expectations and targets for each stakeholder to reach equity targets	Program Manager, T&L University Partners, CPS participating schools, induction manager	
Create 5-year accountability plans with all IHEs to meeting equitable PST goals outlined here	Clarifies expectations and targets for each stakeholder to reach equity targets	Program Manager, University Partners,	
Collect and analyze pilot data	Provides baseline data to identify scalable solutions for PSTEP-CPS in years 2-5	Program Manager, University Partners, CPS participating schools	
Scale successful solutions from pilot to all IHEs in years 2-5	Ensures work is reaching more schools and students in the District	Program Manager,	
Offer Mentor Teacher	Provides more leadership	Program Manager, T&L	

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pathway for CTs and collect data on retention	opportunities for teachers leading to greater retention of experienced teachers in CPS; and provides stewardship opportunity for STs to follow their CT into year 1 with CT becoming their Mentor leading to more STs accepting FTEs		
Establish governing committees and working groups; Set meeting cadence	Structures for collaboration with key stakeholders	Program Manager	Q1 FY22
Advisory Committees & Steering Committee Mtgs.	Provide updates to Senior Leader Steering Committee	Program Director	Monthly
Senior Leader Steering Committee Mtgs.	Provide executive oversight and inform project vision	Program Director	Quarterly
Establish program evaluation and contract evaluation partner	Finalize evaluation plan for process measures and project outcomes	Program Director	Q1 FY22
Implement evaluation plan & Establish progress monitoring dashboard	BOY, MOY, EOY data collection, analysis for continuous improvement & reporting	Program Evaluator	Q2 FY22; Ongoing
Internal progress monitoring & reporting	Using dashboard, review progress towards program goals; draft reports for CWG, Advisory Committees, and Steering Committee. Conduct SWOT analyses and engage in gap analysis protocols to identify areas requiring strategy adjustments to stay on track (as needed).	Program Director	Q2 FY22 and Ongoing on a quarterly basis
Reporting for US	Complete all project plan	Program Director	As required

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Department of Ed	trackers and annual reports as required by US Dept of Ed		
1: Provide opportunities for all Pre-Service Teachers to complete field experiences in hard-to-staff CPS schools			
Activities	Outcome	Responsible	Timeframe
Secure partnerships with 3 IHEs	Recruitment pool + thought partnership	Program Manager	Spring 22
Pilot strategies that make placement in hard-to-staff schools - district's Opportunity Schools - with pilot group in Y1, scale in years 2-5	Identify major challenges to equitable placement and gather data on strategies to overcome those challenges to make data-informed decisions moving forward	Program Manager IHE partners	Year 1
Leverage Tutor Corps as field experience	10% increase each year in # of PSTs completing field experience as tutors in CPS hard-to-staff school	Program Manager Tutor Corps recruiter	Year 1+
2: Equitably place student teachers throughout CPS;			
Secure partnerships with 3 IHEs	Recruitment pool + thought partnership	Program Manager	Spring 22
Recruit ~100 students for Y1 pilot	100 students to student teach at hard-to-staff schools	Program Manager	Year 1, ongoing
Try out strategies that make placement in hard-to-staff schools challenging with pilot group in Y1, scale in years 2-5	Identify major challenges to equitable placement and gather data on strategies to overcome those challenges to make data-informed decisions moving forward	Program Manager IHE partners	Year 1
Create 5-year strategic plans with our IHE partners	Road map for equitable student teacher placement codified, accountability tool	Program Manager IHE Partners	Year 1

	created		
3: Improve pre-service training experience, including improved direct to pre-service teacher training, leading to more new educators accepting FTE with hard-to-staff CPS schools and attainment as FTEs			
Improve matching process for STs and CTs	Greater # of student teachers with positive experience, thus greater # of student teachers accepting FTE roles at hard to staff schools	ProgramManager IHE partners CTs and school principals	Year 1, ongoing
Improve training for PSTs and align IHE and CPS training	Greater # of student teachers with positive experience, thus greater # of student teachers accepting FTE roles at hard to staff schools	Teaching and Learning	Year 1, ongoing
Work with CPS principals to create positive working environments	Greater # of student teachers with positive experience, thus greater # of student teachers accepting FTE roles at hard to staff schools	Program Manager CPS principals	Year 1, ongoing
4: Recruit and retain Cooperating Teachers in hard-to-staff schools, with specific attention paid to recruiting and retaining CTs of color.			
Recruit ~100 CTs from hard-to-staff schools with specific attention paid to recruiting CTs of Color	More CTs of color to support and mentor STs	Program Manager	Year 1, ongoing
Improve training	Greater # of student CTs with positive experience, leading to retention of CTs	Teaching and Learning	Year 1, ongoing
Increase stipends	Greater # of student CTs with positive experience, leading to retention of CTs	Program Manager	Year 1, ongoing
Streamline CT requirements for IHE and	Greater # of student CTs with positive experience,	Program Manager Teaching and Learning	Year 1, ongoing

CPS	leading to retention of CTs		
5: Deepen and Improve training for Pre-Service Teachers and Cooperating Teachers.			
Test new training in Spring '22	Greater # of student CTs and STs with positive experience, leading to retention of CTs and more STs accepting FTEs	Teaching and Learning	Year 1, ongoing
Train our trainers using an external vendor who specializes in antiracism and culturally responsive practices	CTs with evidence-based training on how to support new teachers to deliver student instruction and support that will disrupt inequity	Program Manager Teaching and Learning	Year 1, ongoing
Survey PSTs and CTs on quality and load of training	Continuous improvement of training and support	Teaching and Learning	Year 1, ongoing

(ii) Adequacy of procedures for ensuring feedback and continuous improvement. Procedures used for ensuring feedback and continuous improvement in the operation of the proposed project are the 1- and 3-year retention rates within schools and within the district, principal satisfaction surveys, teacher vacancy rates, 5Essentials survey data, SQRP scores, rates of STs accepting FTE positions, and the retention rate of STs to FTEs.