

DePaul University, College of Education

Chicago Teacher Residency: Preparing High Quality Teachers for High-Need Urban Schools

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Introduction

DePaul University, College of Education (COE), in partnership with The Academy for Urban School Leadership (AUSL), and supporting Chicago Public Schools (CPS), proposes to increase the number of new teachers prepared to staff priority subject areas in the nation's third largest public schools district and help keep them in classrooms in need. From 2023 - 2027 (60 months), this project will develop 800 career changers and recent graduates into effective, context-ready teachers prepared to serve for multiple years in neighborhood schools serving high-poverty census areas. Each cohort of 125+ pre-service teachers will participate in a 12 month, evidence-based residency model that prepares them to serve in high-poverty communities, staff the district's highest-need subject areas - with a focus on the greatest immediate need, special education. These objectives will be accomplished through the partnership's *Chicago Teacher Residency: Preparing High Quality Teachers for High-Need Urban Schools* project.

The project brings together a team of committed partners with a range of field-defining expertise to build on the experience and success of an already dynamic system for collaborative educator development. The grantee, partner LEAs, and 25 high need Partner Schools (CPS schools partnered with AUSL for training) will cultivate diverse local talent, provide classroom-ready solutions for district-identified priority subject areas, and accelerate new teacher effectiveness using a talent development track that intentionally engages career changers in every step from recruitment to licensed teacher of record. Pre-service teachers (identified here and throughout the application as "residents") that graduate from the CTR, complete with a M.Ed. and license to teach in Illinois, will then be hired by the district into the 25 Partner Schools, 300 CPS "Opportunity Schools", or any high need equivalent school in the CPS district with 70%+ of the

students receive Free/Reduced Lunch (FRL), where CTR graduates commit to work for four years upon graduation. Program graduates enter into their roles prepared to not only deliver high-quality instruction, but also persist through the challenges of first and second years of teaching.

Absolute Priority #2

While our nation has been grappling with a teacher shortage for years, teacher turnover is especially troubling in urban school districts where teachers are leaving at an alarming rate. The shortage is most acute in special education, followed by elementary education, bilingual education, and STEM subject areas (science, math, technology) according to a report on the educator pipeline from Advance Illinois. (Illinois Educator Pipeline, Fall 2019 Data Analysis, Challenges & Opportunities)

But expanding the pool of qualified teachers isn't as simple as recruiting more college students. According to the same report from Advance Illinois, the state has lost half of its educator preparation programs since 2012. Fewer programs has translated to fewer graduates: In 2012, there were 11,000 graduates. In 2017, there were just under 5,000. This 50% decline in completers was more than any other state in the nation.

While CPS has made progress in staffing for generalist positions, more than half of the district's schools had at least one vacant special education teacher position each quarter with 100 positions staying open throughout 2020 - 21 (ISBE). Yet, those needing special education are most at-risk for falling even further behind in the wake of the pandemic. Now, more than ever, our students

need effective, diverse educators to help make up for learning loss, build social-emotional skills and close equity gaps that have been exposed by or exacerbated by the pandemic. While the stress of teaching during the pandemic has triggered more retirements and resignations, a survey by the National Education Association (NEA) reported that 32% of their members planned to leave the profession earlier. “The fact that teachers are paid as much as 20% less than other college-educated workers with similar experience is a huge obstacle to recruiting first-rate educators,” the NEA stated in a report.(2021, NEA)

The partnership’s Chicago Teacher Residency (CTR) program provides a full school-year clinical residency program in conjunction with four quarters and one intercession term of master’s-level University coursework completed within DePaul University, COE. Successful completion of the 12 month program results in participants receiving a fully accredited M.Ed. degree, a K-12 Illinois Professional Educator License (PEL), and opportunities to add content-specific endorsements (i.e. LBS1). The M.Ed. degree, as awarded by DePaul, requires 58 quarter hours and qualifies all recipients to serve in elementary and secondary schools throughout the state of Illinois.

The partnership now proposes a five-year effort to develop multiple cohorts of teachers who have a depth of subject area knowledge and practice to deliver high-quality, hands-on instruction to students with disabilities and learning challenges, building their school readiness in key development areas and inspiring them to become lifelong learners. Our project will also graduate more teachers ready to step into other current district priority areas (middle school math,

bilingual education, arts and PE), and is nimble enough to respond to shifts in instructional area vacancies.

With funding, the partnership plans to develop 125 (Year 1), 150 (Year 2), and 175 (Years 3 - 5) new teachers during the lifetime of the award.

Competitive Preference Priority 1(b)

Access to a racially and culturally diverse teacher workforce is beneficial for all P - 12 students, particularly for students of color who often thrive in classrooms led by teachers who share their racial and cultural backgrounds. (edtrust.org/educator-diversity/#IL)

DePaul's COE has a strong and long-standing commitment to building a diverse pipeline of teachers who have a particular desire to work with underserved students. Recent participation in the Illinois State Board of Education Diverse Pipeline Pilot (apps.isbe.net/epp/public#/) has strengthened this commitment with a well-detailed recruitment and retention plan to increase the number of students of color recruited for enrollment from 43.2% to 45.9% and a retention goal of 50.2% to 53.1% for students of color. The CTR is a critical pipeline supporting this college goal.

Responding to teacher shortages and lack of equal representation in public school classrooms, the CTR has recently employed a recruitment and selection process meant to surface and otherwise prioritize individuals who are of and from the Chicago communities in which they will teach after the program.

The partnership also recognizes that meaningful change in recruiting is impossible without the involvement of local communities, drawing on parents and volunteers, who already know the

needs of their schools to help recruit new candidates for the program. Same with Community Based Organizations (CBOs), where our efforts provide identifiable options for participants in those CBOs to continue their education, their service, and advance their employment opportunities.

Recent success recruiting Black and Latinx teachers for the classroom demonstrates the program's capacity to lead and execute new initiatives.

- Based on demographics admissions data collected by AUSL, the number of Black and Latinx program recruits grew from 34% in the class of 2016 to 58% in the current class of 2022.
- The CTR was recognized among the top 59 programs in the country by the National Council on Teacher Quality (NCTQ) for leading the way in maintaining selective academic admissions requirements and driving greater teacher diversity in the community.

With funding, the partnership will strengthen our across program and University admissions to improve our pool of high quality, Black and Latinx candidates, particularly in high-need subject areas.

Competitive Preference Priority 2

The project is committed to creating a pathway for more non-white candidates to access a career in education. Because our Partner Schools and training sites serve predominantly Black and Latinx students, we are intentional about recruiting and developing Black and Latinx teachers to

staff high needs roles in high poverty public schools. It is anticipated that, through our intentional recruitment and admission reforms, the project will train cohorts wherein 55%+ of participants identify as Black, Latinx, or Multiracial.

In addition to increasing the number of Black and Latinx pre-service teachers, the project is also increasing the number of teachers with certification or dual certification, anticipating future opportunities for bilingual special education and early childhood special education.

DePaul COE demonstrates a strong record of meeting state requirements for its pre-service teachers, which include passing state examinations in pedagogy and content areas as issued through the Illinois Certification Testing System. Over the past five years, the COE teacher preparation candidates consistently pass Illinois' Teacher Performance Assessment – an assessment that measures candidate effectiveness in the classroom by focusing on student learning – at rates on par with the state average (see Table 1). The COE also maintains a combined annual pass rate of over 95% for both its special education and elementary education programs, with a five-year average pass rate of 97%.

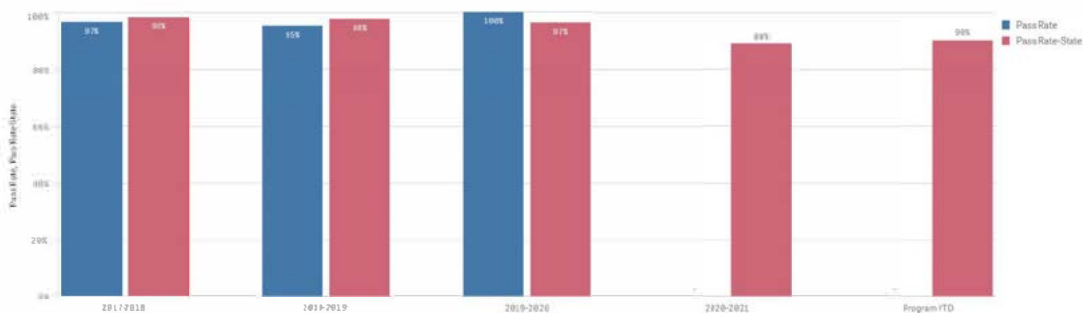


Table 1: College and State edTPA Pass Rates

Additionally, 94% of the College's 16 teacher preparation program areas boast annual pass rates of at least 80%, and 90% of all candidates pass this examination on first attempt.

In a 4th Quarter (EOY) survey of residents from the Class of 2021, 95% Agreed or Strongly agreed that they were prepared "to start my teaching career in a CPS school." The CTR also commits to ensuring participants complete the program with a Basic/Basic+ level across domains and are actively developing.

Competitive Preference Priority 3 and Competitive Preference Priority 4

DePaul's COE has a robust and dedicated set of resources to support student academic, financial, social-emotional well-being of our adult learners/graduate students. Each resource has a direct contact who serves as a full-time member of the college and has the access to and experience with available resources. The Director of Advising, the Director of the Academic Success Center, the Associate Dean for Student Development, and the Director of the Office of Field Experience are the individuals who provide support via regularly scheduled check-in and drop-in sessions with residents.

AUSL also provides access to direct student aid to assist residents who find themselves (and their continued enrollment) challenged by unexpected financial challenges. AUSL program staff also offer office hours for groups of students including tutoring and group collaboration to promote persistence. Financially, other measures to reduce the financial burden include a [REDACTED] scholarship for each resident and payment of test registration fees for licensure tests.

Thanks to the aforementioned programmatic enhancements, CTR graduation rates have improved over time - from 72% in 2018 to 86% in 2021. For Black and Latinx residents, the program completion rates improved even more dramatically - from only 59% in 2018 to 88% in 2021, a percent change of 49%.

With funding, the partnership seeks to expand our efforts through more responsive and accessible supports. This includes the implementation of a “CARE Package” that bundles the scope of adult learner resources (direct financial aid, career advisory, social/emotional supports, technology, and content-specific tutoring) into one virtual resource hub housed on both the college website, with access specifically for residents, and the CTR training site. There will also be options for finding and accessing in-person supports, such as scheduled and drop-in academic tutoring and writing sessions in the Academic Success Center, on-site counseling services, and opportunities to practice teaching skills in the Education and Counseling Center. Test preparation and assistance preparing for EdTPA will also be part of this support. Regular updates on the use and implementation of these services will be discussed at the regular monthly sessions of the Program Leadership Team. Data regarding the frequency and needs will be tracked to ensure residents utilize these resources on a regular basis.

This project is further designed to promote educational equity and adequacy in resources for underserved students, K - 12, in the district. To achieve this goal, the partnership: (1) emphasizes culturally responsive teaching, (2) trains all teachers to serve special education students, and (3) commits to providing equitable experiences and alternative engagement practices by leveraging community relationships and assets.

The CTR provides professional learning and coaching that guides future teachers for grades K - 12 in creating inclusive, supportive, equitable, unbiased, and identity-safe learning environments. We also train teachers in the best practices to serve special education students. No matter what setting CTR teachers enter, general education, inclusion, or SPED self-contained, all participants benefit from our training to serve special education students. To inform this training, the CTR leverages 22 of The Council for Exceptional Children's high leverage practices (McLeskey et al., 2019).

Understanding the importance of coursework that merges content and pedagogical knowledge with active learning through highly structured field experience (Leko et al., 2012), the DePaul M.Ed. program in special education requires students to complete a literacy lab course in which they work with a striving K-12 reader. Instruction involves data-based individualization with guidance and explicit feedback on instruction from a DePaul professor. The partnership between AUSL and DePaul allows CTR residents to work with striving readers from CPS schools, thus providing an additional level of intervention for some K - 12 students. In addition, CTR residents have the opportunity to practice and refine content and pedagogical knowledge in the context of teaching reading, a high-need area for students with disabilities.

This past year, members of the AUSL program team also received SEED certification. SEED is a national organization (Seeking Educational Equity and Diversity) that trains leaders to facilitate conversational communities to drive personal, organizational, and societal change toward social

justice. Program ADs also trained to facilitate SEED sessions, which supports a train-the-trainer model that the CTR team will continue to employ going forward.

Quality of Project Design

The CTR was established on the premise that great teachers can change the educational outcomes of students in under-resourced neighborhood schools. Our solution is to place trained (and supported) teachers directly into those schools and classrooms - to challenge disinvestment with committed talent. The rationale for the *Chicago Teacher Residency: Preparing High Quality Teachers for High-Need Urban Schools* project includes: (1) justification for the need for an expanded teacher preparation program, and (2) evidence-based components of the design and framework.

Eligible Partners - IHE

DePaul University, College of Education

As lead partner, DePaul University's COE demonstrates its success in preparing teachers with 80% or more (Table 1) of its graduates passing state content tests and meeting graduation requirements.

In 2021, Illinois State Board of Education (ISBE) launched a public facing report of educator and principal preparation program performance. This new Illinois Educator Preparation Profile (isbe.net, 2022) scores teacher preparation programs based on indicators within 4 domains - (1) Candidate Selection and Completion; (2) Knowledge and Skills for Teaching; (3) Performance as Classroom Teachers; and (4) Contribution to State Needs. Based on scores received within these

domains, programs are then designed on a 4-point scale that ranges from *Needs Improvement* to *Exemplary*. Within the state's most recent IEPP report card released in spring 2022, DePaul's Special Education program received an Exemplary rating and its Elementary Education program received a rating of commendable, the second highest designation.

Component A - High Need LEA

AUSL/CPS District

AUSL is a nonprofit organization that contracts directly with the CPS district to develop new teachers for high needs subject areas and to serve in low-income schools.

Despite population loss and declining enrollment figures, CPS remains the third largest school district in the U.S. with more than 21,000 teachers, 636 schools, and 330,411 students - 69.8% of whom are identified as being economically disadvantaged (CPS At A Glance, n.d.). According to the 2018 Census Bureau's Small Area Income and Poverty Estimates from 1999-2020, 20% of CPS students, ages 5 - 17, met federal "family poverty" guidelines (SAIPE, 2020). For the most recent census year, Chicago has a 23.1% poverty rate for school age children. This rate is higher than the national average and state of Illinois average. (SAIPE, 2020).

Working in partnership with CPS, current training sites/Partner Schools serve 9,599 students from Chicago's west and south sides. The median household income of the neighborhoods where partner schools operate (\$30,260) is 55% less than the City of Chicago's (\$55,198) median income (U.S. Census Bureau, p. 2018).

Component B – Teacher Need

The University of Chicago Consortium on School Research has found more than half of CPS teachers leave their school within five years (Mazzero, 2009). According to the ISBE State of Illinois Report Card, 2021 teacher retention for the state was 87%, and for the CPS district it was 86% (Illinois Report Card, 2020-21). Based on evaluation conducted by AUSL performance management, Partner Schools and CPS Opportunity Schools started the same year with a lower retention rate (84% and 82%, respectively) than both state and CPS averages.

Component C - High-Need Partner Schools

Currently, 23 out of 25 AUSL Partner Schools have made early commitments to serve as training sites for the 2022-23 school year. (A draft of the 2022-23 school year MOU they will sign is included in Appendix E, along with an executed example from the current year.) These are CPS elementary schools and high schools, and 96% qualify as high-need based on the percentage of students eligible for a FRL. Qualifying elementary schools have an aggregate of 83% of students qualifying for FRL- compared to the district FRL rate of 69.8% (CPS School Data, School Year 2021-2022). These CTR training sites are broadly representative of the public schools where residents will train and eventually teach. (The full list of High-Need Partner Schools can be found in Appendix H.)

Needs Assessment

DePaul University, COE

Since 1990, the US Department of Education has identified Special Education - especially in schools that serve high-poverty students - as a federally approved high-need and teacher shortage

field within Illinois. The COE added 439 new special education teacher preparation candidates to its enrolled students during the last five years. These candidates represented 6% of the college's total student enrollment. In the most recent academic year, Special Education students represented 8% of the college's total enrollment and 13% of the College's degree completers. Additionally, 76 special education candidates were approved by the College for a professional educator license or endorsement for entitlement by the state of Illinois. DePaul's strength in preparing growing numbers of undergraduate and graduate students to teach special education informs new strategies in partnership with AUSL and the CTR program.

CPS/AUSL

The CTR addresses four main challenges in public education in Chicago, with a focus on supporting the goals of our partner, the CPS district. As part of AUSL's current three-year teacher talent development agreement with CPS, the CTR seeks to deliver on four Key Talent Priorities identified by the district as areas for improvement.

1. Teacher vacancy in high-need subjects. As of October 2020, CPS had more than 430 unfilled teaching positions, and 64% of those were for positions supporting special education students. At the beginning of the 2021 school year, there were an outstanding total of 436.5 teaching vacancies in CPS, with the leading subjects including special education (279.5), standard elementary (46), STEM (19), and bilingual education (22). With funding, this partnership will prepare 125+ teachers annually in hard-to-staff subject areas and in high-poverty communities.

2. Diversify the teacher workforce. 89% of CPS students are people of color and only 49% of district teachers non-white (cps.edu/about/stats-facts/). According to a report by the Brookings Institution, “black students who have one black teacher by third grade are 7% more likely to graduate high school and 13% more likely to enroll in college.” A similar recent study by John Hopkins University found that having one black teacher increased the likelihood a black student will graduate from high school and enroll in college. From Grissom, Rodriguez, and Kern’s research, we know that having a “critical mass” of teachers of color is associated with more student participation in gifted programs for both Black and Latinx students (Grissom et al., 2017). This partnership will contribute to the diversification of the teacher force.
3. Ensure that incoming teachers are receiving rigorous and extensive training. This project seeks to provide all incoming teachers with the high-quality rigorous training necessary to be effective teachers from day one and remain in high-need roles. Through this partnership, participants develop skills based on evidence-based practices, mentorship and clinical experience, and high quality master’s-level education that prepares them to enter the profession as effective, context-ready teachers.
4. Improve the retention of early-stage career teachers. CPS has seen a sharp increase in employee departures since the summer of 2021, with resignations and retirements more than doubling since the same period last year. In the first seven months of the current school year, the pace of turnover picked up among all employee groups, from central office administrators to school support staff. Teacher retirement and resignations jumped

roughly 85% (Chalkbeat, Feb 23, 2022). Teacher departure directly impacts efforts to improve school quality and student outcomes (Darling-Hammond, Sutchter, & Carver-Thomas, 2017). When a teacher leaves, it can cost the district an excess of \$20,000 dollars (learningpolicyinstitute.org/product/the-cost-of-teacher-turnover) in addition to lost student achievement. There is also growing concern for the diversity of the teaching force in neighborhoods of color. Black teachers are retained at lower rates from their first year in the classroom, and while Latinx teachers' early-career retention rates are similar to white teachers' in their first two years, they begin to decrease by year three (Advance Illinois). The historically high needs subjects served by the CTR also have the most dismal retention rates. For instance, special education teachers have the lowest one-year retention rates in the district at 83%. (ISBE, Supply and Demand 2020)

5.

Evidence-based Components and Practices of the Program

Pre-Residency - Recruitment and Admission

The CTR pathway is committed to providing the city's students with educators who share the racial, gender and cultural identities experienced by students by recruiting mid-career changers, recent college graduates, and "homegrown" candidates from community areas where training schools are located. To date, 71% of our incoming class have been raised in or spent the majority of their lives in Chicago.

Recruiting happens in partnership with local communities, drawing on parents, volunteers, and school staff who know the needs of their students. The CTR draws candidates who work as

substitute teachers, Special Education Classroom Assistants, and paraprofessionals throughout CPS. The recruitment team also conducts monthly information sessions and sign-up events for undergraduates at the DePaul University campus. Organizations such as AmeriCorps, City Year, and Chicago Works, as well as our growing network of CTR alumni also partner with us to recruit career changers and recent college graduates. The CTR also partners with the Cook County Workforce Center to ensure diverse, local candidates enter CPS schools.

We also use a number of marketing strategies to support recruitment of people of color. These strategies include multi-media communications and digital communication (paid Google and social advertising) to targeted audiences and in Spanish and English. All program materials and information options likewise have dual language presentations. Marketing materials also center Black and Latinx program participants, presenting profiles of their success as residents or alumni.

CTR admissions has also embraced holistic practices that view the diversity of candidates as assets to the residency. Our admissions strategy requires interested applicants to submit a video, resume, essay, references and academic history for review along with the application review, phone interview, and final interview evaluations of their work history, academic background, and demonstrated skills. The interview process looks for 11 competencies, 8 of which are related to diversity, equity, and inclusion. Other requirements include having a Bachelor's degree, a GPA of 2.75 or higher, and transcripts or work experience that demonstrate established experience with the subject area the candidate wishes to teach.

Residency Program - University Experience

DePaul University's COE has a strong track record of delivering high-quality academic programs to prepare students for teaching in high-need urban schools. According to the State of Illinois Institutional Educator Preparation Profiles (isbe.net, 2022) designations of exemplary (Special Education) and commendable (Elementary Education) have been awarded to programs within the project. Drawing on the strengths of DePaul, CTR, and CPS, the residency program is designed to address the needs of diverse students in urban schools with an emphasis on high leverage practices in special education (McLeskey et al., 2017). These elements place DePaul on the cutting edge of teacher preparation through a curriculum that prepares special educators for the challenges of today's schools.

The COE provides all graduate coursework for the foundational, theoretical, and pedagogical knowledge to support residents' classroom practice. An aligned University-CTR curriculum provides residents with direct connections between course learning outcomes and their classrooms. The partnership pairs four, eleven-week quarters and one month-long intercession term (Summer, Fall, December Intersession, Winter and Spring) of rigorous University coursework with a full academic year clinical residency program. COE faculty and staff collaborate with school and AUSL partners to ensure alignment of learning outcomes and preparedness for serving K-12 students. Regular and ongoing visits to school sites enable strong support and communication of the residents' progress and alignment of outcomes and expectations on the part of all stakeholders.

When developing undergraduate and pre-service masters-level programs, DePaul faculty reviewed research literature to determine the effective features of preservice education. The resulting COE special education program intentionally incorporates five evidence-based features into the curriculum: (1) coursework that blends content knowledge (i.e., reading and mathematics) with procedural or pedagogical knowledge; (2) pedagogies that promote active learning (i.e., case-based instruction, video modeling and tutorials, tutoring experiences); (3) coursework aligned with high-quality field experiences (clinical work); (4) opportunities for special education and general education pre-service teachers to collaborate; (5) extended, rather than abbreviated, opportunities to learn to teach (Leko et al., 2012). (A course schedule is included in Appendix H.)

In the CTR program, residents complete a total of 58 quarter hours to earn their M.Ed. To graduate and become licensed to teach special education in Illinois, residents must also have strong teaching skills to pass both their classes and the following required licensure tests: Special Education General Curriculum (#163); LBS1 (#155); edTPA.

Residency Program - Clinical Experience

The partnership supports the application of COE coursework and theory through a school year-long clinical classroom experience modeled after medical school residencies. During this clinical year, residents are assigned a high-need CPS district Partner School where they will train in the classroom under a mentor teacher. AUSL and CPS established 17 Partner Schools for SY22, with plans to expand to 25 next year. AUSL will continue to add Partner Schools as training sites as part of the partnership's effort to train 125+ teachers annually.

By training in district Partner Schools, residents gain hands-on experience and practice from day one. Residents spend four full working days per week in the classroom under the supervision of an experienced mentor teacher. Many mentors serve only one resident, and the mentor to resident ratio never exceeds 1:2. Mentor teachers are also supported by Partner School administration to participate in this work and relieved of other duties to fulfill their agreement.

The clinical experience also provides supplemental professional learning to residents grounded in our selection of evidence-based “teacher moves.” CTR program coaches, or “Associate Directors” (AD), introduce these signature strategies during the residency and reinforce the practice during bi-weekly observations, which include a variety of evaluation methods and rubrics to monitor resident growth and inform instruction. Each strategy is clearly articulated, videotaped, and presented online, so teachers have immediate access or can review them with ADs during a 1:1 session.

Residents come together for 11 professional learning days during the summer and eight, Five-Week Learning Cycle professional learning days throughout the year. These bring all CTR residents into the same space to learn and collaborate as a cohort. The professional learning incorporates readings and textual analysis of “voices” that add depth to the resident practice. These voices inform the specific “teacher moves” the ADs ask residents to practice, reflect on, and set goals around between each five week session. Mentor teachers, too, are asked to model those moves in the classroom.

To support and measure resident progress, the CTR uses the Danielson Framework to provide residents with feedback on their teaching practices, with a specific focus on domains two (Classroom Environment) and three (Instruction). Each resident receives feedback on their daily required teaching minutes from their mentor teacher.

The selected “teacher moves” encompass a variety of evidence-based practices that support effective teaching and learning in the context of high-needs schools. We draw from practices endorsed/used by The Council for Exceptional Children, The New Teachers Project, Teach for America, Network of Uncommon Schools, Charlotte Danielson, and the 49 techniques in Doug Lemov’s “Teach Like a Champion.”

The clinical program lives inside CPS Partner Schools, where residents, mentor teachers, and program managers have monthly “walks” with administration and collaborate as residents learn how to be part of a school community from the school teams. On average, 3-5 residents are assigned to each school, which allows their small cohort to further establish their own professional learning community to collaborate on problems of practice, build camaraderie, and establish an important support network that allows them to persist through the clinical year.

During their residency, participants will accrue nearly 900 hours of classroom time.

Unlike other alternative certification programs, which also train teachers in vetted strategies, CTR residents train in the same type of school they will be hired into and are exposed to tools and Talent Development Goals used by the district. For example, CPS uses the Danielson Framework for conducting teacher evaluation. Since the CTR trains teachers using the

evidence-based Danielson Framework for Teaching as a coaching tool, residents enter into the district with greater familiarity with the language and processes used for marking professional progress, allowing them to incorporate the rubric into their process for growth rather than feel overwhelmed by it.

Residency Program - Mentor Teachers

High-quality mentorship has been found to be central to a resident's success (Ronfeldt, 2018). Mentor teachers are selected through a rigorous process that examines classroom management and pedagogic success, recommendations from school leadership, and requires proper licensure and a minimum of three years of experience as a teacher of record. The selection process for potential mentors also includes an essay and a review of one of their own lessons, coaching scenario reflection, resident video observation, and an interview. Key markers of a successful mentor include:

- Leadership history within their school building
- REACH Distinguished/Excellent rating, the district's evaluation tool modeled after the Danielson Framework for Teaching.
- Demonstration of high student achievement as measured in student gains for growth

Teachers who are chosen to be mentors receive five days of mandatory professional development to hone their ability to mentor/teach adults prior to the start of the school-year, as well as weekly professional development around adult learning during the school year.

With their mentor teacher's support, residents observe and learn and practice curriculum development, lesson planning and delivery, and classroom management, all while working with students and gradually increasing their responsibility - including stretches where they serve as lead teacher - as they are observed and coached.

Last year, 50% of mentors were former residents, reflecting their desire to give back and continue developing as teacher leaders. The CTR recruits and develops mentor teachers who not only model effective teaching but also create a supportive and collaborative space where adult learning thrives.

As part of this award, the partnership will look for ways to formalize a mentor development pathway for those alumni seeking career growth opportunities. Not all will be able to step into a CTR mentor role, but will be prepared to support the teachers in their schools wherever they are located. DePaul has a series of teacher mentoring modules to provide alumni with skills to continue their career pathway as instructional coaches, lead teachers, team leaders and other pathways. Modules introduce mentoring fundamentals and include giving feedback, demonstration teaching lesson, using data in the classroom, developing an action plan and utilizing reflection to improve instruction.

Data-Literacy and Data-Driven Instruction

CTR training includes understanding and using research and data to modify and improve programming and classroom instruction. As part of the DePaul coursework, residents focus on practical problems related to the integration of exceptional children and youth into general

classrooms, including the development and integration of Individualized Education Program (IEPs). This coursework and intentional focus on students with disabilities emphasizes the identification of individual learning needs, development of inclusive academic programs, and the creation of curricular variations and pedagogical techniques to promote the development of students with a variety of special needs.

Residents explore data and research as part of the clinical work included in the Five-Week Learning Cycles. Two specific workshops within the cycles address understanding and using data to modify instruction. This includes: Making strategic, data-informed plans (Classroom CFU's, unit assessments, STAR, KIDS, Dibels, etc.); reflective analysis (Teaching and Learning Cycle, etc.); and adjusting planning and instruction daily.

The CTR also uses data to modify and improve the professional learning and coaching residents receive. AUSL uses the Tripod Student Survey to solicit and provide student feedback for resident teachers. The primary purpose of the survey is to help ADs and mentors better understand areas for resident improvement and adjust professional learning/coaching to address areas for growth.

Salary, Agreements, and Repayments

For the duration of the grant term, the partnership plans to recruit and admit 125+ pre-service teacher residents annually. Select residents will be provided with a [REDACTED] scholarship. Residents also commit to serve as a full-time teacher in either a CPS Partner School, CPS Opportunity School, or some equivalent CPS high-needs school for four-years immediately

following program completion. If participants drop out any time before the completion of their first year as a teacher of record, they must repay the salary. Returned funds are directed back into the program. (Appendix H) Residents are still responsible for all costs and expenses related to attaining their Masters of Education (M.Ed.) degree, including but not limited to tuition, fees, and books. Residents graduating with an M.Ed. have an average starting salary of [REDACTED] a year.

Other Terms and Conditions

Select mentor teachers will receive a [REDACTED] stipend to compensate for time spent attending training and supporting a resident pre-service teacher in their classroom.

Post Residency - Chicago Public School District Induction

The CPS District adopted a New Teacher Induction and Mentoring Policy in the fall of 2021. Modeled after the New Teacher Center's Induction Model, this multi-level induction program provides CTR alumni with three levels of support provided by the District during their first and second year as CPS teachers.

Level 1: District-Level Support

District Level opportunities include: (1) a New Teacher Orientation and (2) a year-long Professional Learning Series totaling at least 30 hours per year. The district's New Teacher Orientation provides all pre-service, first, and second-year teachers with professional learning addressing general teaching best practices, content-specific support, and an introduction to district policies (teacher evaluation, instructional frameworks). CPS also offers a series of professional learning opportunities to all first and second-year teachers.

Level 2: School-Level New Teacher Orientation and Induction

The district Office of Teaching and Learning assists all CPS principals with developing an in-school induction modeled around the CPS Induction Standards. These standards identify the school-based conditions and structures of successful school-based induction programs. With this guide, program alumni will eventually teach and have access to three school-based induction structures: (1) a year-long professional learning plan for new teachers, (2) new teacher goals and formative assessments, and (3) mentor selection and support.

Level 3: Individual New Teacher Support

The CPS Office of Teaching and Learning also provides all schools with support in offering in-school mentoring to all first and second-year teachers.

Post-Residency - Additional Early Career Support

Building on the structures offered by the district, the partnership will use funds to formalize an accessible, context-ready induction lifeline for early career teachers entering schools struggling with rotating or vacant leadership positions, or where leaders may not value/prioritize CPS induction support, or where deeply ingrained challenges make it difficult to connect with district services. Providing that certainty and teacher-centered focus is seen as another essential effort for keeping new teachers - Black and Latinx teachers, in particular - in classrooms.

AUSL currently has a team developing, in real-time, a scope and sequence for differentiated induction coaching informed by the lived experiences, practices, and strategies of teachers, instructional leaders and principals working in high needs schools. This approach, which will be

led by as an unyet staffed role at AUSL, will provide two-tiered support through monthly guidance to Partner School principals and instructional coaches on how to coach their first and second year teachers, as well as monthly ‘New Teacher Empowerment’ sessions for CTR alumni to reconnect as a small cohort and participate in deep engagement, reflection and dialogue. These monthly, equity-centered cycles of inquiry will be broken into 30 minute blocks for Team Building (reconnecting with the “why” and fostering those interpersonal connections), Grounding Practices in DePaul/AUSL Values, and Foundational Planning. It also represents a means for the partnership to improve alumni/teacher feedback, which then informs follow up actions and future planning. For those cohorts trained in years 4 and 5 of the grant, they will continue to have access to CPS Induction and the DePaul/AUSL Early Career Alumni supports because of this collaborative structure and up front investment.

We already know that being trained through the CTR keeps quality teachers in the classroom. For instance, the one-year retention rate of CTR alumni consistently exceeds that of non-CTR trained teachers working in the AUSL Network of Chicago Public Schools - 82% of non-CTR AUSL Network teachers returned to the classroom in 2022 versus 84% of CTR alumni. Even more notably, 96% of CTR alumni of color working at Partner Schools in 2021 returned in 2022, compared to 82% of non-CTR teachers of color. (Appendix H)

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

The project has articulated three goals, with accompanying objectives and appropriate measures to ensure the coordination of all components and accountability for meeting implementation targets and outcomes.

Table 2. CTR: Preparing High Quality Teachers for High Need Urban Schools	
Goal 1: Increase the number of pre-service teachers prepared to fill high-need subject areas (prioritizing special education) within a network of high-need schools (prioritizing Partner Schools and CPS Opportunity Schools) that meets CPS human capital priorities in low-income communities where roles are most likely to be vacant by expanding the CTR teacher residency program.	
1.1 Recruit 125 (Year 1), 150 (Year 2), and 175 (Years 3 - 5) residents annually for hard-to-staff subject areas (special education/special educations, STEM, PE, and bilingual education)	
1.2: Years 1 - 2, recruit and develop 75 mentor teachers to be paired with residents; Years 3 - 5, expand to 100- 135 mentor teachers	
1.3: Provide teacher residents a school year-long clinical experience aligned with their university coursework	
1.4: Program graduates complete the 12 month program with M.Ed., additional licensure, and commit to work in high need District school	
Goal 2: Increase % of Black and Latinx program candidates recruited and admitted annually to ensure residency cohorts maintain a majority (51%+) non-white pre-service teachers	
2.1 Recruit for a majority of Black and Latinx resident cohorts annually	
2.2 Multimedia communication/marketing plan that centers the voices of Black and Latinx program alumni and is available in both English and Spanish	
2.3 Develop partnership “CARE Package” that bundles adult learner resources including direct financial aid, career advisory, social/emotional supports, technology lending library, and content-specific tutoring to support persistence and program completion	
Goal 3: Achieve an average retention rate of 85% for first-year teachers by increasing support provided to novice teachers within CPS high-need Partner Schools/Opportunity Schools	
3.1. 98% of graduates hired into CPS high-need school/Opportunity School annually	

3.2 Provide robust induction support for graduates of the CTR to improve retention of early-stage career teachers

3.3 Create ongoing series of learning opportunities for alumni

3.4 Create specific mentor module for CTR alumni to develop adult teaching and leadership skills

Anticipated Outcomes: (1) Develop and place 125+ residents annually to cover priority subject areas in high needs schools; (2) Increase the number of Black and Latinx teachers entering into the district; (3) Accelerate novice teacher effectiveness; and (5) Retain higher numbers of first-year teachers in subject areas and schools where there is disproportionately higher vacancies

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

As referenced earlier in this application, the ISBE Educator Preparation Profile (isbe.net, 2022) annually scores and rates teacher preparation programs based on indicators within 4 domains. In the state's most recent IEPP report card, DePaul's Special Education program received an Exemplary rating and its Elementary Education program received a rating of commendable, the second highest designation.

The CTR program is fully committed to a student-centered and educational equity approach. All teachers are developed with this value as a guiding principle. By centering student voices, and working from data-informed practices, the partnership is preparing future teachers to engage more effectively in individual student success.

With the continued rise in fully inclusive classroom settings, general and special education teachers must be prepared to serve students with a wide range of abilities and backgrounds and they must be prepared to collaborate with each other. Collaboration should begin at the pre-service level. DePaul coursework and instruction includes modules on collaborating with all stakeholders involved in IEPs teams since this comprises an integral part of a special education teacher's work. Additionally, the program incorporates a special education focused practice into its current design matrix. 22 High Leverage Practices from The Council for Exceptional Children are used throughout the Five-Week Learning Cycle to help prepare all pre-service teachers for supporting special education students.

The COE continues to be one of only a few institutions within Illinois that require all teacher candidates to take a course specifically focused on instruction of limited English proficient students.

As a partner with CPS, AUSL evaluates students and monitors their progress against standards set by the Illinois State Board of Education. Performance measures tracked by AUSL include attendance, on-track, achievement (STAR), GPA, college enrollment, and college persistence. All residents are also trained in Common Core State Standards (CCSS). As the district continues to implement its new universal curricular resource, Skyline, residents will learn how to effectively use it in their classroom.

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The DePaul M.Ed. program in special education was intentionally developed to integrate principles of research-based practice in preparation of preservice special educators (Leko et al., 2012). Furthermore, the program faculty have been nimble in responding to needs in the field, such as integrating authentic opportunities data-based individualization into reading lab coursework (National Center on Intensive Intervention, 2013) and adjusting to online instruction for students with disabilities (CEEDAR, 2020). Program faculty are currently involved in a self-study process regarding integration of high leverage practices (HLPs) in special education (e.g., Dunn & Rice, 2019). Faculty use a recursive system of student feedback to revise current coursework, with the goal of maximizing student opportunities for engagement with and application of HLPs. Simultaneously, in 2020-21 CTR staff engaged in a book study of *High leverage practices for inclusive classrooms* (McLeskey et al., 2019) to ensure they were utilizing the same practices in their residency sites, as well as introducing general education instructors to the same effective strategies that special educators use.

The CTR is also on the frontlines of training pre-service teachers for the digital classroom. The partnership recognizes that residents/future teachers will be expected to lead, excel, and drive student outcomes in a remote learning environment. To prepare novice teachers for the digital classroom, residents become a Level 1 (11 hours) and Level 2 (14 hours) Google Certified Educator. Residents will also learn a variety of communication methods to reach students and families including Google Classroom, Google Hangout, and how to host online reading groups.

As part of this award, a Joint Leadership Team will be convened to actively review the program's curriculum, resources, etc. This is in addition to the project's management structure, which

already creates a conduit for constructive feedback that collects actionable reporting from all of the program's stakeholders.

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

This partnership prioritizes equity-driven decision-making for continuous improvement. As such, the partners created multiple avenues for soliciting feedback from multiple stakeholders residents, mentors, and ADs. A table demonstrating these tools and feedback structure is included in Appendix H. Additional measures of continuous improvement are noted in the Quality of Management section.

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

This program builds the capacity of CPS district to address education inequities that stand in the way of the city's most vulnerable students reaching their full potential. DePaul University, COE and AUSL have assessed their pipeline capacity and determined the CTR has the potential to expand to prepare more new teachers - with training in priority subject areas - right now. Our current strategic plan has mapped out a course for developing 800 teachers over the next five years. We have the ability, we have ascertained the need, and we know that the talent is out there.

Funding of this project (1) will boost the capacity of program partners to provide effective training in more specialized instructional roles and to recruit more Black and Latinx pre-service teachers, both of which (2) build capacity within the LEA, dramatically aiding the CPS district in

realizing their human capital priorities and providing high quality and effective teachers in high need subject areas and neighborhood schools where there is high vacancy.

Funding the partnership, up front investments in staffing (including increasing the number of talent acquisition and program AD roles), resources needed to redesign components of the program, and the incremental growth in resident numbers annually will shape the quality of our project throughout the lifetime of the award and in the years following the federal assistance.

Project Evaluation

Basis Policy Research (Basis), an independent research firm with experience conducting large-scale evaluations of federally funded programs, will conduct a comprehensive mixed methods evaluation with a focus on evaluating the implementation and impact of DePaul/AUSL's *Chicago Teacher Residency: Preparing High Quality Teachers for High-Need Urban Schools* program.

The mixed methods evaluation will combine formative and summative components to contribute to CTR's focus on continuous improvement. Formative aspects of the evaluation will provide DePaul/AUSL with quarterly reports on program implementation and progress towards grant objectives. Formative reports will include both qualitative (e.g., interviews, focus groups) and quantitative (e.g., surveys, programmatic data) analyses. Summative components of the evaluation will focus on the relationship between program components and focal outcomes, including the recruitment and graduation of teachers of color, the quality and retention of CTR residents, and students' academic achievement. Basis researchers will leverage different analytic strategies, including exploratory factor analysis and multilevel linear and logistic regression

models to assess the relationship between CTR program components, program implementation, and outcomes. Basis researchers will also identify a demographically comparable group of teachers in CPS using propensity score matching (PSM); the comparison group of teachers will be used in impact analyses. Basis researchers will also provide annual reports to the project team that include required GPRA measures and HEA evaluation requirements for their federal reporting.

QUALITY OF PROJECT EVALUATION

Tables 3 summarizes the six research questions and aligned sub-questions guiding the evaluation. Moreover, Table 3 provides a visual summary of the evaluation design for the CTR program and presents the two evaluation priorities of implementation and impact, with each priority aligned to research questions, data sources and analytical methods. Data collection, methods, and reporting are aligned to rigorously answer the project's key evaluation questions and inform the implementation and impact of the program over its five fiscal years (FY 2022 - 27).

Table 3: Research Questions

Research Questions	Sub Research Questions
1. To what extent were components of the CTR implemented as intended?	<p>a) To what extent did the program strategically recruit and train residents of color?</p> <p>b) To what extent did the program strategically recruit and train residents to teach in high priority instructional areas?</p>

	<p>c) To what extent did residents participate in the CTR's training and support?</p>
<p>2. How does the academic performance of CTR students compare to non-CTR students?</p>	<p>a) To what extent does academic performance vary by CTR student subgroup?</p> <p>b) To what extent does academic performance vary by course?</p> <p>c) What course(s) do CTR students attribute to perceptions of preparedness?</p>
<p>3. To what extent does the CTR prepare residents to teach in high priority instructional areas?</p>	<p>a) To what extent do residents report feeling prepared to teach in high priority instructional areas?</p> <p>b) To what extent do resident report feeling prepared to teach students with diverse learning needs and culturally responsive teaching?</p> <p>c) How do residents' perceptions of preparedness compare to new teachers who did not complete the residency?</p> <p>d) Do perceptions of preparedness vary by resident characteristics (e.g., race/ethnicity, age, professional experiences)?</p> <p>e) Do certain program components increase the likelihood residents report prepared to</p>

	<p>teach in high priority instructional areas or teach students with diverse learning needs?</p>
<p>4. What is the impact of the CTR program?</p>	<p>a) What percentage of residents return to the same school after one year? Migrate to different schools within CPS? Leave the profession?</p> <p>b) What percentage of residents complete the CTR commitment? Remain in the same school after CTR commitment?</p> <p>c) How does residents' retention compare to new teachers who did not complete the residency?</p> <p>d) What percentage of residents are considered highly effective after one year? At completion of CTR commitment?</p> <p>e) How does residents' effectiveness compare to new teachers who did not complete the residency?</p> <p>f) What percentage of students taught by residents meet projected growth targets?</p> <p>g) How do academic outcomes of students taught by residents compare to students taught by new teachers in schools who did not complete the residency?</p>

<p>5. To what extent do outcomes vary by resident subgroups and/or student subgroups?</p>	<p>a) To what extent does retention in CTR vary by resident subgroups, including residents or color or residents teaching in high priority instructional areas?</p> <p>b) To what extent does resident effectiveness vary by resident subgroup?</p> <p>c) Are certain teachers more effective at improving students' academic achievement, as measured by the STAR assessment?</p>
<p>6. What components of the CTR are predictive of retention or effective teaching?</p>	<p>a) What is the predictive validity of program components and first-year teachers' effectiveness?</p> <p>b) Do certain components increase the likelihood residents return after the first year of teaching? Complete CTR commitment?</p>
<p>7. What characteristics of the mentorship predict perceived residency quality?</p>	<p>a) What factors are related to perceived residency quality?</p> <p>b) What do residents report about the kinds and quality of mentoring and coaching they experience?</p>

Data Sources

The evaluation will use two categories of data sources – programmatic data and researcher collected data – to answer the research questions. Programmatic data will include all existing data sources collected by DePaul/AUSL. Researcher collected data will include participant surveys and focus groups and interviews.

Programmatic Data

Participation Data. DePaul/AUSL will provide Basis researchers with ongoing participation data across program components. Participation data will include but is not limited to residents' attendance at program events, classroom attendance, student teaching hours, and other available data indicating engagement in program activities.

Personnel Data. DePaul/AUSL will provide Basis researchers with personnel data by year. Personnel data will include residents' application materials and yearly retention data. The data will also include CTR residents' academic performance data, including DePaul GPA, course-level performance, and degree status. Basis research might request additional personnel data upon inventorying of available data sources, including PLACE/Praxis exam score and licensure status.

STAR Data. CPS administers the Renaissance STAR Reading and Mathematics standardized assessment three times per year to all students in grades 3-12. Basis researchers will use students' scale scores and normative growth metrics, including proficiency and student growth percentile scores, to assess program impact.

Researcher Collected Data

Stakeholder Surveys. Basis researchers will develop and administer two survey instruments. The first survey instrument will capture residents' and mentors' experiences and perceptions.

Residents will complete pre- and post-clinical period surveys. Aspects of the survey, including perceptions of content expertise and preparedness to teach, will be included in both the pre- and post-residency administration to gauge how perceptions have changed over time. Mentors will complete the survey at the conclusion of the residency experience.

Basis researchers will administer the second survey to DePaul faculty and staff. The survey will focus on faculty and staff perceptions of residents' preparedness to teach high priority instruction areas. We will administer the survey annually.

The surveys will be designed by Basis, and constructed from existing, publicly available surveys on mentor/mentee teaching relationships and coaching practices, with questions informed by the literature. Basis researchers will also collaborate with DePaul University faculty to develop measures around content expertise for teaching special educations and high need instructional areas. The surveys will be administered annually. A factor analysis will be completed after each administration to check for an internal consistency of .80 or higher.

Interviews and Focus Groups. Interviews and focus groups will be used to collect qualitative data that provides much greater depth of understanding than surveys are able to collect.

Interviews will be held with DePaul and AUSL project leads, and will investigate the health of the partnership, design and application of the resident recruitment, application, and selection process, and design and implementation of residents' training. Focus groups will be held with a group of residents, and a group of mentors. Resident and mentor focus groups will address two themes: *operational* and *social feasibility*. By *operational*, we mean the degree to which

DePaul/AUSL training and support are meeting the needs of participating residents. *Social feasibility* refers to residents' responsiveness to or acceptance of DePaul/AUSL training, as well as careful consideration of the resources or supports needed to implement, refine, and sustain services. Both interviews and focus groups will be transcribed and analyzed within Dedoose qualitative software.

Analytic Strategy

Basis researchers will use a quasi-experimental design to answer the research questions aligned to the project objectives.

Identifying Comparison Group. Basis researchers will employ propensity score matching (PSM) to identify an appropriate comparison group of teachers new to CPS and the teaching profession. PSM will be used to construct treatment and control groups that differ on specified baseline characteristics that are between 0.05 and 0.25 standard deviations (What Works Clearinghouse, 2020). Assuming participants differ on select characteristics at baseline, Basis researchers will include statistical adjustment for baseline characteristics to meet baseline equivalence requirements. Estimates of program effects will be made between residents and a comparison groups of matched non-residents in CPS schools who engaged in traditional teacher preparation.

Basis researchers will use PSM to match residents and individuals who qualify for the control group only on exogenous covariates to mitigate potential bias in impact estimates. Select covariates will include age, race/ethnicity, gender, undergraduate degree, undergraduate GPA, SAT/ACT score, undergraduate college selectivity, initial certification, PLACE/Praxis exam results, and prior professional experience. Each resident will be matched with the closest comparison case for the comparison group. PSM will result in a sample of treatment and control

individuals who are baseline equivalent on select covariates expect for residency participation. One threat to our analyses will be biased estimates due to participation attrition. If the treatment participants who leave the study are different than control teachers who leave in a manner related to outcomes of interest, then results will be biased such that differences in outcomes cannot be attributed solely to the intervention. Thus, Basis researchers will heed WWC recommendations and examine two kinds of attrition – overall and differential – to determine if the characteristics of participants leaving the study introduces bias. Moreover, Basis will use conservative attrition standards to determine if differential attrition is considered “low” or “high” (What Works Clearinghouse, 2020). Basis researchers will continually monitor attrition across groups and share results with DePaul/ AUSL as a means of providing formative feedback to the project team.

Measure Development. Basis researchers will apply exploratory factor analysis (EFA) to survey questions addressing residents’ preparedness to teach in high priority instructional areas and residents’ experiences of the residency program. Employing an EFA will allow Basis researchers to identify survey questions that load together with a high level of internal consistency (i.e., reliable) and contribute to the development of a latent construct (e.g., high quality residency experience). The EFA will allow us to create a composite measure for each of the factors results suggest we can extract. Basis researchers will use these composite measures as both predictors and outcomes in our implementation and impact analyses.

Formative Analyses. Basis researchers will link programmatic data with researcher collected data to build a database capable of providing ongoing and annual reports on program participation and implementation. Formative analyses will mostly include descriptive statistics with emphasis on year over year change across select measures. The first year of data collection will be used to gather baseline data across data sources previously discussed. Specific measures

that will be included in formative reports will be developed in the initial planning year of the grant. Basis researchers will also include focus group and interview data in formative analyses. The analytic approach will employ four practices: identification, coding, categorization in a matrix, and inductive analysis. These approaches will be applied to audio transcriptions and reviewed in a random order multiple times to minimize order bias. Findings will be grouped into common themes and featured in formative and summative reports to highlight key celebrations, areas needing improvement, and areas requiring further study. When appropriate, reports will include representative, anonymized quotations from residents and mentors.

Summative Analyses. Basis researchers will link participation in the DePaul/AUSL program with perceptions of preparedness, perceptions of residency quality, teacher retention, teacher effectiveness, and student achievement. Basis researchers will employ PSA, multilevel linear and logistic regression models to estimate program effects on select outcome variables. PSM will be the preferred analytic approach to measure program impact. Moreover, Basis will run a series of robustness checks to determine if PSM limitations bias estimated effects. Basis will use an alternative model specification – multilevel (MLM) regression models to account for nesting of students within teachers within schools. Analyses examining program impact on retention and student achievement will include teachers and students from the comparison group. Including the comparison group in select analyses will estimate changes in student achievement of students whose teachers participated in the residency compared to students of teachers did not participate. Basis researchers will conduct these analyses annually, beginning with the year that first cohort of residency graduates became teachers of record. Basis will conduct the same analyses to measure the effect of participation on teacher retention. Finally, Basis will use multilevel

regression models as our preferred approach to analyzing the relationship between participation and other outcome variables.

Required Performance Measures and the HEA requirements for evaluation to the project's objectives can be found in Table 4 in the Quality of Management Plan.

Performance and Reporting Benchmarks

Basis will provide both formative and summative reporting to collaborating partners, including the DePaul University and AUSL leadership teams, and the U.S. Department of Education if needed. Formative feedback will primarily be delivered through annual Discover Days.

Table 4. Crosswalk of Performance Measures, HEA Requirements & Project Outcomes

GPRA Performance Measures	HEA Requirements	Program Objectives
Performance Measure 1: Certification/Licensure.	Achievement for all prospective and new teachers, as measured by the eligible partnership. Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers.	Preparation: Train teachers to fill high needs roles, with a focus on diverse teachers
Performance Measure 2: Shortage Area Certification		Preparation: Train teachers to fill high needs roles, with a focus on high need instructional areas

Performance Measure 3: One-Year Persistence.		Acceleration: Increase teacher retention rate
Performance Measure 4: One-Year Employment Retention.	Percentage of teachers: - hired by the high-need LEA participating in the eligible partnership; who are members of underrepresented groups; who teach high-need academic subject areas; who teach in high-need areas;	Preparation: Train teachers to fill high needs roles, with a focus on high need instructional areas Acceleration: Improve teacher retention rate; accelerate novice teacher effectiveness
Performance Measure 5: Three-Year Employment Retention.	Teacher retention in the first three years of a teacher's career.	Acceleration: Increase teacher retention rate
Performance Measure 6: Student Learning.		Preparation: Train teachers to fill high needs roles, with a focus on high need instructional areas Acceleration: Improve instruction in the classroom for special education; accelerate novice teacher effectiveness; gradually releasing responsibility

Efficiency Measure: The Federal cost per program completer.		Final project year budget. All project objectives align.
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Adequacy of Resources

As the lead applicant, DePaul University will contribute significant resources and match to expand the capacity and impact of the proposed program. This includes, but is not limited to:

Grant Management: DePaul University Office of Research Services (ORS), provided administrative support during the planning process for this project and will continue to provide administrative leadership and support to ensure efficient and timely implementation of the project. The ORS will offer fiscal management, coordinate filing of required project reports, manage demonstrated match and provide human resources support for grant personnels. The College also has a Budget Manager who works in conjunction with the Grants Office to manage all post award activity. Time commitments of DePaul faculty and AUSL team are outlined in the budget narrative in Appendix A and resumes for key staff included in Appendix D.

Facilities. The CTR model requires limited facilities compared to more traditional institutions of higher education because (1) residents engage in an immersive clinical experience at CPS Partner Schools, (2) residents attend classes on campus one day per week. During the weekly visit to campus, residents will attend classes in the COE building, which has been outfitted with state of art equipment to facilitate optimal learning.

Technology and equipment Every resident and faculty member will receive a laptop for their professional use, software subscriptions, and IT support. All faculty have access to technology

support including their own video conferencing accounts to flexibly support collaboration, advising of students and academic and social emotional support and resources. DePaul faculty utilize D2L as the platform for housing course content for class modalities. Trimodal and Zoom room technologies allow residents to conference in as needed. DePaul students, staff and faculty have access to comprehensive technology support from the university who assist with technology network maintenance; information technology support; phone services; email and software support; data collection, sharing and analysis; and modeling services.

Staffing.

<p>Grant Steering Committee</p> <p>██████████, Assistant Dean of Assessment. College of Education, DePaul</p> <p>██████████</p> <p>Associate Dean of Curriculum & Programs, College of Education, DePaul</p> <p>██████████</p> <p>Associate Professor/Associate Chair Department of Counseling and Special Education, Program Director-Undergraduate Special Education, DePaul</p> <p>██████████</p> <p>Director of Graduate Admissions, DePaul</p>	<p>Leadership oversees/ensures quality of implementation; provides overall leadership and direction. Time Commitment: 5 % in kind</p> <p>Oversees admission of resident candidates and promotion of program with AUSL</p>
<p>Project Coordinators-DePaul</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>Oversees advising,</p> <p>Oversees field experiences</p> <p>Oversees academic and social emotional resources and support</p>
<p>Finance Coordinators</p> <p>Stephanie Parillo-McCullough-DePaul</p>	<p>Manages all organizational finances and fiscal reporting. Time Commitment: 10%</p>
<p>DePaul Faculty Leaders</p> <p>██████████</p>	<p>Advises in special education curricular revisions and provides content and pedagogy</p>

	expertise and development
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(ii) The extent to which the budget is adequate to support the proposed project. (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

DePaul University and AUSL have pledged match resources equal to 100% of requested Federal funds in accordance with grant program requirements.

Grant funding will be used as detailed in the budget and budget narrative (Appendix A) to expand and improve the DePaul/AUSL teacher residency program to provide more prepared and context-ready teachers for subject areas and schools facing a talent deficit.

The partnership believes our request and timing are compelling, as our collaborative residency program has the proven ability to scale quickly and meet the needs of the district - provided we have the necessary support. Based on last year's class, the cost/resident was \$48,460. As the number of residents increases, however, the lower the cost per resident. While there are some upfront expenses for new staff and other program enhancements, overhead is expected to remain relatively static. Going forward, as the partnership increases the number of residents annually, the overall cost per resident is expected to be reduced. Once attaining the 2023-2024 goal of a 125 resident cohort, the cost will be reduced to [REDACTED]

A study prepared jointly by the Aspen Institute and the Center for Teaching Quality found that urban teacher residencies "may cost more in upfront investments than most university-based and

alternate pathways to certification, but they have potential to bring important benefits that reach beyond the scope of most teacher preparation programs” (Berry et al. 2008a).

While DePaul University and CPS schools may receive funds from ESEA, IDEA, or NSF for other programs, no plans currently exist to involve or coordinate professional development strategies and/or activities related to the current project. And none of the proposed project’s funding will support activities under section 202(f) of the HEA.

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

DePaul’s COE has a long history of preparing teachers for high-need schools. The partnership is committed to operating beyond the length of the grant. With the proposed funding partners will be able to support the residency and create systems for sustainability. The COE receives tuition revenue and ensures access to financial aid and scholarships. AUSL has an established history of effective development of new teachers. The Chicago-based model has served as an example for both Boston and Denver, and established evidence-based strategies for recruitment, selection, mentoring and coaching teacher residency programs.

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

AUSL has the operational staff and resources to implement the project. AUSL is a 501(c)3 non-profit organization serving the students of Chicago since 2001. While DePaul is the lead applicant and will be acting as the fiscal agent, AUSL will be supporting the management and

reporting on this award through our business services offices, which is led by a Director of Finance with extensive work history as a CPA. The Director of Finance manages payment to program residents and mentors, financial contracts with CPS and other districts (as part of AUSL's advisory work across the country) and budget forecasting and reporting for all facets of the organization's work. AUSL carries liability insurance, and it meets state and federal annual audit requirements and all fiscal management requirements for federal and state grant and program management. AUSL leadership, Board, and partnering stakeholders are fully committed to supporting the TQP application.

AUSL has pledged match resources equal to 100% of requested Federal funds in accordance with grant program requirements. AUSL leverages public/private relationships to raise program sustaining funds from foundations, corporations, and individuals in the Chicago area and nationally. Restricted and general operating funds keep the program vibrant, accessible, and growing.

In May 2021, CPS extended their partnership with the AUSL with a new, three-year agreement. As CPS enters into these commitments on a three-year basis, AUSL will initiate discussions and plans for renewal through 2027 toward the close of the next school year.

Management Plan

This management plan is designed to achieve the objectives of the proposed project to support CPS staffing needs in schools and roles where there is high teacher churn or vacancies. DePaul will lead the coordination, development and assurances of the content-knowledge development

working with AUSL leadership and will also manage the work of the evaluation team. At the center of this management plan is a newly envisioned Joint Leadership Team. This group will have oversight for quality control and focus on capacity-building at each organization to better carry out this multi-institutional project. Monthly meetings of a Grant Steering Committee will provide general review, as well as feedback loops to continuously improve efforts and outcomes.

Program Leads: Meet three times a quarter and the faculty lead from each academic program, along with the Associate Directors of the CTR meet F2F to work on program implementation. Program leads meet at the Beginning of Quarter, Mid-Quarter, and End of the Quarter to evaluate the program and identify struggling students and create action plans for connecting them with necessary resources.

Joint Leadership Team: Monthly meetings for leadership teams from partnering organizations, DePaul and AUSL, to assess the overall progress of the programs. Focus is on shared goal setting and prioritization between organizations, long-term planning, grant application and administration, program innovation, and evaluating overall program delivery and quality. These higher level conversations are meant to create a long term vision of the program, its place at DePaul, its place in CPS classrooms, and its overall long range vision of a high quality partnership between AUSL, DePaul, and CPS. Charged with developing the program's long range vision, this group informs the work of the CTR staff and DePaul team leads to include the Director of Advising, Associate Dean of Student Development, Director of Academic Success Center, and Director of Field Experiences to ensure delivery of an aligned, high quality program for residents.

Grant Steering Committee: Monthly meetings for members of the DePaul and AUSL partnership to assess progress of grant-related activities, their evaluation, and budgetary commitments. This group will provide project quality control across all facets of the award. Team members include PIs, DePaul faculty, AUSL program staff, and AUSL Director of Data Analytics. These program partners will also engage in regular communication with the external evaluators and leverage the evaluation process

Program management at the point of delivery-level and course schedules are included in

Appendix H.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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