

Voorhees University
HBCU/IHE applicant and fiscal agent
proposes:

CHICAGO SEED!

Project Narrative

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ABSOLUTE PRIORITY 1: Supporting Effective Teachers. Voorhees University (VU: Historically-Black College & University / IHE and fiscal agent) and its Center of Excellence for Educator Preparation and Innovation (EPI) – in partnership with █████ █████ and her Gray Charter School in Newark, N.J. (a 2020 National Blue Ribbon School); Youth Connection Charter School - one of the few charter schools in the country with a multi-site configuration and the only public high school charter in Chicago with 19 campuses serving high school students who have dropped out of school; The Institute for Organizational Coherence; KDR Global Education Solutions; The Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University (HBCU), and the National Board for Professional Teaching Standards – proposes *CHICAGO SEED!* a Supporting Effective Educator Development grant to improve educator effectiveness and raise student achievement in high-need schools in Chicago and around the country. Voorhees proposes programming that will be aligned with three Stages: 1) Aspiring Teachers and Candidates from Non-Traditional Preparation and Certification routes will be provided with the clinical experience, certification pathway, and the mastery of core competencies required to serve as a teacher in a traditionally underserved LEA; 2) Existing Teachers will be provided with Evidence-Based Professional Development that addresses literacy; numeracy; strategies for working with students from special populations; and tools to build inclusive, supportive, unbiased and identify-safe environments where equity and belonging takes center stage and is a driver of the school culture; and 3) Teachers will have access to an Instructional Excellence Clearinghouse and Virtual Deeper Learning Networks for Improvement so that they can deconstruct problems of practice with teachers within their districts and from around the country and globe.

Collectively, each of our partners believe, without refute, that cultivating, empowering and growing the competence of teachers at all levels is quintessential to creating adaptive organizations that can meet the multifarious learning and social-emotional needs of all students. Efficacy in teaching matters. As a result, our proposal is focused on empowering teachers, at all levels, who will be equipped to demonstrate the following competencies: 1) teachers who consistently learn from and utilize critical feedback that promotes improvement in teacher efficacy, fosters highly effective instruction and accelerates continuous improvement; 2) teachers who can effectively use a data-informed approach to continuous improvement in instruction, resulting in improved student achievement; 3) teachers who possess the social emotional intelligence to foster a culture of belonging in schools where every student feels seen, heard and validated and every educator feels empowered; 4) teachers who actively advance equity evidenced by their allocation

of resources and promotion of rigorous learning for all students; 5) teachers who have the expertise to inculcate differentiated instruction, culturally responsive teaching and trauma-informed practices as norms in every classroom; 6) teachers who are able to use the tenets of improvement and implementation science as a mode of inquiry to accelerate student achievement; and 7) teachers who have a “growth mindset” evidenced by their ability to be “adaptive” in their approach to meeting the learning needs of all students.

The goal for VU-EPI, in collaboration with our national partners, is to work together with Youth Connection Charter School to design and build capacity across nineteen (19) campuses to ensure that each participating teacher – from aspiring teachers, to existing teachers, to those who want to climb Career Ladders – all have the tools to foster a culture of belonging and engagement in the classroom; meet, exceed and maximize the learning needs of every student; raise and sustain high levels of achievement for all students; utilize the tools needed to empower and improve instructional efficacy; while also ensuring that each organization, with intention, cultivates a pipeline of diverse teachers who are equipped with the competencies needed to radically improve learning and instruction. VU-EPI advocates that it is critical that such a system must provide stakeholders with the tools and learning needed to demonstrate the competencies to not only raise, but also sustain, significant improvements in student learning, growth and achievement and foster an environment of belonging where deep learning occurs in school classrooms daily.

COMPETITIVE PRIORITY 1: Increasing Educator Diversity. The Center of Excellence for Educator Preparation and Innovation (VU-EPI) knows that providing opportunity is not the same as providing access to opportunity with a hallmark of ensuring a welcoming environment where every stakeholder can be seen, heard, and celebrated. VU-EPI is intentional in its approach to partnering with The Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, a top-ranked Historically Black College and University (HBCU) that has effectively designed Evidence-Based preparation programs to attract and retain teachers of color. Scholars are serving as critical thought leaders and partners in the design, offering and implementation of the certification pathway that will be provided for our district stakeholders and provide critical insight on ways to ensure that content, academic supports and learning communities are culturally responsive to attract and empower diverse stakeholders. The Center of Excellence for Educator Preparation and Innovation at Voorhees University, in thought partnership with the Oakland University Center for Eradicating Racism and the Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, will design and offer a micro-credential in Equity in

Education / Culturally Responsive Pedagogy (see description of components in Competitive Priority 2 below). The goal is to empower teachers at all levels with the core competencies needed to promote rigor and engagement in the service of advancing equity, diversity, and inclusion. The Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University provides mentoring and support to male teachers of color at every level to attract professional men of color with military, human service and management experience from nontraditional backgrounds and support them in obtaining alternative certification and licensure to teach. Each of these organizations brings a highly-respected level of competence and invaluable level of expertise that provides clear insight on how to create the supports needed to build a robust pipeline of diverse candidates who can improve student achievement and lead change in K-12 education. VU-EPI will also partner with nonprofit organizations and industry-specific professional organizations (i.e. National Association of Black/Hispanic - Engineers; Geoscientists; Accountants; Social Workers, etc.); Black Greek Organizations; faith communities in IL, as well as, community advocacy organizations to recruit nontraditional candidates and midcareer changers into education for placement on Youth Connection Charter School campuses.

COMPETITIVE PRIORITY 2: Equity in Student Access to Resources / Opportunities.

Teachers will have the opportunity for extended learning by completing the Equity in Education credential described in Competitive Priority 1, followed by the Closing the Achievement Gap Progressive Credential. This micro credential will help current and future teachers create and sustain environments that provide equal access to outstanding teaching and learning programs for all students and educators. Teachers will learn to deconstruct barriers that impact equity and then turn to the challenge of closing achievement gaps that distinguish racial and socio-economic groups of students. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with Equity in Education as a prerequisite for enrollment in the Closing the Achievement Gap Credential:

Stage 1: Equity in Education / Culturally Responsive Pedagogy (6-month course of study leading to a credential and 6 credits)	
Thriving Ecosystem	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction. • Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning. • Uses “equity” lens and the tenets of improvement science to identify and deconstruct problems of practice (develop, test, refine solutions).
Differentiated	<ul style="list-style-type: none"> • Promotes effective teaching across all grade levels and subjects.

Instruction and Assessment	<ul style="list-style-type: none"> • Enhances technology-based teaching and learning. • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes. • Implements and executes school / classroom-based interventions for targeted learning.
Stage 2: Closing the Achievement Gap Progressive Credential Components (6-month course of study leading to credential and 8 graduate school credits; Equity Credential prerequisite)	
Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive “on-track” indicators that lead to improved outcomes). • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21st century skills and assessment conceptual framework. • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy. • Uses “lesson studies” to strengthen instructional delivery / collaboration / learning. • Designs observation / feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency.
Closing Equity Gaps	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of programs and measuring student performance. • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21st learning skills using blended learning and computer technology.

COMPETITIVE PRIORITY 3: Meeting Student Social, Emotional and Academic Needs.

Using the evidence-based conceptual framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), The Center of Excellence for Educator Preparation and Innovation at Voorhees University, in thought partnership with the Oakland University Center for Eradicating Racism and the Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, will design a competency-based micro-credential in social-emotional learning that current and future teachers will access during *CHICAGO SEED*. The core standards of SEL that the CASEL 5 addresses provide five broad and interrelated areas of competence and highlight examples of each: 1) self-awareness; 2) self-management; 3) social awareness; 4) relationship skills; and 5) responsible decision-making. The goal is to empower teachers to apply the core standards of the CASEL 5 in their schools to create a sense of belonging,

celebration and appreciation for students with multiple intelligences at various developmental stages from childhood to adulthood and across diverse cultural contexts. Ultimately, the extended learning opportunity of the SEL micro-credential will foster a developmental perspective and help teachers acquire a deeper understanding of how social and emotional competencies can be expressed and enhanced at different ages from preschool through adulthood. Our goal is to develop an understanding of how students’ social, emotional, and cognitive developmental levels and age-appropriate tasks and challenges should inform the design of SEL standards, instruction, and assessment in classrooms and schools, and the responsibility each teacher has to create school culture where every student thrives social-emotionally/academically.

Social Emotional Learning Competency-Based Micro-credential (6 credits)	
Module I	Introducing the CASEL 5 Framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making
Module II	The Tenets of Creating A Culture of Belonging: Fostering an Inclusive, Supportive, Unbiased and Identify-safe Environment
Module III	Radical Equity: Fostering a Culturally Responsive Culture Through Reflexive Praxis, High Expectations and Fostering Deeper Learning
Module IV	Inclusive Instructional Planning and Assessment
Module V	Designing Inclusive Learning Environments
Module VI	Using Evidence-Based Strategies to address Trauma-Informed Practice

Modules will be informed by the recent work of the U.S. Department of Education and its guidance: *Supporting Child and Student Social, Emotional, Behavioral and Mental Health Needs*. In schools, three critical and inter-related components of mental health are prioritized: social (how we relate to others), emotional (how we feel), and behavioral (how we act). These components must be nurtured and supported to promote overall well-being (Chafouleas, 2020). This resource highlights seven key challenges to providing school- or program-based mental health support across K–12 schools, and presents seven corresponding recommendations. The appendix provides additional useful information, including (a) numerous examples corresponding to the recommendations highlighting implementation efforts throughout the country; (b) a list of federal resource centers; (c) a list of resources to assist teachers in implementing the recommendations; and (d) guidance on existing programs that can support social, emotional and mental health services for students.

INTRODUCTION. Anyone who works in education knows the name ██████████ ██████████ Her name is synonymous with excellence in student achievement for: Every...Single... Student...Every...Day. ██████████ is best known for creating Westside Preparatory School, a private elementary school on the second floor of her home in the impoverished Garfield Park neighborhood of Chicago, Illinois which opened in 1975. Her first students included her son, daughter and several neighborhood students, some who were labeled “learning-disabled.” At the end of her first year, EVERY student scored at least FIVE grades higher on their state standardized tests. Her success attracted national attention and she was profiled on *60 Minutes*, *Good Morning America*, *Time* and *Newsweek*. She was the subject of a television movie, *The ██████████ ██████████ Story* and was offered the job of U.S. Secretary of Education by not one, but two U.S. Presidents. She turned both of them down to keep developing Westside Prep. During her career, she trained more than 100,000 teachers to implement her strategies. Two of those teachers became outstanding educators who are now involved in launching this *CHICAGO SEED* project – ██████████ ██████████ ██████████ and ██████████ ██████████ (see Letters, CVs in *Appendix*). The Gray Charter School has been operating for more than twenty years as one of the top schools in New Jersey. In 2010, the school was recognized as a National Blue Ribbon School. ██████████ ██████████

received more than 40 honorary degrees and was honored as one of the Legendary Women of the World in 1982. She left this Earth in 2015 at the age of 78, but her spirit is alive and thriving in all those she taught – students and educators alike. What better way to honor her legacy than to return to Chicago and train a new cadre of teachers in the methods that have produced so many outstanding results over the years!?! We named this grant *CHICAGO SEED* as a tribute to the city where ██████████ had roots. The Stages of Programming in *SEED* align to the stages needed to germinate a seed in nature. Stage 1 is the Imbibition of Water ██████████ would have made sure that every one of her students understood the word “imbibition” - *the absorption of one substance by another, in particular the uptake of water by a plant or seed*). Most dormant seeds have 5-10% moisture content. They need the most basic element of water to begin. So it was with ██████████ ██████████ She focused on the basics of literacy and mathematics. Her students read the classics and *The Wall Street Journal* as young elementary school students. They read at least one book a week. She provided the love and discipline needed for every one of her students to begin and they absorbed everything she was offering. Stage 2 highlights increased metabolic activity as the seed begins to grow. Students of ██████████ ██████████ were developing into good scholars and citizens who could communicate at high levels with huge vocabularies and exceptional reading comprehension; and in Stage 3, the swelling of the cells causes

the seed to break open and a plant to make its way into the world. █████ █████ provided the water and the sunshine until every one of her students bloomed exactly where they were planted. The analogy works as we prepare to train a new generation of teachers who are equipped to accelerate and sustain achievement for every student – with no exceptions.

A. QUALITY OF THE PROJECT DESIGN.

(1) Training / services of sufficient quality, intensity and duration to lead to improvements. *SEED* was designed by a team of education practitioners with a collective history of several decades in PK-12 classrooms, school buildings, administrative offices, college campuses, state departments of education, and non-profit education organizations throughout the country. This collective think tank reviewed the research and developed a plan to elevate all levels of teaching in PK-12 education by focusing on three stages.

Stages of CHICAGO SEED Programming	
Stage 1	Providing a Certification Pathway for Aspiring Teachers and Nontraditional Candidates to Serve in Traditionally Underserved LEAs.
Stage 2	Providing Teachers with Evidence-Based Professional Development Activities that address Literacy, Numeracy, STEM, Special Education, ELL, and other needs.
Stage 3	Providing Blended Coaching and Facilitating Networks for Improvement as a Mode of Inquiry to Accelerate Student Achievement.

STAGE 1: Providing a Certification Pathway for a Diverse Cadre of Aspiring Teachers and Nontraditional Candidates to Serve in Traditionally Underserved LEAs.

Programming for this investment of federal dollars from SEED will provide a certification pathway for two groups of stakeholders: 1) candidates who are graduating with a bachelor degree and wish to pursue teaching as a profession; and 2) a diverse cohort of nontraditional candidates including candidates who demonstrate the core competencies requisite for highly effective teaching (e.g. who have demonstrated highly effective core competencies in the following areas of expertise: military, human services, school psychologists, school social workers and other ancillary support personnel) will be offered an opportunity to obtain certification and licensure as a teacher. This pool of candidates will sign an MOU which requires them, after completion of their licensure and certification requirements, to use their expertise in the service of leading transformation in historically underserved classrooms in the LEA represented in our grant – Youth Connection Charter School. Three cohorts of up to 35 candidates each, who meet the criteria of either of the two stakeholder groups listed above, will be invited to pursue an accelerated 14-month pathway to becoming a teacher.

Preparation for Licensure / Certification for Teachers and Non-traditional Candidates: Voorhees University will collaborate to provide an accelerated pathway for licensure for teachers and non-traditional candidates seeking licensure and certification to become teachers. All VU-EPI *SEED* Teachers will successfully complete foundational coursework as a requirement toward licensure or certification. Coursework is comprised of classes that teach aspiring teachers critical skills and build content knowledge prior to engaging in the SEL and Equity / Closing Gaps micro-credentials. Coursework follows a specially-designed set of modules that have been aligned with the InTASC (Interstate new Teachers Assessment and Support Consortium) professional standards of teaching and the Core Competencies Teaching Rubric designed by the Center for Strategic Leadership and Organizational Coherence. These modules are completed in conjunction with a Clinical Education Program and monthly colloquia designed to tackle and solve problems of practice, using Improvement Science and Implementation Science as a mode of inquiry to accelerate school transformation.

Education Course Sequence for Certification	
Module 1: Learning Theory and Behavior (Summer)	
EDU 600	Reading and Literacy Foundations (3)
EDU 701	Culturally Sustaining Pedagogy (3)
EDU 705	Human Growth, Development and Motivation for Learning (3)
Module 2: Instructional Planning and Assessment (Fall)	
EDU 715	Principles for Instruction, Assessment and Learning (3)
EDU 720	Designing Curriculum and Instruction (3)
EDU 725	Instruction and Assessment for Exceptional Learners (3)
Module 3: Instructional Methods and Literacy (Spring)	
EDU 733	High Yield Strategies to Close the Achievement Gap (3)
EDU 745	Reading Across the Content Areas (3)
EDU 750	High Yield Strategies to Accelerate Learning (3)
Module 4: Diversity, Inclusion, Equity and Efficacy (Full-Year)	
EDU 730	Improvement Science Colloquia (On-going Full-Year Course) (3)
EDU 790	Teacher Residency/Student Teaching (Full Year 10-Month Placement)

Clinical Education for Aspiring Teachers and Non-Traditional Candidates: Funding will provide aspiring teachers with a competency-based learning laboratory during which they can improve their practice and refine their inquiry-stance approach to teaching and learning with guidance from highly effective coaches - face-to-face and virtual support. Clinical Education includes:

- **Candidate Selection:** Aspiring teachers motivated to lead transformation in historically underserved schools and to improve their instructional competencies and complete their certification and licensure

requirements will apply for admission into the program. The Instructional Team (see *Management Plan*) will review applications and offer enrollment to candidates who meet the highest standards of excellence in academic record, community service, essay response and in-person interview. Applicants who are currently working toward bachelor degrees and non-traditional candidates who demonstrate promise in mastering the core competencies for teaching will be awarded priority access. Applicants will be admitted into the program without regard to race, ethnicity, gender, age, disability, religion, sexual orientation, gender identity, socio-economic status or other protected class.

- **Enrollment Agreement:** Each candidate admitted into the program will be required to fulfill the conditions of an enrollment agreement. Voorhees University College of Education will recommend participants who successfully complete the licensure pathway, including all applicable State testing and certification requirements, for a K-12 License to teach. Incentives for participation are substantial, leading to a competitive selection process that finds the best and brightest non-traditional candidates aspiring to launch a career in K–12 education.
- **Residency:** As part of the preparation sequence, candidates will be required to complete a 10-week residency where they will be assigned to shadow, collaborate and immerse themselves in the role of a teacher. Each candidate will be assigned to a “master class” teacher who has consistently raised student achievement for 5 or more consecutive years and has consistently experienced growth in their classroom accountability rating over time, which includes measures in school climate and culture, as well as teaching efficacy.
- **Competency-Based Assessment:** Candidates will be subjected to a rigorous assessment of skills, knowledge and effectiveness. Professors will utilize state-adopted educator evaluation tools to assess each *SEED* Teacher, across the same performance domains used to measure the effectiveness of all educators serving in the state of Illinois. Professors will conduct independent assessments using validated tools to reduce evaluator bias and increase diversity of feedback provided to Teachers. Rubrics will align progress in the clinical program course of study (competency-based work facilitated by Clinical Education Manager) to the effectiveness standards Teachers must attain to meet professional performance expectations.
- **Digital Portfolio:** Teachers will create individual, digital portfolios of materials that include critical feedback provided by the virtual coach; action and scholarly research on the topics of equity, SEL, use of data to improve instruction in the service of advancing transformation and assessments of the candidates’ work. The portfolio serves as a repository of data which reflects each of the critical core competencies

cultivated by the aspiring teacher, while providing a toolkit and resource from their training that contains both scholarly and anecdotal research which can be referenced when leading transformation in the field. Professors and Coaches will review each portfolio and provide feedback that reflects professional growth outcomes and individual growth toward overcoming challenges related to problems of practice.

STAGE II: Providing Teachers with Evidence-Based Professional Development Activities that address SEL, Equity, Literacy, Numeracy, STEM, Special Education, ELL, and other Needs.

The goal for VU-EPI, in collaboration with our national partners, is to collaborate with Youth Connections Charter School to design and build capacity across schools to ensure that each of the teachers – from aspiring to experienced to pursuing Career Ladder positions – has the tools needed to foster a culture of belonging and engagement in classrooms and schools. Our goal is to empower teachers to: 1) meet, exceed and maximize the learning needs of every student; 2) raise and sustain high levels of student achievement for all students; 3) utilize the tools needed for teacher empowerment and improved instructional efficacy, while also, 4) ensuring that each school, with intention, cultivates a pipeline of diverse teachers who are equipped with the competencies needed to radically improve learning and instruction. VU-EPI advocates that it is critical that such a system must provide stakeholders with the tools and learning needed to demonstrate the competencies to not only raise, but also sustain significant improvements in student learning, growth and achievement and foster an environment of belonging where deep learning occurs in classrooms daily.

Through a partnership with VU-EPI and multiple national partners, teachers will be provided with micro-credentials that will empower them to develop the core competencies needed to improve school culture and climate, advance equity, accelerate academic achievement and engage learners at all levels. Each micro-credential is designed in response to LEA data and feedback from teachers at all levels conducted through a needs analysis of professional learning. Each of the micro-credentials is competency-based, which means that teachers who pursue the micro-credentials must demonstrate certain core competencies in order to receive credit for the completion of the modules. Core competencies will be evaluated by a trained facilitator who will observe the teacher demonstrate, through their embedded teaching practice, the competencies identified for each micro-credential.

In addition to micro-credentials, our vast pool of national partners will provide customized Evidence-Based professional learning opportunities for our teachers. Our national partners include, but are not limited to: 1) National Board for Professional Teaching Standards; 2) KDR Global Solutions; 3) The Center for

Research & Mentoring of Black Male Students & Teachers at Bowie State University; 4) The Institute for Organizational Coherence; 5) National Equity Project; and 6) Center for Advancing Social Emotional Learning (CASEL). These critical partners will custom-design professional learning for *CHICAGO SEED*.

Competency-Based Micro-Credentials: Our goal is to advance the knowledge in the field pertaining to the concept of micro-credentials and the role they play in the ongoing effort to improve the efficacy of teachers. Our work will clearly define, through Evidence-based practice, what micro-credentials are and provides multiple opportunities to engage teachers in micro-credential courses of study that will demonstrate the benefit that competency-based micro-credentialing adds to the professional preparation and development of teachers. We strive to demonstrate that competency-based micro-credentials are powerful tools for empowering teachers to develop the skills needed to accelerate learning and innovation. The use of competency-based micro-credentials will empower teachers to increase their knowledge and build a robust skill-set through intensive study of targeted areas of applied knowledge (e.g. literacy, mathematics, STEM, high-yield strategies to support special populations, etc.). This investment of federal dollars ensures that teachers can attain micro-credential certification and degree endorsement at little cost to themselves or the schools in which they teach. Micro-credentials include:

Social Emotional Learning (SEL) Credential: Using the evidence-based conceptual framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Center of Excellence for Educator Preparation and Innovation at Voorhees University, and Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University, in thought partnership with the Oakland University Center for Eradicating Racism, will design a competency-based micro-credential in social-emotional learning that current and future teachers will access during *SEED*. Our goal is to develop an understanding of how students’ social, emotional, and cognitive developmental levels and age-appropriate tasks and challenges should inform the design of SEL standards, instruction, and assessment and the responsibility each has to create a culture where every student thrives socially/emotionally and academically.

Social Emotional Learning Competency-Based Micro-credential (6-month course of study leading to a credential and 6 credits)	
Module I	Introducing the CASEL 5 Framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making
Module II	The Tenets of Creating A Culture of Belonging: Fostering an Inclusive, Supportive, Unbiased and Identify-safe Environment
Module III	Radical Equity: Fostering a Culturally Responsive Culture Through Reflexive Praxis,

	High Expectations and Fostering Deeper Learning
Module IV	Inclusive Instructional Planning and Assessment
Module V	Designing Inclusive Learning Environments
Module VI	Using Evidence-Based Strategies to address Trauma-Informed Practice

Instructional Excellence Credential: The Instructional Excellence Micro-credential will provide teachers with the opportunity to complete an Instructional Excellence Credential designed by VU-EPI to elevate teaching/learning in traditionally-underserved/low-performing schools. Credential includes:

Instructional Excellence Credential Components (6-month course of study leading to a credential and 6 credits)	
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction • Uses evidenced based strategies to differentiate instruction and identify student indicators • Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions) • Conducts root-cause analysis to identify strengths/vulnerabilities in student/teacher outcomes • Creates countermeasures to improve student learning / teacher efficacy
Instructional Rounds	<ul style="list-style-type: none"> • Uses protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve teacher efficacy and student learning • Provides feedback to improve teacher practice and promote instructional collaboration • Develops mastery in facilitating rounds through observation / coaching / modeling
Rigorous Teaching and Learning	<ul style="list-style-type: none"> • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21st century skills and assessment conceptual framework • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Uses “lesson studies” to strengthen instructional delivery / collaboration / learning • Designs observation and feedback tools for “peer review” to create culture of competency

Progressive Micro-Credentials: The Progressive Credential is a stackable learning experience divided into two, six-month courses with the pre-requisite of taking them in order. Progressive credentials include:

Equity in Education / Closing the Achievement Gap Progressive Credential: The Equity in Education / Closing the Achievement Gap Progressive Credential will help teachers create and sustain environments that provide equal access to outstanding teaching and learning programs. Teachers will learn to deconstruct barriers that impact equity and then turn to the challenge of closing achievement gaps that distinguish racial and socio-economic groups of students. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with Equity in Education as a prerequisite for enrollment in the Closing the Achievement Gap Credential:

Stage 1: Equity in Education Progressive Credential Components
(6-month course of study leading to a credential and 6 credits)

Thriving Ecosystem	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction • Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning • Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions)
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Promotes effective teaching in STEM/Computer Science across grade levels and subjects • Enhances technology-based teaching and learning • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes • Implements and executes school / classroom-based interventions for targeted learning
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in STEM and Computer Science programs of study • Reduces achievement gaps among subgroups in STEM / Computer Science
Stage 2: Closing the Achievement Gap Progressive Credential Components (6-month course of study leading to credential and 6 credits; Equity Credential prerequisite)	
Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive “on-track” indicators that lead to improved outcomes) • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21st century skills and assessment conceptual framework • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Uses “lesson studies” to strengthen instructional delivery / collaboration / learning • Designs observation / feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency
Closing Equity Gaps	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21st learning skills using blended learning and computer technology

Special Populations / Special Education / English Language Learners Progressive Credential: The Special Populations / Special Education / ELL Progressive Credential will help teachers create / sustain environments that meet the social, emotional, developmental, physical and learning needs of special student populations. Teachers will learn to engage special populations in outcome-driven, academically challenging study and provide the supports needed by students with special needs to succeed. Teachers will then choose to complete the Progressive Credential in one of two tracks – Special Education or English Language

Learners – to focus development of instructional skills in high-demand fields. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the Special Populations Credential as a prerequisite for enrollment in one of two tracks, Special Education or the ELL Credential:

Stage 1: Special Populations Progressive Credential Components (6-month course of study leading to a credential and 6 credits)	
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in STEM and Computer Science programs of study • Reduces achievement gaps among subgroups in STEM / Computer Science
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Mines formative and summative data to assure all students have access to rigorous instruction • Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning • Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions) • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive "on-track" indicators that lead to improved outcomes) • Creates countermeasures to improve student learning / teacher efficacy
Computers and Technology in Special Ed.	<ul style="list-style-type: none"> • Designs and integrates Computer Science Curricula • Integrates Computer Science learning tools across curricula/enrichment programs • Creates Computer Science differentiated learning pathways / project-based learning
Stage 2A: Special Education Progressive Credential Components (6-month course of study leading to credential and 6 credits; Equity Credential prerequisite)	
Ensuring Post-secondary Success	<ul style="list-style-type: none"> • Explores and identifies targeted academic/social/financial supports that keep students on a pathway to high school completion and empower them for postsecondary success. • Uses robust data from middle grades through high school to identify • Counteract challenges which deter high school completion.
The Interdisciplinary Team: Assessment and Intervention	<ul style="list-style-type: none"> • Develops multi-disciplinary proficiency in the use of technology to master standards in CORE subjects (English/Language Arts, Math, Science and Social Studies) • Enhances technology-based teaching and learning • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes • Implements and executes school / classroom-based interventions for targeted learning
Incorporating Improvement Science for Special Populations	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.
Stage 2B: English Language Learners Progressive Credential Components (6-month course of study leading to credential and 6 credits; Equity Credential prerequisite)	
Accelerating Proficiency for	<ul style="list-style-type: none"> • High Yield Strategies to improve reading in the content areas • Deconstruct problems of practice in English/language arts

ELL	<ul style="list-style-type: none"> • Strategies to promote balanced literacy
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21st learning skills using blended learning and computer technology
Incorporating Improvement Science for Special Populations	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps. • Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.

Literacy Progressive Micro-Credential: The Literacy Progressive Credential will prepare teachers to invigorate classroom / school programs with Literacy content vital to the comprehension and knowledge acquisition of all core and non-core subjects. █████ █████ and █████ █████ built their teaching strategies around the premise that literacy is the foundation of all learning. These tools will support teachers as they strive to elevate literacy achievement. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the Literacy Foundations Credential as a prerequisite for enrollment in the Literacy Proficiency, Assessment and Acceleration Credential:

Stage 1: Literacy Foundations (6-month course of study leading to a credential and 6 credits)	
Foundations in Reading Instruction	<ul style="list-style-type: none"> • Uses tools to increase Phonemic Awareness • Integrates technology to promote balanced literacy, assist in differentiating instruction and accelerating individualized learning proficiency. • Uses high-yield strategies to make the reading/writing connection • Explores expository and information text strategies to increase literacy proficiency
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Use STEM and Computer Science to accelerate literacy proficiency • Enhances technology-based teaching and learning in literacy • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning.
Sustainable Pedagogy in E/LA	<ul style="list-style-type: none"> • Uses evidenced-based practices, as well as, innovative and collaborative learning strategies to accelerate learning in English/language and exceptional learners • Apply strategies to reduce achievement gaps among subgroups.
Stage 2: Literacy Proficiency, Assessment and Acceleration (6-month course of study leading to credential and 6 credits; Literacy Foundations prerequisite)	
Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in outcomes, look for predictive indicators that lead to improved outcomes) in literacy • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery in reading and writing • Uses technology as a blended-learning tool to assist in differentiating instruction and

	<ul style="list-style-type: none"> accelerating individualized learning proficiency, especially in literacy and numeracy • Designs observation and feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency
Reading in the Content Areas	<ul style="list-style-type: none"> • Teaching Reading and Writing in the Content Areas • Creates competency-based tools to aid in closing equity gaps. • Diagnosing and Correcting Problems of Practice in Literacy • The Author and Illustrator’s Writer’s Craft • Deconstructing Informational and Expository Text
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain 21st learning skills using blended learning and technology

Mathematics Progressive Micro-Credential: The Mathematics Progressive Credential will prepare teachers to improve classroom / school programs with math content vital to the comprehension and knowledge acquisition of STEM and Computer Science concepts. Mathematics is critical to success in science, technology, engineering, and computer science. Programs of study will support teachers as they strive to elevate math achievement. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the Mathematics Foundations Credential as a prerequisite for enrollment in the Mathematics Proficiency, Problem-Solving and Assessment Credential:

Stage 1: Mathematics Foundations (6-month course of study leading to a credential and 6 credits)	
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in STEM and Computer Science programs of study • Reduces achievement gaps among subgroups in STEM / Computer Science
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> • Mines formative / summative data to assure students have access to rigorous instruction • Uses high-yield, evidenced based strategies to differentiate instruction and identify student indicators for mastery learning • Uses “equity” lens, identify/deconstruct problems of practice (develop, test, refine solutions) Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive "on-track" indicators that lead to improved outcomes) • Creates countermeasures to improve student learning / teacher efficacy
Computers and Technology in Special Education	<ul style="list-style-type: none"> • Designs and integrates Computer Science Curricula • Integrates Computer Science learning tools across curricula/enrichment programs • Creates Computer Science differentiated learning pathways / project-based learning
Stage 2A: Mathematics Proficiency, Problem-Solving and Assessment (6-month course of study leading to credential and 6 credits; Math Foundations prerequisite)	
Closing Achievement Gaps	<ul style="list-style-type: none"> • Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student outcomes, look for predictive "on-track" indicators that lead to improved outcomes) in math • Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to

	<ul style="list-style-type: none"> demonstrate mastery in reading and writing • Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy • Designs observation and feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency
Advancing Mathematics Proficiency	<ul style="list-style-type: none"> • Using Advanced Strategies for Problem Solving • Algorithms, Computational thinking, and logic frameworks for K-12 learners • Examine four phases of instructional design, analysis, development and evaluation. • Implements school / classroom-based interventions for targeted learning in mathematics.
Incorporating Improvement Science	<ul style="list-style-type: none"> • Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable mathematics to ensure career and college readiness for all students, especially those in underserved communities. • Creates competency-based tools to aid in closing equity gaps in mathematics. • Solving problems of practice in mathematics.

STEM / Computer Science Progressive Credential: The STEM / Computer Science Progressive Credential will prepare teachers to invigorate classroom / school programs with STEM content and study in Computer Science to enrich core curriculum with advanced learning tools that nurture the growth of vital STEM and Computer Science competencies in students. The Progressive Credential is a stackable learning experience divided into two, six-month courses beginning with the STEM Credential as a prerequisite for enrollment in the Computer Science Credential:

Stage 1: STEM Progressive Credential Components (6-month course of study leading to a credential and 6 credits)	
Curriculum Development	<ul style="list-style-type: none"> • Designs and integrates STEM Curricula across core academic and non-core subjects • Integrates STEM learning tools across curricula / enrichment programs • Creates STEM differentiated learning pathways aligned to careers / post-secondary study
Effective Teaching Practices	<ul style="list-style-type: none"> • Promotes effective teaching in STEM across grade levels and subjects • Uses predictive outcomes/recommended measures to improve student/teacher outcomes • Implements and executes school/classroom-based interventions for targeted learning
Equity in STEM	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in STEM • Reduces achievement gaps among subgroups in STEM
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM programs and measuring student and teacher performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain 21st learning skills using blended learning and technology
Stage 2: Computer Science Progressive Credential Components (6-month course of study leading to credential and 6 credits; STEM Credential prerequisite)	
Curriculum Development	<ul style="list-style-type: none"> • Designs / integrates Computer Science Curricula across core academic / non-core subjects • Integrates Computer Science learning tools – emphasizing technology – across curricula • Creates technology-rich Computer Science learning pathways aligned to career and post-secondary study

Effective Teaching Practices	<ul style="list-style-type: none"> • Promotes effective teaching in Computer Science across grade levels and subjects • Enhances teaching and learning through integrated, technology-driven instruction • Uses predictive outcomes/recommended measures to improve student/teacher outcomes • Implements technology-based solutions to support individual learning needs
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally underrepresented students – minority students and girls – in Computer Science programs of study • Reduces achievement gaps among subgroups in Computer Science
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of Computer Science programs and measuring student and teacher performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain 21st learning skills using blended learning and technology

Up to 200 teachers per year will be invited to pursue SEED generated, competency-based micro-credentials that lead to teaching endorsements and certifications.

STAGE III: Providing Blended Coaching and Facilitating Networks for Improvement as a Mode of Inquiry to Accelerate Student Achievement

Teachers are able to significantly improve their instructional efficacy through having access to support from Instructional Specialists and Coaches who model instruction and provide job embedded professional development. A critical component of this initiative is providing teachers, at all levels, access to an accomplished Instructional Coach. Additionally, our goal is to provide access for each teacher to become a member of a Network for Improvement so that teachers on Youth Connections Charter School campuses can collaborate with teachers across the nation that are both strategically and successfully leading turnaround efforts in high priority schools. Through a partnership with VU-EPI and the National Board for Professional Teaching Standards, each SEED teacher will be provided with a Coach who is successfully teaching and leading turnaround efforts in historically underserved LEAs throughout the nation. Coaches will meet with teachers on a weekly basis. Then, teachers and their Coaches will have access to an Instructional Excellence Clearinghouse and will make up a Virtual Deeper Learning Network for Improvement that will meet monthly to deconstruct and unpack problems of practice. In the Network, teachers will collaborate to solve similar problems of practice that teachers have across the nation. In essence, teachers will create an empowerment think tank to hone the competencies, tools and skills to accelerate learning.

Instructional Coaches. VU-EPI Instructional Coaches and Coaches from the National Board will work with intention to empower and assist teachers with increasing the capacity to facilitate and build a culture of belonging using the CASEL framework for social emotional learning and implement the tenets, protocols and framework, of the National Equity Project, as well as incorporate new learning from the Virtual Deeper

Learning Network for Improvement. Incorporating the work of Knight (2018) based on *The Impact Cycle* and the work of Bloom’s (2005) *Blended Coaching* framework, Coaches will assist teachers by providing critical feedback to elevate their practice and empower them with the tools to facilitate deeper learning in the classroom. One of the key functions of the coach, as well, will be to provide side-by-side collaborative coaching with teachers to co-facilitate instructional rounds, using them as a tool for embedded professional development where stakeholders in the professional learning community can learn from each other. The goal is to support the teacher in building a culture of competence where effectiveness is no longer relegated to the isolation of single classrooms; instead, teachers will be able to foster a positive contagion of highly effective practice within the school, setting the stage for building a culture of “shared competence.” One of the critical roles of the Instructional Coach is to model and support teachers in learning how to build an inclusive, supportive, unbiased and identity-safe environment where equity and belonging takes center stage as a driver of school culture. As an intentional outgrowth of that culture, the Coach will empower teachers with tools to develop core competencies to maximize their efficacy, employing the adaptive teaching skills needed to place classrooms on a path of continuous improvement.

Coaching to Improve the Efficacy of Teaching
<p>Coaching Outcomes to Support Teachers:</p> <ol style="list-style-type: none"> 1. Set personalized learning goals established by the Teacher and the Coach to adopt and implement tools to support effective classroom instruction and build a culture of belonging using the CASEL framework for social emotional learning. 2. Adopt and implement the tools to support an inclusive, supportive, equitable, unbiased and identity-safe environment that aligns with the tenets of the National Equity Project framework. 3. Learn how to effectively use the Illinois Teacher evaluation tool based on the Danielson Model to support teacher growth and development. 4. The Teacher and the Coach will co-facilitate instructional round lesson studies to support embedded professional learning for teachers, as well as, support the continuous improvement of teacher efficacy. 5. Set SMART goals to measure, assess and accelerate teacher growth and development. 6. Develop the needed competencies to provide critical effective feedback to improve teacher efficacy and promote highly effective classroom practice. 7. Teachers will learn how to apply the tenets of improvement and implementation science to accelerate schoolwide continuous improvement.

Instructional Excellence Clearinghouse: SEED will launch and sustain an online Instructional Excellence Clearinghouse that promotes dissemination of best practices and supports the growth of an expanded Network for School Improvement in partner schools and beyond - as resources impact teachers across rural, suburban and urban schools around the country. The Clearinghouse will serve as a searchable online library

of White Papers and scholarly research, co-authored by *SEED* Teachers with oversight / guidance / research support from the Instructional Team, that reflect upon problems of practice, root-cause analysis of problems, use of data to inform teaching and the improvement of practice resulting from strategies learned during micro-credential / Career Ladder / advanced study. Each *SEED* participant will co-author a White Paper as a mandatory component of the program in order to grow diversity and the education knowledge base, thereby increasing the relevance of the Instructional Excellence Clearinghouse.

Virtual Deeper Learning Network for Improvement: The final instructional component of *SEED* will empower Teachers to help develop, utilize and sustain a Virtual Deeper Learning Network for School Improvement. Informed by the work of one of the Carnegie Foundation for the Advancement of Teaching and Learning - and its *Six Core Principles of Improvement* (Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P., 2015), teachers can deconstruct problems of practice with other teachers within their own district, as well as, with teachers from around the country.

Six Core Principles of Improvement Science
Make the work <u>problem-specific and user-centered</u>. It starts with a single question: “What specifically is the problem we are trying to solve?” Engage key participants early and often.
<u>Variation</u> in performance is the core problem to address. The critical issue is not what works, but rather what works, for whom and under what set of conditions. Aim to advance efficacy reliably at scale.
See the <u>system</u> that produces the current outcomes. It is hard to improve what you do not fully understand. Go and see <u>how local conditions shape work processes</u> . Make your <u>hypotheses</u> for change public and clear.
We cannot improve at scale what we cannot <u>measure</u>. Embed measures of key outcomes and processes to track if change is an improvement. We intervene in complex organizations. Anticipate unintended consequences and measure these too.
Anchor practice improvement in disciplined inquiry. Engage rapid cycles of <u>Plan, Do, Study, Act (PDSA)</u> to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.
Accelerate improvements through <u>networked communities</u>. Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone.

CHICAGO SEED will embrace a process of disciplined inquiry combined with the use of technology to identify, adapt, and successfully scale promising practices. Led by *SEED* Teachers who have completed grant programming, Virtual Deeper Learning Networks will promote continuous improvement, accelerate learning in key areas of education and expand the impact of *SEED* beyond individual teacher growth to catalyze systems change yielding lasting outcomes. Accomplished and novice teachers will learn from each other across districts on the effective tools for raising and sustaining student achievement. Teachers will be able to conduct virtual instructional rounds to observe teaching and learning, giving substantive feedback that

helps teachers to strengthen their skills. We have a moral imperative to educate all children well at high levels. Our charge is to empower teachers with the tools to sustain results beyond this initiative so that teachers can collaborate to solve problems.

(2) Building capacity and yielding results. For more than 30 years, the practitioner-scholars at Voorhees University, Bowie State University and The Institute for Organizational Coherence have led transformation initiatives which have significantly closed achievement gaps in schools and districts that historically have not received an equitable investment of funding, resources and staffing throughout the nation. Our commitment is two-fold: 1) build the capacity through an investment in human capital to foster deep learning in schools and 2) provide the coaching, mentoring and professional learning needed to positively maximize teachers to accelerate results in student learning, growth and achievement. We recognize that a contributing factor in accelerating large-scale school transformation is that all students must have access to a diverse cadre of accomplished and highly effective teachers who possess the core competencies and the “growth mindset” needed to both consistently and recursively lead transformation.

Collectively, we have designed an intentional and targeted initiative aimed at accelerating the path of continuous improvement for schools by building capacity with teachers at all levels who are both equipped and committed to transforming the lives of all students, especially those who by virtue of their demography, may attend schools where resources have been historically divested. Our intention is to implement a competency-based professional learning approach to empower teachers to eradicate low student achievement in historically underserved schools. Our goal is to demonstrate emphatically that academic underperformance is no match for a team of highly competent, skilled and highly effective teachers. Towards that end, alignment and coherence are critical; meaning that teachers must be trained at every level – from those who aspire to become teachers; those in the profession; and those climbing Career Ladders – all must have a shared language and framework for improvement. Each of these teachers must have shared tools and protocols for solving problems of practice; a shared vision for supporting and cultivating teacher efficacy; and a common framework for using data to make curricular decisions; along with, shared conceptual frameworks for accelerating innovation.

One of the core beliefs at Voorhees University is that there is formidable power in collaboration and conveying. VU-EPI asserts that “isolation is the death of ingenuity and continuous improvement”. Organizations and systems can only go “*further faster*” when they can collectively learn together both across

their own organizations, while, concomitantly, also learning alongside stakeholders from external organizations who have successfully solved similar problems of practice. As VU-EPI continues to delve deeper into its work of building systemic capacity and advancing diversity, equity and inclusion, the organization has broadened its partnership for this proposal to include thought leaders from the Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University; Oakland University Center for Eradicating Racism; and The Institute for Organizational Coherence.

The Oakland University Center for Eradicating Racism (OUCER) recently reported in one its précis papers that “Far too many people view education as *the great equalizer*. However, the reality is that education can only act as the great equalizer if it is founded in a place of equity”. OUCER asserts that historically K-12 education and schooling in the United States has not been built on equitable practices, and instead has functioned as a place of sorting and labeling through consistent practices of systemic and institutional racism. Towards that end, Voorhees University has been instrumental in re-shaping and redesigning teaching credentials with an understanding of this reality. Not only does the College of Education ensure that teachers are empowered with the tools to accelerate learning, the university also unpacks and provides teachers with a deeper understanding of the structural and systemic barriers that must be overcome to foster equitable educational outcomes for all students, which includes access to equitable funding and resources for all students. Credentials provided to our teachers by our higher education partners will not only have an emphasis on the core-competencies and evidence-based tools needed to accelerate learning, growth and achievement, but also facilitate a level of deeper learning that elevates the tenets of social justice, equity, and social emotional intelligence and a culture of belonging. Similarly, The Center of Excellence for Educator Preparation and Innovation at Voorhees University (EPI), in collaboration with CASEL and the National Equity Project, has provided invaluable expertise, insight and scholarship in differentiation, social emotional learning and culturally-responsive pedagogy. EPI will provide access to competency-based micro-credentials to each of our teachers at all levels both in social emotional learning (SEL) and culturally responsive pedagogy (CRP). These micro-credentials are grounded in how to deliver SEL and CRP using an equity-driven conceptual framework.

The Institute for Organizational Coherence understands that in order to accelerate learning, teachers must understand the discrete, content-based core competencies needed to close persistent, stubborn and long-standing achievement gaps. VU-EPI will design competency-based micro-credentials in partnership with our

national collaborators to empower teachers at all levels with the tools needed to significantly raise student achievement. Competency-based credentials will provide tools to accelerate literacy proficiency for reluctant readers (K-12 at all levels); provide strategies for accelerating math and STEM proficiency; identify high-yield strategies for accelerating learning with special populations; and show teachers how to use improvement and implementation science as a mode of inquiry to accelerate achievement. Additionally, professional learning will be provided by: Voorhees University's Center of Excellence for Educator Preparation and Innovation; Voorhees' School of Graduate Studies for Teaching and Learning; [REDACTED] [REDACTED] and the Gray Charter School; National Board for Professional Teaching Standards; National Equity Project; Center for Academic Social and Emotional Learning (CASEL); The Center for Research & Mentoring of Black Male Students & Teachers at Bowie State University; and The Institute for Organizational Coherence.

(3) Conceptual framework underlying research and activities. Voorhees University Center of Excellence for Educator Preparation and Innovation, as well as all partners in this application, fervently believe:

Our Core Values and Beliefs Guide and Inform Our Work. Our work collectively, at the Center, the work of our national partners and our LEA partners is driven by a set of shared core beliefs that inform the project design of our current, on-going, and future work that we will embark upon in leading school and district transformation. First, we believe, without refute, that the academic achievement of all students is both a moral and economic imperative for our country, and it is vital to ensuring that our children have the opportunity to realize their potential. We believe that **“all students”, unequivocally, despite race, socioeconomic, or demography can achieve academically at high levels and that it is the responsibility of highly effective teachers to ensure that each student is equipped with the tools needed to meet that challenge.** Cultivating a diverse pipeline of highly effective teachers is critical to fostering an inclusive, supportive, equitable, unbiased and identity-safe culture that is evidenced by significant growth in student learning and achievement. This unique investment of SEED funding allows us to accelerate the recruitment of a pipeline of diverse teachers who can meet the demand of filling vacancies in critical shortage areas and support sustainable continuous improvement efforts that result in student achievement for all students.

There is No Substitute for Exceptional Teaching. Second, VU-EPI, our national partners and LEAs believe, bar none, that **great teaching is the single most important in-school factor for improving student learning and closing the achievement gap.** Academic research and evaluations of high-achieving underserved schools repeatedly validate this belief, with analyses determining that as much as one-third of a

school’s total impact on student achievement stems directly from classroom teaching (Gordon et al., 2006; Hanushek et al., 2004; Wright et al., 1997; and Sanders & Horn 1994).

Great Instructional Leadership Fosters Highly Effective Teaching. Third, VU-EPI, national partners and LEAs believe that **great instructional leadership is needed and necessary to promote and cultivate highly effective teaching and to advance and sustain school and district transformation.** Researchers concur that leadership actions account for as much as a quarter of a school’s impact on student achievement, in large part because of the actions leaders take to build a school-wide instructional culture and to ensure that students have access to effective teachers. Building a culture of competence that advances equity and belonging, coupled with empowering teachers to become efficacious in their practice so that every student has access to a highly effective teacher, are two of the most important responsibilities of instructional leaders (Grissom, 2008; Allensworth, et al., 2009; Calkins et al., 2009; and Marzano, 2001).

We have the Tools to Intentionally Improve the Efficacy of Teachers. Finally, the Center of Excellence for Educator Preparation and Innovation, our national partners and LEAs believe that **we can build capacity in teachers to dramatically improve learning outcomes for all students.** We strongly believe that using evidence-based training; mentoring and coaching; onboarding support; and competency-based micro-credentials to enhance embedded professional learning can empower teachers to become highly effective in their practice. We believe in the tenets of improvement and implementation science to inform teachers in how to identify problems of practice, conduct root cause analysis, design a plan of action, examine the data, and course-correct while placing a significant focus on high-yield/high-impact strategies which foster equity in the learning process and are essential for continuous improvement (Darling-Hammond et. al. 2017; Bryk, 2010; Lezotte et al., 2010).

Evidence of Effectiveness: The following chart identifies evidence of effectiveness that confirms *SEED* programming is based on Strong / Moderate Evidence of Support per *What Works Clearinghouse* standards:

Evidence of Support Study # 1: Professional Development and Coaching	
Citation	Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children’s Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.
WWC Rating	<ul style="list-style-type: none"> • Meets <i>What Works Clearinghouse</i> Standards Without Reservations. • At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1

Evidence	Strong Evidence of Support.
Citation Outcomes	<ul style="list-style-type: none"> Results of randomized control trial demonstrates evidence that providing teachers with coaching and professional development focused on pedagogical content knowledge can lead to positive changes in teachers’ practice and students’ achievement.
Relevance to Project	<ul style="list-style-type: none"> <i>VU-EPI</i> proposes extensive professional development and an Instructional Coaching Model / Inquiry-Based Real-Time and Virtual Coaching Supports that utilize Improvement Science and content-specific SEL / Equity Micro-Credential for educators to improve competency and instructional practice that positively impact student achievement.
Evidence of Support Study # 2: Professional Learning	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Learning Models on Teacher Knowledge and Student Achievement in Elementary Science. <i>Journal of Research in Science Teaching</i> 49(3) 333- 362.
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations.
ESSA Rating	Tier 1 – At Least One Finding Shows Strong Evidence of Effectiveness
Process	Single study review protocol.
Evidence	Strong Evidence of Support.
Citation Outcomes	<ul style="list-style-type: none"> Results of randomized control trial demonstrate that investments in professional learning improve educator/student achievement on content knowledge assessments.
Relevance to Project	<ul style="list-style-type: none"> <i>VU-EPI</i> brings extensive professional learning designed to improve educator instructional practice and increase student academic achievement on content knowledge assessments.
Evidence of Support Study # 3: National Board Certification	
Citation	Cowan, J., & Goldhaber, D. (2015). National Board certification and teacher effectiveness: Evidence from Washington. Technical Report 2015-1, Center for Education Data and Research, Seattle, WA.
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards With Reservations.
ESSA Rating	Tier 2 – At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.2
Evidence	Moderate Evidence of Support.
Study Outcomes	A quasi-experimental design study demonstrates National Board Certification leads to improved student achievement in elementary and middle school mathematics.
Relevance to Project	<i>SEED</i> proposes a Career Ladder strategy that promotes National Board Certification attainment for teachers that increases their ability to pursue instructional leadership positions.

Strong Theory / Rationale: The Planning Team collaborated to create a Logic Model that grounds *SEED* in strong theory aligned to evidence of effectiveness. The *SEED* Planning Team adopted a validated Logic Model framework – initially developed by the Regional Educational Laboratory (REL) Northeast & Islands, in collaboration with WestEd – that reflects the proposed FORECAST evaluation strategy to outline the project. The **Logic Model** will guide process and outcome evaluation that focuses on relationships between services, goals, objectives and outcomes of *SEED*.

SEED LOGIC MODEL

GOAL: To raise the academic achievement of high-need students by improving teacher effectiveness.

OBJECTIVES	INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Objective 1 Improve academic achievement in high needs schools.</p> <p>Objective 2 Equip teachers with skills to promote 21st Century Learning in high-need schools.</p> <p>Objective 3 Increase number of educators prepared to fill elevated teaching positions.</p> <p>Objective 4 Increase the impact of <i>SEED</i> through effective replication and scaled impact strategies.</p>	<p>Knowledge of Evidence-Based Strategies</p> <p>SEED Grant Funding</p> <p>VU-EPI, BSU, OU, KDR Global Education Solutions Expertise / Resources of National Partners</p> <p>Expertise / Resources from Partnerships with Youth Connections Charter School</p> <p>Expertise in Research, Methods, Evaluation by Evaluation Team</p>	<p>SEED Framework</p> <p>Stage 1: Coursework / Residency for Traditional & Non-Traditional Teachers</p> <ul style="list-style-type: none"> • Cohort Model • Credentials <p>Stage 2: Professional Development for Teachers</p> <ul style="list-style-type: none"> • Coaching • Credentials <p>Stage 4: Replication (Scaled Impact) Strategies</p> <ul style="list-style-type: none"> • Instructional Excellence Clearinghouse • Virtual Deeper Learning Networks for Improvement 	<p><u>Twelve Progressive, Stackable, Exportable Micro-Credentials</u></p> <ul style="list-style-type: none"> • Equity/Closing Gaps • Special Populations/ Special ED / ELL • Literacy Foundations / Literacy Proficiency • Math Foundations / Math Proficiency • STEM / • Computer Science <p><u>Virtual Improvement Supports</u></p> <ul style="list-style-type: none"> • Stakeholder Support Teams • Virtual Coaching by <i>Accomplished</i> Teachers <p><u>Two Scalable Strategies to Grow 21st Century Teachers:</u></p> <ul style="list-style-type: none"> • Instructional Excellence Clearinghouse • Virtual Deeper Learning Networks for Improvement 	<p>Enroll 35 teacher candidates in <i>SEED</i></p> <p>Enroll 35 non-traditional Teachers in <i>SEED</i></p> <p>Provide <i>SEED</i> teacher training and supports, including skills assessment, competency-based credentials</p> <p>Select schools based on Priority selection procedure (low achieving / high poverty)</p> <p><i>SEED</i> Teachers will attain top <i>Exemplary</i> performance standards, utilizing IL Effectiveness Rubric</p> <p><i>SEED</i> Framework of three Stages will offer high-quality services and supports that cultivate and grow teachers</p>	<p><i>SEED</i> Teachers will lead turnaround efforts in IL high-need schools</p> <p><i>SEED</i> will reduce the number of schools designated as “F” and “D”</p> <p><i>SEED</i> students will meet or exceed statewide ELA, Math and Science proficiency standards</p> <p><i>SEED</i> will increase student proficiency in Literacy / Math / STEM and Computer Science learning skills</p> <p><i>SEED</i> will implement a scalable / sustainable teacher development program to prepare teachers to address problems of practice</p>	<p>VU-EPI will adapt micro-credentials to serve as stand-alone PD</p> <p>VU-EPI will expand the number of credential options / themes aligned to teacher endorsements</p> <p>Two scalable strategies will prepare teachers to serve as 21st Century teachers in high-need schools around the country</p> <p>Partner districts will adopt <i>SEED</i> strategies to diversify teacher preparation initiatives</p> <p><i>CHICAGO SEED</i> will disseminate effective practices to expand the significance of <i>SEED</i></p>

(4) Collaboration of Appropriate Partners. National partners will provide customized, evidence-based professional development for teachers to maximize the effectiveness of *SEED* project services.

Professional Development	
Program / Provider	Purpose / Impact
The Center of Excellence for Educator Preparation and Innovation at Voorhees University (VU-EPI)	VU-EPI, in partnership with █████ █████ and national partners, will design competency-based micro-credentials in literacy, numeracy, high-yield strategies to support special populations, STEM and tools to effectively use improvement and implementation science; provide Coaching support, to all participating teachers, to incorporate improvement and implementation science as a mode of inquiry; ensure that teachers at all levels are able to incorporate the tenets of the principles of the National Equity Project and CASEL; support the learning needs of teachers and help stakeholders clearly define goals, capture data; work across districts as a strategist at the macro level to ensure that there is intersectionality among each of the SEED components, coaching support, professional learning, and the strategic plan.
█████ █████ and the Gray Charter School	Facilitators trained in the █████ █████ methods incorporated into the curriculum at the Gray Charter School will provide high-yield strategy implementation, teacher training and embedded professional development support for each of the 19 schools engaged in the pilot of this model. The Gray Charter School will develop curriculum modules, training materials and create a hybrid training model for implementation of the teacher training protocol, facilitator support/development and Network for Improvement Facilitation.
The Institute for Organizational Coherence (IOC)	IOC, in partnership with VU-EPI and national partners will create customized micro-credentials: 1) Equity and Creating a Rigorous Culturally Responsive Classroom; 2) Teaching with an Equity Lens; 3) Creating a Culture of Belonging and Fostering Academic Excellence; and 4) Using Improvement Science to Advance Equity in the Classroom and Accelerate Learning. IOC designs professional development that addresses building a climate and culture of belonging in schools; tools for teachers to ensure that there is an equitable distribution of resources and supports in schools; and tools for accelerating rigor in schools that have been historically underserved.
The National Board for Professional Teaching Standards (NBPTS)	NBPTS will provide a pathway for National Board Certification for teachers who have consistently raised student achievement for 3-5 years and are preparing to pursue a career ladder position as an instructional leader; provide customized ATLAS training for teachers. ATLAS is a repository of standards-based instructional videos which shows promising practices facilitated by NB Teachers providing model lessons in various content areas. Teachers will learn how to use ATLAS as a tool to deliver feedback and support efficacy. Teachers seeking National Board certification will be supported in this grant.
Center for Research & Mentoring of Black Male Students & Teachers at Bowie State (CRMBMST)	CRMBMST will provide customized training for teachers at all levels, professional coaching and mentoring support to improve teacher efficacy in the <i>Chicago SEED</i> consortium. The Center will facilitate action research (job-embedded) and professional learning with teachers to facilitate Networks of Improvement to support strategies to accelerate learning for historically underserved students.
National Equity Project	NEP empowers teachers to explore and address issues of equity at the

(NEP)	ideological, individual, institutional, structural and societal levels. Individuals and teams receive expert facilitation to collaboratively address the personal, relational, and technical dimensions of equity work and leadership. NEP training gives teachers tools to increase equity consciousness and develop capacity to create inclusive environments and make positive change on behalf of communities and populations who are most marginalized.
Collaborative for Academic, Social, and Emotional Learning (CASEL)	CASEL provides teachers with schoolwide SEL implementation tools, exploring specific problems of practice that our partner school communities have identified, such as how SEL can be integrated into instruction or how strategies used to implement SEL in service of equitable learning environments can align with the continuous improvement components of CASEL’s district-level theory of action. At the conclusion of CASEL’s work with <i>Chicago SEED</i> Teachers, we will share our learnings broadly in a series of research partnership briefs.
KDR Global Education Solutions (KDR)	KDR will build, design and create a digital software platform that will be user password-protected which will serve as a repository for each of the professional learning modules; completion of the micro-credentials, badging and critical feedback to improve teacher efficacy. KDR's goal is to design a platform that allows the modules to become scalable, replicable and sustainable beyond the scope of the grant to maximize the investment of federal dollars. KDR will also develop and execute a strategic marketing plan to enlist LEAs to use the methodology that are seeking high-yield strategies which empower teachers to accelerate learning proficiency for historically underserved students. KDR will recruit teachers nationwide to expand the scope and implementation of the program and methodologies.

(5) Project will address needs of target population or other identified needs. Implementation of *SEED* will empower VU-EPI, national partners and Youth Connections Charter School campuses to launch, refine, improve and sustain a project designed to meet the needs of schools, educators, students and families impacted by significant challenges impeding success.

Our LEA: Youth Connection Charter School (YCCS) is one of a few charter schools in the country with a multi-site configuration and the only public high school charter in Chicago with 19 campuses serving high school students who have dropped out. Organized as a multi-site charter in 1997, YCCS is currently providing educational services to 3,098 students. YCCS has a diverse mix of alternative education programs with an array of learning environments and innovative instructional strategies that partner with community organizations to build positive outcomes for disenfranchised youth. This unique distinction, coupled with the charter school concept that allows for flexibility and innovation in curriculum and school organization, presents YCCS with an unprecedented opportunity to build pathways that will

positively impact an at-risk student population, ages 16-21, facing the barriers of educational neglect, gun violence and disenfranchisement. Our success in serving this population has been demonstrated by the 25,000-plus graduates who have matriculated to college and careers since 1997. As you can see by the chart below, YCCS schools struggle with academic achievement. These schools are a perfect match for [REDACTED] [REDACTED] teaching strategies, as implemented by [REDACTED] [REDACTED] in the Gray Charter School. With a laser focus on literacy and math, YCCS schools will benefit from *CHICAGO SEED*.

School	Student Enrollment	% Minority	% Low Income	Reading Proficient	Math Proficient
YCCS-Scholastic Achievement HS 9-12	151	95%	97%	5%	5%
YCCS- McKinley-Lakeside Leadership 9-12	165	94%	100%	5%	5%
YCCS-ASPIRA Pantoja Alt HS 10 -12	165	96%	89%	5%	5%
YCCS-Association House 9-12	130	96%	99%	10%	10%
YCCS-Austin Career Ed Cntr HS 9-12	71	94%	100%	10%	10%
YCCS-CCA Academy HS 9-12	120	97%	98%	10%	10%
YCCS-Progressive Leadership Academy 9-12	154	96%	99%	5%	5%
YCCS-Community Youth Dev Inst HS 9-12	84	95%	99%	10%	10%
YCCS-Albizu Campos Puerto Rican HS 9-12	166	96%	100%	10%	10%
YCCS-Innovations of Arts Integr HS 9-12	355	98%	98%	5%	5%
YCCS-Jane Addams Alternative HS 9-12	211	93%	99%	10%	10%
YCCS-Latino Youth Alternative HS 9-12	187	91%	100%	5%	5%
YCCS-Olive Harvey Mid College HS 9-12	97	98%	88%	10%	10%
YCCS-Sullivan House Alt HS 9-12	323	99%	100%	5%	5%
YCCS-Truman Middle College HS 9-12	190	87%	90%	8%	5%
YCCS-West Town Academy Alt HS 9-12	129	99%	96%	10%	10%
YCCS West 9-12	115	97%	97%	10%	10%
YCCS-Youth Connection Leadership 9-12	105	92%	91%	5%	5%
YCCS Chtr - Chatham 9-12	180	97%	98%	5%	5%
TOTALS	3,098	95%	97%	8%	7%

Tiers of Priority: There are 19 campuses in Youth Connections Charter School. Based on the terms of the *SEED* Clinical Education Program, newly-certified teachers will complete a minimum three-year tenure in a high-need public elementary, middle or high school (YCCS will provide Induction support upon placement through existing new teacher support strategies). Newly-certified teachers will be placed in high-need schools based on availability of positions. Placement will follow a Priority approach to ensure highly-trained teachers are equipped with skills to adopt an inquiry-stance to teaching and learning, implementing continuous improvement strategies in their classrooms that improve student achievement and graduation

rates:

- **Priority 1: “F” Schools with 50% - 100% Free / Reduced Lunch %:** *SEED* teachers will be placed in state-designated “F” schools with greater than 50% Free/Reduced Lunches, to the maximum extent possible, based on availability of positions.
- **Priority 2: “D” Schools with 50% - 100% Free / Reduced Lunch %:** *SEED* teachers not placed in Priority 1 schools will be assigned to state-designated “D” schools with greater than 50% Free/Reduced Lunches, to maximum extent possible, based on availability of positions.

SEED will include three Project Stages aligned to the Needs identified by the Planning Team:

SEED PROJECT STAGES / NEEDS / STRATEGIES		
Stage 1: Providing a Certification Pathway for Teachers Candidates and Nontraditional Candidates to Serve in Traditionally Underserved Schools.	Stage 2: Providing Teachers with Evidence-Based Professional Development Activities that address Literacy, Numeracy, Remediation, or other needs of Students.	Stage 3: Providing Blended Coaching and Facilitating Virtual Deeper Learning Networks for Improvement as a Mode of Inquiry to Accelerate Student Achievement
SEED Needs	SEED Strategies	
Need 1: Schools lack a pipeline of well-trained teachers, prepared to teach in high-need schools.	<ul style="list-style-type: none"> • Voorhees University and Bowie State University are <i>Historically Black Colleges and Universities (HBCU)</i> uniquely positioned to expand the pool of highly effective educators from traditionally under-represented groups to increase equity in learning in partner LEA. • VU-EPI, and The National Board for Professional Teaching Standards will partner to offer Career Ladder strategies designed to increase educator effectiveness in VCCS schools. 	
Need 2: Teachers lack opportunities to gain expertise in critical 21 st Century strategies and skills.	<ul style="list-style-type: none"> • <i>SEED</i> will provide teachers with rigorous, innovative and relevant Progressive Micro-Credentials – Instructional Excellence; STEM and Computer Science; Equity and Closing Achievement Gaps; Special Populations and Special Education or English Language Learners; Literacy; Mathematics – to develop vital skills that increase alignment of PK – 12 education to the 21st Century career / post-secondary skills students must master to succeed. 	
Need 3: Teachers lack access to as-needed, on-demand professional learning designed to elevate efficacy.	<ul style="list-style-type: none"> • VU-EPI, in partnership with IHE’s, HBCUs, NBPTS and national partners, will launch, refine, improve, sustain and scale an innovative Virtual Deeper Learning Network for Improvement that provides teachers with an on-demand professional learning platform that connects teachers with a network of aligned educators forming a virtual professional learning community convened to elevate professional practice. 	
Need 4: Teachers lack common platform to expand use of evidence-based, effective teaching strategies.	<ul style="list-style-type: none"> • VU-EPI, national partners and VCCS will create a Replication Support Team to identify effective strategies that elevate educator effectiveness and raise student achievement. • The <i>SEED</i> Instructional Excellence Clearinghouse will provide open access to white papers, research, evaluation results, implementation plans and best practices to support replication. • VU-EPI and The National Board for Professional Teaching Standards will partner to offer Virtual Deeper Learning Networks for Improvement to sustain learning and momentum. 	

B. SIGNIFICANCE.

(1) Magnitude of results in teaching / student achievement. During the three-year project, *CHICAGO SEED* will provide professional learning opportunities for up to 705 teachers impacting 7,500 students (nearly 3,100 PK-12 students enrolled at 19 Youth Connection Charter School campuses and 4,400 students in districts around the country whose practicing teachers are taking micro credentials in Stage 2). Implementation of *SEED* will test the effectiveness of a multi-faceted professional learning model designed to improve teaching performance of current and future teachers by giving them tools and skills to solve problems of practice that impact student outcomes. VU-EPI, HBCU/IHE and national partners will collaboratively implement a project designed to improve teaching and impact the following emerging education priorities – (1) Increasing Equity; (2) Expanding Virtual Deeper Learning; (3) Inquiry-Based Professional Development; (4) Inquiry-Based Instruction; and (5) Progressive Micro-Credentials. The significance of *SEED* includes, but is not limited to, the following:

- **Increasing Equity in Education:** *SEED* is intentionally designed to increase equity in learning and increase equity in access. Each micro-credential course of study will include an intensive exploration of barriers impeding equal access to education across student demographic subgroups and an inquiry-based analysis of strategies that deconstruct equity barriers – equity topics are explored, in-depth, through the Equity / Closing the Achievement Gap Progressive Micro-Credential. Equity is a driving force motivating the continued education work of all partners in this grant and the shared imperative to advance equity in education is a catalyst for the historic partnership linking Bowie State University and Voorhees University, two *HBCUs*, with The National Board for Professional Teaching Standards, a leader in educator improvement. All aspects of *SEED* are designed with equity as a primary outcome; advancing equity in education is the intention of our Tiers of Priority school selection process to ensure resources and efforts focus on the improvement of teaching and learning programs impacting highest-need youth. With an emphasis on improving equity in education for ALL students, particularly students of color and students impacted by poverty, *SEED* will create teachers at all levels of PK – 12 education prepared to break down barriers that create equity gaps in teaching and learning, equity gaps in education access and achievement gaps across racial and socio-economic student groups.
- **Expanding Impact of Virtual Professional Learning:** Implementation of *SEED* will elevate the practice of virtual professional learning by transforming virtual PLCs into Virtual Deeper Learning Networks for Improvement and harnessing the power of inquiry to implement the tenets of Improvement Science and Implementation Science in a virtual learning environment. While professional learning

communities are important, the impact of PLCs can be advanced by grounding convenings in the inquiry-driven, data-informed practice of Improvement Science. *SEED* will implement a Virtual Deeper Learning Network for Improvement to maximize the magnitude of outcomes related to teaching effectiveness gained through virtual professional learning. *SEED* will demonstrate the potential of Improvement / Implementation Science to increase the magnitude of results in a virtual learning environment that takes full advantage of increased efficiency and nearly unlimited capacity to expand the potential for positive outcomes far beyond what is possible in face-to-face Networks for Improvement.

- **Inquiry-Based Professional Development:** *SEED* proposes twelve competency-based micro-credentials (five that are progressive or “stackable”) that teachers can earn only through the clear demonstration of competency and mastery of credential content aligned to identified problems of practice. The *SEED* professional learning model re-imagines the professional development concept to demand demonstrated growth in skills rather than more traditional experiences that simply attempt to distribute information with no requirement of participants to improve practice. By adopting an inquiry-based model for educator improvement that links professional learning to the root-cause analysis of problems of practice, *SEED* will show that a competency- and inquiry-based approach to professional learning better deconstructs educational problems and yields lasting positive change – and a higher order of magnitude of results – compared to more traditional, non-competency based professional development strategies.
- **Promoting Inquiry-Based Instruction:** *SEED* – through Virtual Deeper Learning Networks and inquiry- and competency-based Progressive Micro-Credentials – will better prepare teachers to identify problems of practice, conduct root-cause analysis, identify strategies to overcome problems and implement interventions to increase equity. Virtual networks and micro-credential courses of study, grounded in the core principles of Improvement Science, will prepare educators to apply inquiry-based strategies to all facets of their professional practice, not just the concepts embedded in micro-credential programs. *SEED* will facilitate continuous improvement by catalyzing a transition to inquiry-based problem-solving in high-need schools as teachers are prepared to address the needs of their students through Improvement Science cycles of problem analysis and problem solving.
- **Adding to the Field Definition of Micro-Credential Concept:** *SEED* will advance knowledge in the field pertaining to the concept of micro-credentials and the role they play in the ongoing effort to improve educator effectiveness and create meaningful Career Ladders. While the credential concept has received significant attention in recent years, a clear understanding of what a micro-credential is and what it can do remains elusive among some facets of the broader education community. *SEED* clearly

defines through practice what micro-credentials are and provides a total of 12 micro-credential courses of study that will demonstrate the potential benefit micro-credentials add to the educator preparation and development field. *SEED* further explores the potential of micro-credentials as professional learning change agents by creating progressive / stackable courses of study that link aligned content to multi-stage credentials. The progressive micro-credential concept will demonstrate the effectiveness of connecting study across stackable credentials that have the potential to impact positive change in isolation but increase the magnitude of positive results when connected to promote a “deep dive” into professional learning across critical strands. While the Center of Excellence for Educator Preparation and Innovation, through implementation of *SEED*, proposes professional learning in 12 specific micro-credentials, practitioners in the field can expand offerings in the future to reflect needs in other learning environments by adapting content to diversify professional growth opportunities. Micro-credentials can be developed to address a range of educational priorities, including but not limited to cultural relevancy, social/emotional learning, mental health, early childhood education and school climate.

SEED is a significant project designed to increase the magnitude of results by implementing professional learning models that catalyze systemic change applicable across diverse content and test efficacy of models designed to serve large numbers of teachers to expand the potential for positive outcomes.

(2) **Costs reasonable in relation to number served and anticipated results / benefits.** VU-EPI, higher education partners, national partners and partner schools will provide quality resources to support implementation of *SEED* and promote sustained programming beyond the three-year grant period:

- **Personnel and Fringe Benefits** – A Project Director, Clinical Education Manager, Professional Development Coordinator, Professional Learning Curriculum Content Designer, Grant Compliance and Finance Manager, Executive Administrative Assistant to the Project Director and Administrative Assistant to the CEM, PDC and PLCCD will assure the smooth running of the day-to-day operations of the grant, coordinating programming, interfacing with district and *SEED* partners, and working with the evaluation team to collect and analyze data for the completion of timely-filed performance reports.
- **Travel** – The travel budget will support required travel for post-award and annual meetings hosted by the U.S. Department of Education (funder), local travel to district and partner sites as programming is implemented and regional and national conferences where *SEED* personnel and the VU-EPI team will present findings to fellow grantees and the education community at large.

- **Supplies** – VU-EPI will procure the supplies needed to successfully implement and operate *SEED*, including curriculum materials, technology for the Teachers to facilitate assessment and evaluation, and the SWYVL application and hardware / software for virtual coaching.
- **Contractual** – VU-EPI will work with Bowie State, █████ █████ and national partners to develop and deliver programming for alternative candidates with STEM and other critical need career experience (Special Education, Literacy, Math) that will include Foundational Coursework and Micro-Credentials. VU-EPI will work with *SEED* staff and national partners to develop, design, implement and facilitate the improvement science protocol for using data to inform decision-making to improve teacher efficacy. Funds will support on-site and virtual coaching by National Board Certified personnel as *SEED* Teachers complete a Clinical Education Program with an accomplished Instructional and Coach. A 22-year-old, experienced research and evaluation team will conduct process and outcome evaluation, using data and feedback to inform grant personnel so that course-correction will result in continuous improvement throughout the life of the grant and beyond.
- **In-Service Training** – *SEED* Teachers will receive compensation for the time they are attending professional learning to help with ongoing expenses while they acquire expertise.
- **Physical Infrastructure / Facilities** – VU-EPI/partners/school locations comply with *Americans with Disabilities Act* standards for classrooms, storage space, auditoriums and media centers, etc. At each site, ample space will be provided to accommodate programming for *SEED* Teachers.
- **Administrative Resources** – VU-EPI will contribute significant and ongoing administrative leadership and support during the grant period and beyond. VU-EPI’s administrative capacity is more than sufficient to meet the demands of managing a large federal discretionary grant.
- **Indirect Cost** – In lieu of its assigned 50.9% indirect cost rate and in honor of the work of █████ █████ █████ █████ and the university’s founder █████ █████, Voorhees University has chosen to take a 6% indirect cost rate for *CHICAGO SEED*.
- **Matching Funds** – VU-EPI, *SEED* partners and YCCS are contributing 100% of the 25% match to successfully implement and operate *SEED*, including in-kind personnel and fringe and facilities use.

(3) **Incorporating results into organization at end of federal funding.** The investment of resources from *SEED* will empower VU-EPI and partners to use virtual, technology supports to re-tool teachers who serve in high-need schools so they are equipped to solve problems of practice and accelerate the learning of all students. *SEED* funding will allow VU-EPI and partners to launch and refine a virtual improvement network

that can be scaled nationally to build capacity in teachers throughout the country to eradicate stubborn achievement gaps which have persisted as a result of systemic inequalities and inequities proliferating the narrative that access to high-quality learning is only for some students, not all students. *SEED* funding will empower partners to continue the vital work of closing education equity gaps that reduce opportunities for success for students of color and students of poverty. *SEED* will support the continued, vital work of the partnership beyond the grant period:

- As the *SEED* partnership continues to build virtual support structures and study and learn from the work that is emerging across the country, the partnership will seek to significantly increase the number of districts serving high-need schools and students that employ the latest tenants of improvement science; cultivate a large cadre of highly effective teachers; and dramatically raise and sustain high levels of student achievement. This unique collaboration will allow partners to synthesize what has worked in various contexts and build upon the work by providing a new body of evidence into the field. Technology will continue to inform and enhance improvement science and can be used to support effectiveness and create sustainable, continuous improvement efforts.
- VU-EPI and *SEED* partners believe that there is no substitute for Exceptional Teaching and that, bar none: *“great teaching is the single most important in-school factor for improving student learning and closing achievement gaps.”* *SEED* funding will support ongoing efforts of all partners to implement and expand innovative strategies that expand professional learning supports to teachers serving in high-need schools to expand student access to Exceptional Teaching. Expansion of efforts aligned to long-term partnership priorities and improvement in teacher support initiatives will sustain programs beyond the grant period (Gordon et al. (2006); Hanushek et al. (2004); Wright et al. (1997); Sanders & Horn (1994).
- *SEED* will promote continuous improvement in partner schools and accelerate the current work of partners to build the capacity of teachers to dramatically improve learning outcomes for all students. *SEED* will accelerate, expand, improve and sustain current efforts beyond the grant period to promote lasting, positive change in schools most in need of support for underserved students.

(4) Dissemination of results enabling others to use strategies. There are four areas for potential lasting impact beyond the grant: 1) VU-EPI can develop a training model that helps in alleviating school teacher shortages by increasing the number of qualified candidates who enter the field, with an intentional focus on attracting mid-career changers and other professionals, as well as members of underrepresented

minority groups; 2) VU-EPI can create additional Micro-Credentials that meet the needs of aspiring and current teachers throughout the nation who need to be re-tooled so that they can effectively accelerate learning; foster engagement in classrooms; increase the use of problem-solving, computational, and critical thinking; and be a driver for improvements in academic achievement; and 3) This SEED grant offers Voorhees University an opportunity to pilot a clinical education program which has the potential to become a “best in class” model for training new, non-traditional teachers. 4) The *Virtual Deeper Learning Network for Improvement* will be a strategy that continues to gain momentum and users, with a vision to link networks from multiple federal grant efforts (TSL, TQP, EIR), thus expanding the expertise available to teachers throughout the country and around the world. *SEED* has the potential to revolutionize the way teachers are trained – locally to globally.

C. QUALITY OF MANAGEMENT PLAN.

(1) Goals, objectives, outcomes specified and measurable. *SEED* is grounded in evidence-based, peer-reviewed research designed to meet and exceed the following goal, objectives and outcomes:

Chicago SEED: Measurable Goal, Objectives and Outcomes		
GOAL	To raise the academic achievement of high-need students by improving teacher effectiveness.	
Objective 1	Improve academic achievement in high-need schools.	Measures / Data Source
Outcome 1.1	Increase ELA, Math, Science proficiency of students in <i>SEED</i> classrooms.	IL Assessment Scores
Outcome 1.2	Increase high school graduation rates of students in <i>SEED</i> classrooms.	HS Graduation Rates
Outcome 1.3	Increase postsecondary enrollment rates of students in <i>SEED</i> classrooms.	PS Enrollment Rates
Objective 2	Equip teachers with skills to promote 21st Century Learning.	Measures / Data Source
Outcome 2.1	Increase effectiveness rating of participating teachers.	IL Rubric Rating
Outcome 2.2	Expand # teachers completing SEL / Equity / Progressive Micro-Credentials	Completer Rates
Objective 3	Increase number of teachers who attain certification / licensure.	Measures / Data Source
Outcome 3.1	Launch and sustain Non-Traditional Certification Pathway that results in licensure / certification to teach in PK-12 schools	Completer Rates
Outcome 3.2	Increase number of teachers from traditionally-underrepresented groups who attain licensure / certifications.	Completer Rates
Objective 4	Increase the impact of <i>SEED</i> through effective replication and scaled impact strategies.	Measures / Data Source
Outcome 4.1	Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate <i>SEED</i> best practices.	Clearinghouse Operational Dates
Outcome 4.2	Launch and sustain Virtual Deeper Learning Networks for Improvement	Web Portal Launch Date

(2) Objectives on time / within budget; responsibilities, timelines, milestones. A structured grant management plan – (1) Equal Access; (2) Timely Implementation; (3) Budget Oversight; (4) Procedures; (5)

Personnel; and (6) Timeline – will ensure timely completion of grant activities and promote continuous improvement. **(1) Equal Access:** VU-EPI and all project partners will provide equal access for participation across all services regardless of actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. All administrators, teachers, students, families and community stakeholders will be encouraged to participate in activities to maximize impact of the project. *Chicago SEED* will be administered to guarantee equitable treatment of and equitable opportunity for all participants. VU-EPI and partners will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(2) Timely Implementation:** VU-EPI will initiate *SEED* immediately upon funding and will manage all grant activities in accordance with the *SEED* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *SEED* Logic Model (see *Project Design*). Evaluators will develop a FORECAST Model of *SEED* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help VU-EPI and grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(3) Budget Oversight:** The Planning Team designed the budget to meet the goal and objectives, ensure equal access and promote sustainability of strategies. Each line item is linked to one or more grant Stages, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming. The Project Director and VU-EPI Business Office will manage expenditures in accordance with U.S. Department of Education and State of South Carolina regulations and will prioritize allocations to ensure completion of the project. The PD and Advisory Board will identify complementary organization / partner programming and funds that expand the reach of *SEED* and sustain systemic changes initiated during the grant. **(4) Procedures:** Service coordination guided by management procedures will help VU-EPI achieve the goal and objectives of *Chicago SEED* on time and within budget:

1. **Initiate Grant** – VU-EPI will hire staff and brief project partners to launch *SEED*;
2. **Convene Advisory Board** – Planning Team will transition into Advisory Board w/ Budget, Equity and Sustainability committees to provide critical implementation oversight during the grant period;

3. **Ensure Equal Access** – VU-EPI and partners will provide equal access / treatment for participants without regard to age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class for all services;
4. **Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
5. **Implement Fiscal Management Protocol** – VU-EPI’s Business Office will establish a system of accounting, cost management / reporting to promote efficient expenditure of funds;
6. **Implement Action Model** – Project Director, Advisory Board and Evaluation Team will develop and revise action model to identify project Stages and services linked to *SEED* Timeline to ensure completion of all project elements;
7. **Implement Goods/Services Management Protocol** – VU-EPI will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
8. **Implement Evaluation Plan** – Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.
9. **Disseminate Results** – Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, board presentations and outreach to increase transparency and engage the community in education.
10. **Sustain Programs** – Grant administrators and Advisory Board members will initiate a sustainability plan, from award through end of grant, to sustain *SEED* after federal funding.

(5) Personnel: Through strong management and clearly defined responsibilities for project personnel – Advisory Board; Project Director; Professional Development Coordinator; Professional Learning Curriculum Content Designer; Grant Compliance and Finance Manager; Executive Administrative Assistant; Instructional Team – VU-EPI will ensure the success and continued improvement of *Chicago SEED*.

Advisory Board: An Advisory Board – comprised of the Project Director; Professional Development Coordinator; Professional Learning Curriculum Content Designer; Senior Grant Compliance and Finance Manager; Principal Investigator; HBCU / IHE and national partner representatives and partner charter school teachers and leaders – will meet bimonthly during the three-year project to oversee implementation progress, monitor evaluation results and recommend project changes to promote continuous improvement of *SEED*. The Advisory Board will ensure that implementation of equal access protocols will promote equity for all

participants. The Advisory Board will serve as a critical management oversight structure that provides stakeholders with a voice. Members from traditionally-underrepresented subgroups will ensure a diversity of perspectives influence the planning, implementation and continuous improvement of *SEED*. The Advisory Board will report outcomes and progress to increase transparency within communities the project is designed to serve.

Project Director (PD): [REDACTED] will serve as Interim Project Director for *SEED* until a full-time Project Director is hired. [REDACTED] is an award-winning educator with vast instructional leadership experience from classroom English Learners instruction to school Principal to Voorhees University Provost and Vice President for Academic Affairs. [REDACTED] has led equity initiatives supporting Minority Serving Institutions, served as Director of Curriculum and Assistant Professor at Claflin University School of Education and provided leadership as Dean of the Benedict College School of Education. [REDACTED] will provide strong and highly effective project leadership until a dedicated Project Director is hired to lead *Chicago SEED* (see *Appendix* for CV). The Project Director will possess the following qualifications and be responsible for the following duties:

Position	Qualifications	Job Responsibilities
<p>Project Director To Be Hired (1.0 FTE)</p>	<ul style="list-style-type: none"> • Preferred, Doctor of Education, Curriculum and Instruction • Minimum, Master of Education • Experience in undergraduate or graduate teaching/leadership • Experience collaborating with K – 12 public schools • Experience in differentiated instruction, instructional coaching, teacher leadership, assessment, teacher evaluation • Experience in graduate degree curriculum development • Specialty in equity and educational access. 	<ul style="list-style-type: none"> • Coordinate all components of <i>SEED</i> grant. • Manage fiscal resources to ensure timely expenditure of funds / sufficient non-federal match. • Lead Advisory Board to encourage collaboration. • Coordinate multi-stage <i>SEED</i> programs to assigned Teachers serving in high-needs schools. • Supervise grant personnel to ensure quality of services. • Coordinate Clinical ED programs in partner school districts • Review applicants / select annual cohort of <i>SEED</i> Teachers. • Sustain / expand partnerships to increase <i>SEED</i> support. • Lead sustainability efforts to promote long-term outcomes. • Conduct outreach to promote scaled impact. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports and disseminate results. • Share <i>SEED</i> programming results with stakeholders

Instructional Team (IT): A team composed of Improvement Science Faculty, Instructional Leadership Coaches, Clinical Education Manager, Professional Development Coordinator and Curriculum Content Designer and the Directors of VU-EPI will facilitate an intensive Clinical Education Program to deconstruct

problems of practice; disaggregate data; conduct root-cause analysis; and empower teachers with the strategies to course-correct and close persistently stubborn achievement gaps. The Instructional Team will work with *SEED* Teachers to improve their effectiveness (see *Appendix for resumes*).

Instructional Team	Qualifications	Responsibilities
██████████	Founder / Executive Director, Gray Charter School	<ul style="list-style-type: none"> • Co-develop, with PDC/PLCD, content for <i>SEED</i> Modules/Micro-credentials • Launch Modules and Micro-credentials to fulfill Project Design’s three Stages • Participate in <i>SEED</i> support strategies, including feedback and coaching • Review applicants / select annual cohort of Stage 1 <i>SEED</i> Teachers • Collaborate with Partners to align feedback/coaching with content • Launch Excellence Clearinghouse • Support Virtual Deeper Learning Networks for Improvement
████ █████ █████	Executive Director, Youth Connections Charter School	
██████████	CEO / President, KDR Global Education Solutions	
██████████ █████	Director, Center for Excellence in Educator Preparation and Innovation, Voorhees U.	
██████████ ███████████████████	Executive Director, Center for Excellence in Educator Preparation and Innovation, Voorhees University	
██████████ ██████████	President / CEO, The Institute for Organizational Coherence	

Clinical Education Manager (CEM, 1.0 FTE): The CEM (to be hired) will design, craft and create evidence-based professional learning modules, clinical education programming and design coaching modules to close expertise gaps identified by student achievement data. The CEM will work with national/university partners to develop online, hybrid, job-embedded and on-site professional development for teachers and support inquiry-based education programs in improvement science. The CEM will work with the Voorhees team to design micro-credentials and work across the project to equitably provide access to professional learning options to in-service teachers.

Professional Development Coordinator (PDC, 1.0 FTE): The PDC (to be hired) will coordinate professional learning opportunities for teachers to improve systemic impact. The PDC will work with the charter consortium to schedule professional learning for teachers; manage the admissions process for the Clinical Education program; oversee the admissions process for micro-credentialing; identify and support teachers pursuing National Board Certification; and maintain a record of enrollment in each Stage to award competency-based badges for the successful completion of each Stage. The PDC will work with the CEM and PLCCD to collect critical feedback and data from teachers that will guide how the modules are developed to meet the needs of each stakeholder. The PDC will manage digital portfolios for all teachers engaged in professional learning, who earn micro-credentials, obtain digital badges or pursue degree

attainment options.

Professional Learning Curriculum Content Designer (PLCCD, 1.0 FTE): The PLCCD (to be hired) will design micro-credentials that incorporate the tenets of improvement science, while also customizing all of the professional learning modules and Clinical Education program to include the high-yield evidence-based strategies of [REDACTED] [REDACTED] and [REDACTED] [REDACTED] of the Gray Charter School. The PLCCD will create a compendium of learning options for teachers to provide degree attainment options for teachers within the charter consortium. The PLCCD will use, assign and manage digital portfolios for all teachers engaged in professional learning, who earn micro-credentials, obtain digital badges or pursue degree attainment options.

Senior Grant Compliance and Finance Manager (CFM, 1.0 FTE): The Chicago SEED CFM will work directly with higher education and district partners to ensure that *Chicago SEED* teachers successfully matriculate; complete the training process; and receive the ecosystem of support needed to develop the core competencies to become highly effective school teachers. The CFM will work with partner organizations to recruit teachers; provide support and technical assistance to *SEED* teachers; assist with placement and onboarding of teachers post-certification and licensure; and work with partner districts to ensure that each of the teachers are placed in roles within the organizations to fill critical shortages identified in the grant.

Executive and Administrative Assistants will coordinate day-to-day activity, providing planning, logistics, fiscal, implementation, technology and evaluation support to the PD, CEM, PDC, PLCCD and CFM.

(6) Timeline: The Timeline summarizes the major components of *Chicago SEED*, Grant Administrative Activities and Grant Implementation broken into – Procedures, Coursework and Micro-credentials, Residency and Replication/Scaled Impact. Coordination of *SEED* by grant managers will ensure delivery of high-quality services in accordance with a Timeline and Logic Model. Grant Managers / Advisory Board / Evaluators will monitor progress and ensure fidelity with design/evaluation milestones.

Chicago SEED: Implementation Timeline and Responsible Parties
October 1, 2022 - September 30, 2025 (Three Year Project)

Responsible Party Key: VU - EPI (Voorhees University – Educator Preparation / Innovation [fiscal agent]); AB (Advisory Board); PD (Project Director); CM (Clinical Education Manager); PC (Professional Development Coordinator); PL (Professional Learning Curriculum Content Designer); GC (Grant Compliance / Finance Manager); YCCS (Youth Connections Charter School); NP (National Partners); ST (SEED Teachers); IT (Instructional Team); VC (Virtual Coaches); ET (Evaluation Team); RST (Replication Support Team)

SEED Grant Administrative Activities

Administrative Milestones	Responsible Party	Timeline		
		Year 1	Year 2	Year 3
• Conduct <i>SEED</i> Advisory Board Meetings	PD,PC,PL,IT	Bimonthly	Bimonthly	Bimonthly

• Gather Annual Baseline Data	ET,PD,GC	Oct 2022	August 2023	Aug 2024
• Monitor Evaluation Progress/Conferencing	ET,PD,PC,PL	Monthly	Monthly	Monthly
• Collect /Analyze/Monitor/Adjust Outcome Data	ET,PD,PC,PL	Ongoing	Ongoing	Ongoing
• Perform Evaluation Site Visits and Monitoring	ET,PD,GC	Ongoing	Ongoing	Ongoing
• Complete Annual Performance Reporting	ET,PD,GC	May 2023	May 2024	May 2025
• Complete / Submit Final Performance Report	ET,PD,GC	-	-	Dec 2025
SEED Procedures / Curriculum / Modules / Micro-Credentials / Endorsements / Licensure				
Implementation Milestones	Responsible Party	Timeline		
		Year 1	Year 2	Year 3
• Assemble SEED Instructional Team	AB,PD, EPI,CM	October 2022	October 2023	May 2024
• Establish SEED Teacher Application Process	AB,PD,GC,CM	Oct 2022	Oct 2022	May 2024
• Market and Recruit SEED Teachers	PD,IT,CM,PC	Oct-Nov '22	Oct-Nov '23	June/July 2024
• Finalize / Update Core Curriculum (Stage 1)	PD, PC,PL,IT	Oct-Dec 2022	Oct-Dec 2023	June/July 2024
• Selection of SEED Teachers for Stages 1 and 2	PD,IT, PC,PL	Dec 2022	Dec 2023	July 2024
• Complete Teacher Enrollment Agreement	PD, PC,PL,CM	Dec 2022	Dec 2023	July 2024
• Finalize Micro-Credential Offerings	PL,IT,IHE,NP	Oct-Dec 2022	Ongoing	July 2024
• Begin SEED Offerings in Stages 1 and 2	PL,IT,IHE,NP	January 2023	January 2024	August 2024
• Deliver Core Instruction to Stage 1	IT,IHE, PC,PL	Jan 23Mar 24	Jan24-Mar 25	Aug24-Oct 25
• Introduce Teachers to Improvement Science	PC,PL,IT,NP	March 2023	March 2024	October 2024
• Launch Virtual Coaching / Mentoring / PLCs	PC,PL,IHE,NP	June 2023	June 2024	January 2024
• Offer Micro-Credential Courses – Stages 1 & 2	PC,PL,IT,IHE	Jan 23Mar 24	Jan24-Mar 25	Aug24-Oct 25
• Place Teachers - District/School Teacher Roles	PC,PL,PD,CM	Jan 23Mar 24	Jan24-Mar 25	Aug24-Oct 25
• Launch / Maintain SEED Teacher Portfolios	VC, PC,PL	SY Jan 2023	SY Jan 2024	SY Aug 2024
• Rotate SY Quarterly Instructional Rounds	PD, PC,PL,VC	22-23 SY	23-24 SY	24-25 SY
• Offer Ongoing School Year Virtual Coaching	VC,PL,IT,NP	Monthly	Monthly	Monthly
• Do Baseline SEED Teacher Observation	YCCS,IT,VC	Jan 2023	Jan 2024	Aug 2024
• Do Mid-Term SEED Teacher Observation	YCCS,IT,VC	Apr 2023	April 2024	Jan 2025
• Do Teacher Rubric Instructional Assessment	YCCS,IT,VC	June 2023	June 2024	Mar 2025
• Do Final SEED Teacher Observation	YCCS,IT,VC	Mar 2024	Mar 2025	Oct 2025
• Confer Stage 1 Alternative Certification	IHE,PD,AB,VU	May 2024	May 2025	Dec 2025
• Confer Teacher Endorsements / Credentials	IHE,PD,AB,VU	May 2024	May 2025	Dec 2025
• Complete SEED Teacher White Papers	PC,PL,IT,VC	June 2024	June 2025	Dec 2025
• Place All Teachers in District/School Roles	YCCS,PD	July 2024	July 2025	Jan 2026
• Monitor Compliance w/3-yr Service Agreement	GC,PD,AB	2025-2027	2026-2028	2026-2028
Replication (Scaled Impact) Strategies				
Implementation Milestones	Responsible Party	Implementation Timeline		
		Year 1	Year 2	Year 3

• Establish Replication Support Team	AB,PD,GC,IT	Jan 2023	Ongoing	Ongoing
• Form Instructional Excellence Clearinghouse	RST	Feb 2023	Ongoing	Ongoing
• Create/Use Virtual Deeper Learning Network	RST,VC,PL,PC	Mar 2023	Ongoing	Ongoing
• Upload Research/Results to Clearinghouse	GC,PL,VC,IT	Apr 23-Jly 24	Apr 24-July 25	Oct 24-Dec 25
• Present <i>SEED</i> results at Education Conferences	PD,PL,PC,IT,NP	Aug-Dec 24	Aug-Dec 25	As requested

D. QUALITY OF PROJECT EVALUATION.

Voorhees University (applicant and fiscal agent) will contract with EduShift, Inc., a 22-year-old research and evaluation organization, to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement throughout the duration of *CHICAGO SEED*. Project Leader and Senior Analyst, [REDACTED] [REDACTED] is a seasoned project administrator and evaluator. She has served as principal investigator in over 200 federal / state government grants since 1990 and has substantial experience administering complex federal, state, corporate and foundation grants [REDACTED] as served as an evaluator for the U.S. Department of Education, Michigan and Indiana Departments of Education, as well as dozens of school LEAs throughout the country. With a strong background in education, grants administration, accounting, auditing, research, implementation and evaluation, [REDACTED] and her team of professionals offer tremendous experience and expertise to *SEED*.

(1) Evaluation will yield evidence of effectiveness to meet WWC standards with/without reservations.

External evaluation will generate the data and feedback needed to facilitate continuous improvement and sustainability of effective programming components. Evaluation methods will include: (1) Evaluation Methodology and (2) Design Meets *WWC* Standards. **Evaluation Methodology:** Evaluators will utilize the research-based *FORECAST* Model (*FOR*mative *EVA*luation, *CON*sultation, and *SYS*tem *TECH*niques) as an objective evaluation structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). Four tiers of evaluation provide a validated framework to assess the progress of *CHICAGO SEED* and support continuous improvement of the effort:

MODEL – Action Model of Project	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
MARKER – Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE – Tools to Assess Achievement	Evaluators, project personnel and partners will implement assessment tools (observations, effectiveness rubrics, state content exams, surveys) aligned to <i>CHICAGO SEED</i> strategies to collect data. Analysis will link statistical relationships to outcomes.

MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.
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Use of the FORECAST Model will provide Evaluators, the Project Director and Advisory Board with feedback regarding the unique effects of specific program elements. Evaluation of *CHICAGO SEED*, guided by the FORECAST Model, will help evaluators and grant personnel answer the following **RESEARCH QUESTION** (see below for Treatment / Control group definitions):

<i>CHICAGO SEED</i> Research Question
Do students of <i>CHICAGO SEED</i> teachers academically outperform students of Non- <i>SEED</i> teachers?

Design Meets *What Works Clearinghouse* Standards: Evaluation will include Quasi-Experimental Design (QED) assessment of outcomes through comparison of Treatment and Control Group teachers. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet *WWC* standards with reservations. The evaluation will examine outcomes for students taught by *SEED* teachers enrolled in one high-need partner public charter school with 19 campuses compared to outcomes of students taught by non-*SEED* teachers. Stage 1 of *CHICAGO SEED* is estimated to reach a minimum of 700 students annually (35 teachers x 20 students per average class) enrolled in urban charter school campuses across the greater CHICAGO Metropolitan Area. Stage 2 will reach up to 200 teachers a year x 20 average students per class = 4,000 students per year. Over the course of the three years, more than 14,000 students will be impacted. EduShift (ESI) will use administrative records from schools to create a sample of treatment students (students taught by *CHICAGO SEED* teachers) that are closely matched to comparison students (students taught by non-*SEED* teachers) on key characteristics – including ethnicity, gender, poverty, academic performance, enrollment and grade level. Other factors to be considered will include: school size, pre-intervention student achievement in ELA, math and science, and the proportion of economically disadvantaged students, students of color, special education enrollment and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet *WWC* standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet *WWC* standards with reservations. Evaluators will monitor treatment and comparison

group sizes to ensure sufficient statistical power to complete analyses. Once treatment students are matched to comparison students, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no confounding factors (or control them if they exist) between control and treatment groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). For *SEED*, evaluators will use an effect size of 0.25 as the threshold to meet “Practice with Rigorous Scientific Evidence” standard. Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets *WWC* “substantively important” threshold. Cross-Contamination: Evaluation will assess cross-contamination of control / treatment groups and remediate contamination if needed. Evaluators will complete statistical treatments of data to assess results, casual inference of outcomes, relationships between interventions / results and correlation of variables.

(2) Evaluation methods will provide performance feedback and periodic assessment of progress.

CHICAGO SEED evaluation includes (a) Feedback mechanisms; and (b) Strategies to promote continuous improvement. **Feedback:** *SEED* is designed to engage teachers and solicit performance feedback to ensure diverse perspectives influence project quality and sufficient data are available to facilitate objective, external process/outcome evaluation of implementation/magnitude of results (formative/summative evaluation):

Participants	<i>CHICAGO SEED</i> Feedback Mechanisms
Advisory Board (Quarterly Meetings)	<ul style="list-style-type: none"> • Convene quarterly meetings to monitor implementation and expenditures. • Review evaluation data to assess magnitude of results / significance of outcomes. • Review / update Timeline, Logic Model and Evaluation Model to facilitate project completion.
Project Director (Monthly Progress Conference Calls)	<ul style="list-style-type: none"> • Coordinate and attend quarterly Advisory Board meetings to guide progress. • Participate in monthly Evaluator progress monitoring conference calls / virtual meetings. • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives and outcomes. • Share evaluation results with Advisory Board and stakeholders and solicit input.

Evaluation Team EduShift, Inc. (10 hours per week)	<ul style="list-style-type: none"> • Oversee qualitative and quantitative data collection efforts from participants. • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives, milestones and outcomes. • Continuously review / revise evaluation FORECAST Model to guide evaluation activities. • Conduct monthly progress monitoring conference calls / virtual meetings with Project Director. • Conduct focus groups / site visits to ensure fidelity with Logic Model / Timeline.
CHICAGO SEED Team Instructors (1 hour per week)	<ul style="list-style-type: none"> • Deliver professional learning in specified Improvement Science / [REDACTED] Methods / [REDACTED] Methods / micro-credential courses of study. • Participate in site-based data collection efforts and complete evaluation tools. • Participate in Evaluator site visits / focus groups to provide operational feedback. • Complete annual surveys to provide operational / project quality feedback. • Serve as members of <i>CHICAGO SEED</i> Advisory Board and attend quarterly meetings.
CHICAGO SEED Teachers (assessments, surveys / focus groups)	<ul style="list-style-type: none"> • Participate in effectiveness review protocols with Instructional Team to generate program outcome data and personal achievement data. • Complete annual surveys to provide operational / project quality feedback. • Participate in Evaluator site visits / focus groups to provide operational feedback.

Continuous Improvement: Feedback will strengthen *CHICAGO SEED* by providing project leadership the opportunity to make data-driven iterative improvements and course corrections on a timely basis. If desired outcomes of the project are not observed, the Project Director will solicit additional feedback and suggest modifications to promote continuous improvement:

Participants	<i>CHICAGO SEED</i> Continuous Improvement Strategies
Advisory Board	<ul style="list-style-type: none"> • Engage diverse membership to ensure broad range of perspectives shape implementation. • Conduct outreach to strengthen supports for <i>CHICAGO SEED</i>, increase scope of partnerships/resources. • Form Replication Support Team to disseminate best practices to the field of education. • Form Sustainability Committee to sustain programming beyond grant period.
Project Director	<ul style="list-style-type: none"> • Conduct outreach to strengthen supports for <i>CHICAGO SEED</i>, enhance stakeholder awareness of <i>SEED</i>. • Seek input from participants on the quality / diversity of learning and gaps to improve <i>CHICAGO SEED</i>. • Research effective practices that better meet changing needs of educators, students and schools. • Review annual external evaluation plan and FORECAST Action Model to maintain high-level of evaluation integrity and valid data collection / analysis procedures. • Monitor recruitment / teacher selection process to maximize quality of program participants. • Attend conferences to learn new strategies to expand professional learning programming. • Review annual evaluation results to increase project alignment with needs, improve project. • Conduct scholarly research of outcomes to promote improvement and add to knowledge in field.
CHICAGO SEED Team Instructors	<ul style="list-style-type: none"> • Nurture strong, supportive relationships with teachers to gain trust of program participants. • Seek input from teachers on the quality of modules / credentials and alignment to problems of practice and state content standards. • Complete annual analysis of surveys and feedback to strengthen project content / relevance.
CHICAGO SEED	<ul style="list-style-type: none"> • Complete annual surveys to provide feedback to revise and improve Stages. • Share impact of Virtual Network for Improvement to elevate quality of virtual supports.

Teachers	<ul style="list-style-type: none"> • Engage in embedded coaching / observation to facilitate data collection and quality controls. • Share experiences with colleagues to increase quantity/diversity of candidates for future cohorts. • Facilitate distribution / collection of evaluation tools to generate data to inform improvement.
Evaluation Team	<ul style="list-style-type: none"> • Complete annual evaluation to ensure objective data collection and analysis provides information needed to make data-driven decisions linked to desired outcomes. • Utilize FORECAST Model approach to increase integrity / objectivity of evaluation protocols. • Conduct both Process and Outcome evaluation to monitor implementation fidelity to funded program and measure outcomes to assess magnitude of results / attainment of goal and objectives.

(3) Measures related to outcomes, will produce quantitative / qualitative data to extent possible.

Implementation of the FORECAST Model, which includes Process Evaluation, Outcome Evaluation, Data Collection, Evaluation Tools Aligned to Objectives, Data Analysis and Reporting, will provide a structured evaluation methodology promoting objective analysis of *CHICAGO SEED* throughout the grant. The FORECAST Action Model will outline an evaluation process and Timeline for completing key evaluation tasks to ensure data is collected consistently across participating teachers and the charter school campuses in which they are placed. Consistent, replicable evaluation protocols will protect the integrity of data collected each year of the grant to ensure viable comparison of results between Treatment / Comparison groups and across years of implementation in compliance with *What Works Clearinghouse*. The Goal, Objectives, Outcomes and Performance Indicators chart and the Logic Model identify anticipated short-term and long-term outcomes aligned to each objective. Baseline and continuation data will be collected for Performance Indicators, **including five required program measures** embedded in the grant solicitation and indicators that address evaluation requirements:

SEED Goal, Objectives, Outcomes and Performance Indicators (10/1/2022 – 9/30/2025)	
GOAL: To raise the academic achievement of high-needs students by improving teacher effectiveness.	
Performance Measure 1: The percentage of teacher, principal, or other School Leader participants who serve concentrations of high-need students.	
Performance Measure 2: The percentage of teacher and principal participants who serve concentrations of high-need students and are highly effective.	
Performance Measure 3: The percentage of teacher and principal participants who serve concentrations of high-need students, are highly effective, and serve for at least two years.	
Performance Measure 4: The cost per such participant.	
Performance Measure 5: Number of grantees with evaluations that meet the WWC standards with reservations.	
Objective 1: Improve academic achievement in high-need schools.	
Outcome 1.1: Increase ELA, Math and Science proficiency rates of students of <i>SEED</i> teachers.	
Indicator 1.1a: Increase % of students of <i>SEED</i> teachers who achieve proficiency on state ELA assessments a minimum of 10% each year, 10/1/22 – 9/30/25.	Illinois Assessments
Indicator 1.1b: Increase % of students of <i>SEED</i> teachers who achieve proficiency on state Math assessments a minimum of 10% each year, 10/1/22 – 9/30/25.	Illinois Assessments

Indicator 1.1c: Increase % of students of <i>SEED</i> teachers who achieve proficiency on state Science assessments a minimum of 10% each year, 10/1/22 – 9/30/25.	Illinois Assessments
Objective 2: Equip teachers with the skills to promote 21st Century Learning in high-needs schools.	
Outcome 2.1: Increase effectiveness of participating teachers.	
Indicator 2.1: A minimum of 75% of <i>SEED</i> Fellows who complete the Non-Traditional Pathway will achieve highest teacher effectiveness rating by end of grant, 9/30/25.	IL Rubric
Outcome 2.2: <i>SEED</i> will expand the number of teachers implementing 21 st Century Learning strategies.	
Indicator 2.2: A minimum of 90% of <i>SEED</i> Fellows will complete the Literacy Micro-Credential each year of grant, 10/1/22 – 9/30/25.	Credential Completions
Outcome 2.3: <i>SEED</i> will expand the number of teachers implementing Improvement Science strategies.	
Indicator 2.3: A minimum of 90% of <i>SEED</i> Fellows will demonstrate understanding and application of Improvement Science strategies each year of grant, 10/1/22 – 9/30/25.	Fellow Portfolios
Objective 3: Increase number of teachers who attain endorsements / certifications / licensure.	
Outcome 3.1: Increase number of certified teachers with <i>SEED</i> Teaching Endorsements / Micro-Credentials.	
Indicator 3.1: A minimum of 90% of <i>SEED</i> teachers who enroll as certified teachers will complete endorsement / micro-credential requirements, in Years 2 and 3 of grant, 10/1/23 – 9/30/25.	Endorsements / MicroCredentials
Outcome 3.2: Increase number of alternative licenses of non-traditional teachers.	
Indicator 3.2: A minimum of 90% of <i>SEED</i> teachers who enroll as non-traditional Teacher Fellows will complete alternative licensure requirements, in Years 2 and 3 of grant, 10/1/23 – 9/30/25.	Alternative Licenses
Outcome 3.3: Increase number of teachers from traditionally-underrepresented groups who attain teaching endorsements, micro-credentials and licensure / certifications.	
Indicator 3.3: A minimum of 90% of <i>SEED</i> teachers from traditionally under-represented groups (men of color, women of color) who enroll will attain teaching endorsements, micro-credentials and licensure / certifications in Years 2 and 3 of the grant, 10/1/23 – 9/30/25.	<i>SEED</i> Stage Completions
Objective 4: Increase the impact of <i>SEED</i> through effective replication and scaled impact strategies.	
Outcome 4.1: Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate best practices.	
Indicator 4.1: Minimum of 90% of <i>SEED</i> Teachers who complete programming will contribute documents and expertise to the Instructional Excellence Clearinghouse, 10/1/22 – 9/30/25.	<i>SEED</i> Documents / Artifacts
Outcome 4.2: Launch and sustain Virtual Network for School Improvement to sustain, replicate and scale <i>SEED</i> .	
Indicator 4.2: Virtual Deeper Learning Network for School Improvement will be fully operational by Year 2 of grant project and beyond, 10/1/23 – 9/30/25.	Web-Portal Launch Date

Data collection and analysis will ensure each measurable outcome is assessed using reliable, objective, replicable procedures, providing feedback to assess effectiveness / promote continuous improvement.

(4) Methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

Upon funding, evaluators and project personnel will collect baseline data for all performance indicators to set annual benchmarks for each year of the project, facilitate comparison of results and ensure thorough evaluation of *CHICAGO SEED*. Evaluators will solicit feedback from all stakeholder groups to ensure participants provide valuable data needed to thoroughly assess outcomes and inform decision-making procedures. Evaluation of the project goal, objectives and outcomes will include: **Process (Formative)**

Evaluation: Process evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to monitor fidelity and promote timely, thorough completion of project services. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model (see *Project Design*), Timeline (see *Management Plan*) and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The *CHICAGO SEED* Timeline, Logic Model and evaluation FORECAST Action Model will serve as process tools allowing evaluators to determine compliance with the scope / schedule of the proposed project. **Outcome (Summative) Evaluation:** The purpose of outcome evaluation is to assess the effectiveness of the project and outcomes of implementation on the targeted population. Outcome evaluation will measure indicators that correspond to *CHICAGO SEED* Stages to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *CHICAGO SEED* and will equip project managers with information needed to analyze results by component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication / sustainability of promising and effective practices. Process and Outcome evaluation methods promoting continuous, iterative project improvement and achievement of outcomes include:

- **Data Collection:** Evaluators will collect data to establish baseline values for each performance measure upon funding (see *Project Design* for partner LEA performance data). Annual data will be collected, analyzed, compared and reported using data collection tools aligned to project services / objectives.
- **Evaluation Tools Aligned to Objectives:** Evaluators / project personnel will utilize multiple instruments to collect qualitative and quantitative data: (1) Effectiveness Rubric: annual evaluation of *CHICAGO SEED* teachers using Illinois-approved educator effectiveness assessments to measure performance (Objective 2; Outcome 2.1, 2.2); (2) Student Performance Scores: annual state administered Reading, Math and Science assessment results compared to 2021-22 baseline (Objective 1; Outcome 1.1, 1.2, 1.3); (3) Site Visits / Focus Groups: multiple evaluation team conference calls and site visits (in-

person and virtual) per year to solicit feedback from stakeholders through focus groups and observational analysis of progress (Objectives 1-4; Outcomes All); (4) Grant Stakeholder Surveys: grant personnel, participating teachers and partner school and LEA personnel will complete annual surveys to evaluate stakeholder perspectives regarding quality of activities / relevance of programming / perceptions of instructional quality / educator impact (Objective 1-4; Outcomes All) and (5) Enrollment / Completer Rates: annual learning module / micro-credential completer data aggregated for the project (Objective 1, 2, 3; Outcome 1,1. 1.2, 2.1, 2.2, 3.1, 3.2).

- **Data Analysis:** Evaluators will complete treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement gap data. Evaluators will collect data for Treatment and Comparison groups to facilitate quasi-experimental evaluation that meets *What Works Clearinghouse* standards:

TREATMENT GROUP (n = 35 SEED teachers per year)	Students taught by <i>CHICAGO SEED</i> teachers from partner Youth Connection Charter School campuses.
COMPARISON GROUP (n = 35 non- SEED teachers per year)	Students taught by matched non- <i>SEED</i> teachers from partner Youth Connection Charter School campuses.

- **Reporting:** The Project Director will submit required Annual Performance Reports to funding agency and share evaluator feedback / results with Advisory Board, stakeholders and the public via a *CHICAGO SEED* website portal to ensure transparency with partner personnel and interested stakeholders and support dissemination of results / effective practices.

(5) Design will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Evaluation of *CHICAGO SEED* is designed to provide information to grant managers, stakeholders and the field interested in the success, outcomes and implementation of the professional learning model. Evaluation – Process and Outcome – will provide data needed to (1) monitor fidelity to and document scope and sequence of the model and (2) assess impact of program elements on teacher and student outcomes. As external evaluators conduct an objective and thorough evaluation of the project, Voorhees University and partners will form a Replication Support Team to both disseminate evaluation results to stakeholders and

promote replication of successful *CHICAGO SEED* strategies informed by evaluation data. Evaluation strategies promoting dissemination, replication and scalability of *CHICAGO SEED* include:

- **Implementation Guide:** The *CHICAGO SEED* Replication Support Team will review all process evaluation tools – Logic Model, Timeline, FORECAST Model – and document the full process of project implementation. Evaluators will provide data regarding sequence of steps, dosage of interventions, duration of project elements, implementation procedures, recruitment strategies, data collection strategies / tools to ensure the Replication Support Team has access to all information needed to create a *CHICAGO SEED* Implementation Guide. Evaluators and the Replication Support Team will review and revise the Implementation Guide throughout the project period to capture all critical procedures, processes and sequence of steps vital to thorough implementation of the project with fidelity to the funded, evidence-based professional learning model. Voorhees University will publish the *CHICAGO SEED* Implementation Guide on the *SEED* Instructional Excellence Clearinghouse to provide free, open access to the Implementation Guide supporting replication of the project in diverse settings.
- **Impact Guide:** The *CHICAGO SEED* Replication Support Team will review all outcome evaluation tools – Educator Effectiveness rubrics, surveys, focus group interview guides, assessment data – and document the outcomes measured throughout project implementation. Evaluators will provide outcome data needed to determine the impact of the project as a whole and the impact of individual components. Assessment of individual components will help the Replication Support Team identify elements worthy of replication in other settings. The Replication Support Team will also use evaluation data to create a hierarchical strategy for replication that provides interested stakeholders with a guide for selecting project elements to implement in order of effectiveness / magnitude of impact so interested parties can choose to replicate or scale portions of the whole project based on a cost benefit analysis of comparing magnitude of results to cost per participant. The *CHICAGO SEED* Impact Guide will summarize results across Stages and individual components as a tool for future replication in other settings and by stakeholders with varying amounts of funding available for professional learning investment. Voorhees University will publish the *SEED* Impact Guide on the Instructional Excellence Clearinghouse to provide free, open access to the Impact Guide supporting replication of the project in diverse settings.