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A. Significance**(1) Extent to which the proposed project addresses the absolute priority**

Hillsborough County Public Schools' (HCPS) **Urban Teacher Residency Partnership Program** (UTRPP) proposal addresses Absolute Priority 1, Subpart 2: *Increase equitable access to effective teachers or principals for low-income and high-need students*. Inexorably linked to accelerating achievement for these students is the struggle to build instructional capacity to ensure they are instructed by effective teachers. HCPS, the 8th largest district in the nation, in collaboration with the University of South Florida (USF), seeks to examine a promising, innovative approach to urban, place-conscious teacher preparation for undergraduate education majors that significantly alters the current teacher preparation models. USF is 1 of only 40 public research universities nationwide whose very high research activity is designated as “community engaged” by the Carnegie Foundation for the Advancement of Teaching.

UTRPP creates a pipeline from pre-service-to-practice in urban schools. It moves the mission beyond the traditional models of teacher preparation to a formalized extended residency program designed to change the staffing and support landscape for high-need schools—it serves as a promising solution to a pressing national challenge. UTRPP will be implemented in 6 high-need, urban elementary schools serving 2,997 students, 93.65% of whom qualify for free and reduced priced meals and 89.65% of whom are minorities. Unlike existing residency models that target graduate students, UTRPP begins the scaffolding of field experiences with undergraduate elementary education majors. The model extends the length of pre-service, so the intensity and frequency of the residency experiences increase over a 2-year period. UTRPP has been in existence for 3 years; enrollment has been 12, 23, and 33 residents, respectively. Approximately 35 additional residents will be inducted each project year. UTRPP infuses comprehensive, job-

embedded professional development (PD) for participating Residents and other teachers; establishes quads to support Residents (Collaborating Teacher [CT], University Supervisor, University Content Coach, and Resident); and delivers a prescriptive focus on teaching and learning in urban settings with specialized emphasis on established HCPS ways of work to ensure a seamless transition to induction and beyond. The PD will build instructional capacity and improve both the Residents' and CTs' content and pedagogical knowledge.

Upon completion of the program, successful Residents will have priority hiring status for full-time positions in HCPS and receive continued support. The CTs will have the opportunity to earn Teacher Leader certification, which is a higher step on the career ladder for teachers in HCPS and aligns with the USDOE's policy goals of implementing Teacher Leader Pathways that allow teachers to advance in their field while remaining in the classroom.

UTRPP will provide a replicable model for other school districts that seek to increase and sustain the pool of teachers trained to meet the unique needs of students in urban settings and increase equitable access to effective teachers. Systematic study of UTRPP has immense potential to propel the field forward as all project components, deliverables, and PD are based on strong theory and will be sustainable, replicable, and transferable. The district's advanced technological infrastructure enables this innovative partnership to assess UTRPP's impact on Residents' and CTs' efficacy and influence on student outcomes.

(2) Extent to which the proposed project implements a novel approach

HCPS serves over 200,000 students across farming areas, numerous suburbs, and a dense, urban core. Presently, 136 of the district's 215 traditional schools are classified as Title I, including 96 of the district's 145 elementary schools. Following national trends, the district has previously implemented multiple efforts to address the unique needs of urban students. HCPS

has ramped up teacher retention and recruiting efforts; instituted a pay differential and performance-based pay; offered cultural competency training; and continues to funnel additional funds to support struggling schools. To date, these efforts have not produced the desired impact on student outcomes—a fact seen not only in HCPS, but also across the nation.

The strength of UTRPP lies in its unique approach. It targets undergraduates for admission into the residency rather than graduate-level participants, a move that differs from most residency models in the nation. UTRPP is distinctive in that it places Residents in the field for an extended time and integrates field experience with coursework aligned to trending issues in urban education. This urban, place-conscious approach to preparing educators in these settings has been championed—though not widely implemented—around the country. Bowman and Gottesman (2013) define place-conscious as an approach that “draws upon particular places (e.g. schools, neighborhoods, and communities), and helps students [Residents] develop inquiry tools into these places, in order to make concrete seemingly abstract cultural, economic, historical, political, and social contexts” (p. 2). This will result in Residents being exposed to culturally relevant content and field experiences unique to an urban setting.

HCPS and USF are committed to develop and nurture the next generation of urban teachers for the district, setting the stage for creating a school-wide culture for learning at partnership schools. The quality, frequency, and intensity of the PD provided to Residents, CTs, and other site teachers set this program apart from others nationally. Content coaching is embedded into UTRPP’s model to build the capacity of both Residents and CTs. Residents receive coaching and support for 2 years in their established quad, in addition to progressive, scaffolded field experiences. The inclusion of CTs and site-based staff in PD offerings further promotes the vital school-wide culture of learning necessary to tackle the obstacles presented by educating in urban

settings. The content coaching quad configuration enhances the customary pedagogical coaching that traditionally occurs in teacher preparation programs. CTs and other teachers at the partnership schools are provided the opportunity to pursue a Teacher Leadership Certificate through the Teacher Leader Academy component embedded in the model. This innovative component meets President Obama's national call for the development of teacher leaders and supports Education Secretary Arne Duncan's new "Teach to Lead" (T2L) initiative. T2L will foster the development of teachers to assume leadership roles without leaving the classroom.

Brian A. Jacob (2007) explains that "Urban districts have tried various strategies to increase the supply of teacher candidates and to improve retention rates. But there is little rigorous research evidence on the effectiveness of these strategies" (pg. 129). By engaging in a well-designed evaluation of UTRPP and utilizing the district's existing infrastructure to link Resident data with student outcome data over time, the project will fill a need in the nation for empirical research on residency programs. By project end, research on an estimated 243 Residents will be available to inform projects nationwide. UTRPP will serve as a model of how districts can better collaborate with institutions of higher education to staff and support high-need, urban schools and meet the unique needs of their challenging student populations.

(3) Project's contribution to increased theory, knowledge, and practices in the field of study

UTRPP was created in direct response to the national calls for clinically-based, urban-focused preparation programs. In contrast to what Zeichner (2012) calls "superficial efforts" to locate a traditional preparation program in P-12, UTRPP applies emerging research to redesign learning experiences for all stakeholders. The National Council for the Accreditation of Teacher Education (NCATE 2010) began the Blue Ribbon Panel Report with a call to integrate knowledge and practice, coursework and fieldwork. This call requires "practice" to be at the

center of teacher education programs and involves a shift in focus from what teachers know to what they are able to do (Ball & Cohen, 1999). The report explicitly states the need for innovative programs to respond to and research the efficacy of new models that create close partnerships between school districts and teacher preparation programs. Despite increased attention toward residency models as a means for meeting this call, little research has been conducted to determine the effectiveness of such programs, and none has been conducted to study the broader impact on classroom teachers and principals. In one study of residency programs, Papay, West, Fullerton, and Kane (2011) found that graduates of the Boston Teacher Residency (BTR) were initially less effective than their non-BTR peers, but that BTR graduates improved more rapidly with experience and remained in the Boston Public Schools longer than non-BTR peers. BTR graduates, then, have the potential to reduce the disruptive effects that impact a school's ability to develop instructional capacity, develop strong cultures, and increase student achievement (Ronfeldt, Loeb, & Wyckoff, 2013).

Teacher education should be a continuum of lifelong learning beginning with pre-service preparation and continuing throughout their career (Feiman-Nemser, 2001). UTRPP's intensive classroom experience for pre-service teachers, and job-embedded PD for classroom teachers and principals, will contribute to this field of research. This prolonged immersion is a hallmark of powerful preparation programs (Darling-Hammond, 2006; Darling-Hammond, 2010); UTRPP infuses it with emerging, research-based strategies for practice-based learning.

Researchers identified core practices (e.g., Ball & Forzani, 2009; Grossman, 2011; Kazemi, Lampert, & Franke, 2009; Lampert & Graziani, 2009; McDonald, Kazemi, & Kavanagh, 2013; Windschitl, Thompson, & Braaten, 2011) and utilized the pedagogical practices of representations (different ways practice is represented), decompositions (breaking down

practices into component parts), and approximations (opportunities to practice in near proximity to the professional environment) (Grossman, Hammerness & McDonald, 2009), along with conceptions of quality (Moss, 2011) to scaffold residents' complex enactment of these teaching practices (Lampert et al., 2013). Shulman (1986) labeled this Pedagogical Content Knowledge (PCK), and Ball, Thames, and Phelps (2008) express that research on PCK demonstrates that an orientation to content best determines how a teacher will teach the content. The link between coursework learning of core practices and coinciding fieldwork is strengthened by UTRPP's innovative use of content coaches. Research stemming from UTRPP (Gelfuso & Dennis, 2013) indicates that coaches provide expert guidance (Darling-Hammond, 2010) that support residents' development of adaptive expertise (Hammerness et al., 2005), and their complex enactment of those practices (Lampert et al., 2013). Given the initial findings, HCPS believes the implementation of content coaching has the potential to offset the findings from the BTR study in which graduates were initially less effective instructors of content.

With a goal of job-embedded PD, UTRPP strives to develop teachers as leaders within the school context, and principals as instructional leaders who support both teachers and residents as they develop. Teacher leadership recognizes and capitalizes on the expertise from inside the walls of the classroom. Teacher leadership can be a powerful instrument for educational change (Danielson, 2006). This includes principals, who are essential to the work of teacher education (Varrati, Levine, & Turner, 2009), and who are the catalyst for developing teacher capacity. Involving each member of the school community leads to a learning process that supports all stakeholders as they develop skills and support student learning. This requires understanding the nuanced contexts of each school in which all partners share the same goals for improvement.

Although practice-based teacher education is at the heart of UTRPP, HCPS recognizes this

focus alone will not remedy alarming disparities in academic achievement and lack of equitable learning opportunities. Children living in poverty and children from minority backgrounds do not receive the same opportunities to learn as children from more affluent backgrounds (e.g. see Darling-Hammond, 2010; Aud, Fox, & KewalRamani, 2010). Teacher education consistently leaves novice teachers unprepared to meet the needs of diverse socio-economic children (Helfeldt, Capraro, Capraro, Foster, & Carter, 2009; Haberman, 1996). UTRPP's practice-based approach is guided by a vision of equitable education. UTRPP promotes a place-conscious stance toward a practice-based model of teacher education, and provides residents and teachers with frequent opportunities to inquire into the unique places in which learning occurs in the school community. Stakeholders consider multiple learning contexts (Matsko & Hammerness, 2013) and the impact they have upon the learning process.

B. Quality of Project Design

(1) Clarity and coherence of project goals

The 3 broad goals framing UTRPP are supported by the four objectives (below). Short, medium-, and long-term outcomes are demonstrated in the Logic Model (Appendix D). Integrated university coursework and clinical experiences, content-focused coaching, differentiated PD, self-inquiry, and inclusive practices will impact all 3 goals. Additional activities, comprised of the preparation-to-practice pipeline and the Teacher Leader Certificate for CTs, are designed to achieve Goal 2.

Goal 1: Increase the effectiveness of teachers serving low-income, high-need students.	
Objectives	Performance Measures
1.1 Increase the effectiveness of early-career and experienced teachers serving 6 schools with significant concentrations of low-income, high-need students by providing high-quality undergraduate education, PD to all school faculty, and	- UTRPP Residents' effectiveness ratings will outpace those of comparable pre-service teachers on traditional preparation pathways - After being hired as teacher of record in HCPS, former UTRPP Residents' effectiveness ratings will outpace those of other beginning

clinical classroom experience	teachers from traditional preparation pathways - Partnership School teachers', including CTs', effectiveness ratings will maintain or improve each year, compared to their previous ratings
Goal 2: Increase the equitable distribution of effective teachers for low-income, high-need students across schools.	
Objectives	Performance Measures
2.1 Increase the number of effective teachers staffing 6 schools with concentrations of low-income, high-need students by providing high-quality undergraduate education, PD to all school faculty, and clinical classroom experience	- The number of effective teachers in the 6 partnership schools will increase annually, to meet or exceed the district average by the end of the project period
2.2 Increase the retention rates of highly effective teachers in schools with concentrations of low-income, high-need students by providing high-quality undergraduate education, PD to all school faculty, and clinical classroom experience	- 90% of former UTRPP Residents will be placed and remain in HCPS Title I schools for more than 2 years - The retention rates of highly effective CTs and other teachers in the 6 partnership schools will increase annually, to meet or exceed the district average by the end of the project period
Goal 3: Increase the academic achievement of low-income, high-need students.	
Objectives	Performance Measures
3.1 Increase student achievement of low-income, high-need students in the 6 partnership schools by providing high-quality undergraduate education, PD to all school faculty, and clinical classroom experience	- Students taught by former UTRPP residents who are employed by HCPS will demonstrate greater growth each year, when compared to students of other beginning teachers from traditional preparation pathways

In addition to the goals and objectives outlined above, annual reporting will also demonstrate progress on the short- and long-term performance measures that have been established for the i3 Development grants, as outlined in the Notice Inviting Applications.

(2) Project activity plan and identification of potential risks

All UTRPP activities are part of an explicit plan designed to meet the stated goals and objectives. Activities (**bolded**) do not occur in isolation, but overlap and focus on promoting meaningful interaction of the Residents, CTs, USF faculty, and partnership school faculty to promote a culture of learning and shared ownership over goal attainment. Seven activities are ongoing throughout the project, with short to long term outcomes and measures to mark progress

toward goal completion. These activities support the effectiveness of teachers, the equitable distribution of effective teachers and increased student achievement. The evaluation design provides goal attainment coaching through defined, staggered feedback assessments.

The **implementation of integrated university coursework and clinical experiences rooted in data-driven decision-making and innovative technology** is a foundational activity. The intentional integration of coursework and field experience, supported by the quad configuration, is differentiated in application and use of instructional technology to build Residents' effectiveness. Coursework is focused on the K-5 student and developing Residents' understanding of the ways in which assessments are used to make appropriate instructional decisions. CTs work alongside USF faculty to ensure this understanding occurs. Coursework also includes **exposure to inclusive practices and culturally relevant content**. Culturally relevant teachers acknowledge the role that culture plays in learning and use differentiated instruction to tailor instruction based on the unique, diverse characteristics of individual children. The Residents' understandings of culturally relevant pedagogy is developed by asking a series of guiding questions concerning sociocultural context and culturally responsive classrooms. Residents investigate the questions with their school-based partners throughout their program.

Aligning with the clinical experiences, Teaching Rounds will be employed as a strategy to enhance Resident learning. Much like a medical professional who engages in rounds with a supervising doctor, Residents will work with university faculty content experts. **Content focused coaching**, unique to UTRPP, engages USF faculty who teach content area methods courses in an active coaching model. During Teaching Rounds, the Resident and his or her coaches will visit demonstration classrooms of highly effective teachers across partnership schools, glimpsing classrooms demonstrating practices that incorporate innovative use of such

technology as interactive white boards and video recording devices. Residents will then observe exemplary teaching side-by-side with the experts who will highlight best practices, and ask probing questions regarding the content of a lesson or pedagogy employed during its delivery. Following each observation and a debrief session, Residents will reflect on the lessons learned from each visit, making specific plans to incorporate observed strategies and techniques in their own lesson delivery. Content coaching serves as a powerful pedagogical strategy to be used in clinically-centered teacher preparation and is unique in that it integrates previously isolated domains of teacher knowledge and allows for the integration of content and pedagogical learning. Additionally, coaches will plan and co-teach with the Resident and CT, and view and code recorded lessons and debrief with the Resident and CT.

Differentiated teacher PD is another hallmark activity that encompasses all goals in UTRPP. Further supporting the total integration of the program, principals will work with USF faculty to design, plan, and implement data-driven, differentiated PD that supports the needs of all teachers in project schools. In this capacity, principals co-teach with USF faculty in PD and USF coursework. Principals also attend professional conferences, such as the National Association of Professional Development Schools conference, to enhance their understanding of participation in PD, collect ideas for working within their school settings, and build their own capacity as instructional leaders. USF will provide site-based PD both during and after the school day for CTs and faculties as they study their own practice and improve upon their craft. CTs receive specialized PD within the model that includes in-field coaching from USF faculty that focuses on strategies such as: utilizing interpersonal coaching skills to foster peer coaching relationships; facilitating data-based pre- and post-coaching conversations; and developing observation tools aligned with the coaching objective. Support for CTs while they host a full

time Year 2 Resident focuses on developing teacher leadership and PD for student learning.

Within differentiated teacher PD, Residents and teachers benefit from **cultivating practice of self-inquiry**. CTs, University faculty, teachers, and administrators will not only model the inquiry stance by engaging in the practice themselves, but also by assisting Residents to identify and collect data about a problem or question regarding their practice and model the analysis of such data. CTs and USF faculty will mentor school faculty through inquiry. Cultivating a practice of self-inquiry across all program sites will foster a student-centered culture.

CTs will also be given the opportunity to earn a **Teacher Leader Certificate**. A **Teacher Leadership Academy** model, aligned with the National Teacher Leadership Standards, was started as a pilot at one partnership school in 2013. UTRPP will scale out the Academy to all partnership sites. The Academy will develop teacher leaders who are able to systematically study their own practice, effectively coach other teachers and pre-service teachers, facilitate meaningful job-embedded PD, and become a facilitator of change for the improvement of student learning. The PD is offered with collaboration between the school principal, a USF College of Education (USFCOE) Professor-in-Residence, a cadre of each partnership school's CTs, resource teachers, and instructional coaches enrolled in the USFCOE's Teacher Leadership Certificate program. The courses are taught on-site at the partnership schools. CTs who earn a Teacher Leader Certificate will be provided a variety of opportunities at their site.

The journey from residency to effective teaching is provided through the **Preparation-to-Practice Pipeline** and structures the experiences for the Residents. Field experiences are carefully scaffolded. Starting in the junior year of college, Residents spend from 3-4 hours per day, 4 days per week in the classroom, extending to 4+ hours per day in second semester followed by an intensive summer residency of 3 days per week all day. Year 2 Residents are

with their CT full-time, from pre-planning until the end of the year. Residents will be assessed on completion of critical tasks, which are aligned with Florida Educator Accomplished Practices, Reading Competencies and ESOL Standards. Successful completion of critical tasks triggers movement through the pipeline. Additionally, each Year 2 Resident will engage in a cycle of the HCPS teacher observation process which utilizes a Charlotte Danielson-based observation rubric. The preparation-to-practice pipeline concludes with a commitment contract from HCPS, with priority hiring status as a teacher of record in a high-need school upon graduation.

UTRPP recognizes risks that could waylay goal attainment. However, USF and HCPS have collaborated to use resources to mitigate these risks. Enrollment is one concern. UTRPP is one pathway option to obtaining a degree in elementary education, and requires a deeper commitment than the traditional pathway, recruiting students can be a challenge. Currently, USF is able to offer the program to undergraduate students based on enrolling a cohort of 35 students annually. Should the number of applicants decline, it would mean a shift in resources away from UTRPP. In order to mitigate this risk, USF has increased recruiting efforts both when students enter the university their freshman year, and when they attend college-wide orientations. A new strategy will be the offer of a commitment letter for priority hiring status at a high-need HCPS school. An employment advantage may be an appealing option.

A second concern revolves around teacher turnover. As is the case across the nation, teacher turnover is higher in urban contexts; this is true in UTRPP schools as well. Therefore, there has been a decline in the number of CTs each year UTRPP has been in existence. Because CTs receive vouchers that are good towards graduate-level credits at USF, and because UTRPP will move the Teacher Leader Academy to the school sites, more teachers are opting to stay at UTRPP schools. The continued growth of the Teacher Leader Academy, continued PD that

supports teachers' identified instructional needs, and the development of Residents into potential colleagues will continue to encourage teachers to remain in these hard-to-staff schools.

Finally, challenges of university structures also pose a risk to the implementation of UTRPP. The university semester system operates on a different calendar than the school district, which often presents a problem in terms of having Residents maintain a constant presence in UTRPP schools. Additionally, the university semester system requires faculty to complete coursework within 16 weeks, rather than extending it across the school year to foster deeper understanding of content and pedagogy. These challenges are mitigated by working closely with semester faculty to integrate course expectations and assignments, and to direct courses based on agreed upon goals that are designed to support Resident, CT, and student learning. Data collection and analysis a strong component of the project and will act as an identifier of potential risks to project success. Quarterly review of data and analysis by the evaluator and the UTRPP Advisory Board will alert project management of potential risks to goal attainment.

C. Quality of the Management Plan and Personnel

(1) Key responsibilities and objectives, timeline and performance metrics

The UTRPP will be led by highly qualified personnel from HCPS and USF, utilizing a management plan that incorporates regular feedback mechanisms to monitor progress and encourage a cohesive leadership group. A description of the project management timeline related to UTRPP is tabled below. All UTRPP activities are ongoing. The timeline below indicates the quarter in which a milestone for that activity will be reached.

UTRPP Project Management Timeline																							
KEY: PrD-Project Directors; DS-District-level Staff (Assistant Superintendents, Supervisors, etc); PM-Program Managers; UP-UTRPP Personnel (School Administration and USF Staff)																							
	14-15				15-16				16-17				17-18				18-19				Lead	Progress Assessment	
	Qtr				Qtr				Qtr				Qtr				Qtr						
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
Content Coaching										Objective: 1, 2.1, 3													
Content-oriented formative feedback mechanism for improved UTRPP Resident (Res) teaching	X	X			X	X	X		X	X	X		X	X	X		X	X	X		X	PrD UP PM	Formative evaluation feedback ratings Pre- and post-assessments of content knowledge
UTRPP Res effectiveness ratings will outpace those of comparable pre-service teachers on traditional preparation pathway								X				X				X				X	PrD DS UP PM	Teacher Effectiveness (TE) ratings	
Increase achievement and TE in 6 Title I schools							X				X				X				X		PrD DS PM	School-level standardized assessment results School-level TE ratings	
Integrated university coursework and clinical experiences										Objective:1, 2.1, 3													
Directly applicable and authentic educational training experience for Res	X				X	X			X	X			X	X			X	X			X	PrD UP	Surveys and Interviews/Focus Groups with UTRPP Res and other pre-service teachers on traditional preparation pathway
Increase student achievement, particularly for low-income/high-need students						X				X				X				X			X	PrD DS	Standardized assessment results
Reduce the achievement gap						X				X				X				X			X	PrD DS	Standardized assessment results
Differentiated teacher Professional Development										Objective:1, 2.1, 2.2, 3													
Discipline-specific and cross-disciplinary PD opportunities for UTRPP Res and Partnership	X				X	X			X	X			X	X			X				X	PrD UP	Surveys of / Interviews with UTRPP Res, other pre-service teachers

UTRPP will feature co-**Project Directors**, and grant-funded program managers to accommodate the magnitude of the project. Debbie Mills, *HCPS Elementary Generalist*, will represent HCPS as Project Director. Her elementary level knowledge will make a significant impact on the implementation of UTRPP. She will focus on positioning Residents at project schools with experienced and exceptional CTs, working with the principals at each school to ensure that Residents are being utilized properly, and offering support. Danielle V. Dennis, Ph.D., *Associate Professor of Literacy Studies at USF's Department of Teaching and Learning*, will represent USF as Project Director. She will bring a wealth of knowledge of the intricacies of resident programs and their roles in HCPS. She will assist Mrs. Mills with all aforementioned responsibilities, while fusing content-rich and pedagogical-focused PD in multi-modal formats. The co-Project Directors will work on the logistics of offering training on a scale such as is seen in UTRPP, giving consideration to schedules and personnel needs. Finally, they will also oversee the UTRPP Advisory Board and manage the budget.

Two **program managers** with knowledge of elementary learning, human resources, and teacher observation and evaluation instruments will be utilized in UTRPP as well. These individuals will assist with conducting full observation cycles on the 243 Residents who will take part in UTRPP, providing support and guidance to Residents and CTs in the process.

HCPS will employ myriad strategies for data collection and analysis to pore over each facet of UTRPP, assessing its progress and identifying gaps using associated metrics. If gaps are identified, project personnel will outline a plan and make adjustments. Using HCPS institutional data, evaluation will occur of: Residents' effectiveness ratings; comparisons of Residents' and traditional pre-service teachers' effectiveness ratings; and student performance, especially that of major subgroups. Surveys, interviews, and site visits will assess participants' view of the

program's imparted knowledge of teaching strategies and impact on their effectiveness as well as ways to improve. The management structure will facilitate this data analysis, enhancing capacity for analyzing data and utilizing varied perspectives on data meaning and use.

(2) Commitment of partners and stakeholders

There is a history of strong collaboration between HCPS and USF which provides ample evidence of their commitment to projects such as UTRPP. They have established the Tampa Bay Educational Partnership, a formalized partnership which has extended the collaboration between the district and USFCOE to now include colleges across the university system. Additionally, the district and USFCOE have Memoranda of Understanding (MOU) with each of the 6 UTRPP partnership schools outlining each entity's commitment to collaboration, research, PD, and support of Residents. These MOUs have been in existence since 2009 and are renewed for 2-year periods to ensure work sustainability. Site administrators at the partnership schools demonstrate a firm commitment to UTRPP by working collaboratively to establish yearly action plans and helping residents integrate into the school community. Additionally, principals, Residents, and their CTs serve on the UTRPP Advisory Board and attend monthly meetings to discuss needed course corrections. Residents are also granted the opportunity to participate in district-sponsored PD to further build content knowledge and pedagogy. Further commitment is demonstrated by the establishment of Partnership Resource Teacher positions which are funded between the 2 entities and designed to provide direct supervision of the Residents.

(3) Adequacy of procedures for ensuring feedback and continuous improvement.

As a result of HCPS' high-quality management plan, the proposed program will allow for adjustments and revisions during implementation. Thus, the district is proposing a clear and systematic approach to continuously improve its management and implementation. UTRPP

proposes a rigorous process framed by the **Plan-Do-Check-Act (Deming) Cycle** as its explicit strategy for ensuring ongoing monitoring and revisions that will result in goal attainment and overall project success. This quality continuous improvement cycle allows for development of the project to occur incrementally, allows for pulse checks to take place in order to make necessary adjustments, and incorporates cyclical retesting, prior to moving forward with a “polished solution.” The cycle of improvement used will be strengthened through the ongoing inclusion of all stakeholders and the multitude of avenues for gathering follow-up, programmatic, and/or service delivery data.

To engage key stakeholders, the project will utilize the UTRPP Advisory Board to continually provide input into the project. The Advisory Board is comprised of the co-Project Directors, program managers, USF faculty, administrators from the partnership schools, and CTs. The Advisory Board will meet at least monthly, playing an active role in the continuous improvement process. Meetings may involve the need to create special focus groups or subcommittees to tackle programmatic adjustments as needed. Residents, CTs, faculty, and principals complete bi-annual surveys related to their UTRPP experience, as well as coming together for interviews and focus groups to gather further qualitative data. This data informs adjustments for the next cadre of Residents entering the program. Additionally, all Year 2 Residents will be observed by USF faculty and program managers who are certified in the use of the Danielson-based teacher observation rubric to evaluate effective use of strategies and best practices. Observation data will help program personnel identify trends across Resident cadres and adjust programmatic aspects in order to address identified deficits. Additionally, it will help HCPS identify Residents for potential employment at a high-need site in the district upon graduation. By identifying each Resident’s strengths and areas for development, HCPS

personnel can make informed recommendations to principals regarding the match of a particular Resident to a school site. Student achievement data for educators at the partnership schools will also be examined to determine positive impacts on teacher effectiveness and student success.

Another critical point to the success of the UTRPP is the extent to which the implementation of the project adheres to the program's design. With the support of the external evaluation team, UTRPP personnel will assess implementation fidelity along 5 dimensions—adherence, exposure, quality of delivery, participant responsiveness, and program differentiation. Project and evaluation staff will work collaboratively to establish fidelity criteria, identify rigorous measurement tools, and assess their reliability and validity. Notably, in order to document and track key project activities and assessments, project and evaluation staff will use the online project management software, *Smartsheet*. This platform allows those responsible for implementation and evaluation to share Resident information and upload relevant documents.

(4) Project directors' experience managing projects of similar size and scope

Since UTRPP is a joint initiative, HCPS will utilize a co-Project Director structure in its implementation. Duties will be shared between an *Associate Professor at USF in the College of Education*, Dr. Danielle Dennis, and *HCPS Elementary Generalist*, Debbie Mills. Both Ms. Mills and Dr. Dennis have experience managing programs and project of similar size and scope. Dr. Dennis, in addition to serving as an associate professor and coordinator of the current iteration of UTRPP at USF, chairs the USF Teacher Education Policy Group and served in 2005-2007 as the project manager for the Tennessee Teacher Quality Grant at the University of Tennessee. Thus, she is familiar with the responsibilities associated with implementing a large-scale project, engaging and sustaining relationships with key project stakeholders, and the required monitoring and reporting associated with such initiatives. Equally well-suited to co-

manage the project, Ms. Mills currently serves as an *HCPS Elementary School Generalist*, which is a supervisory, district-level position. She is responsible for 23 elementary schools, 6 of which are the partnership schools served in the proposed project. During her tenure as generalist, she has been responsible for the oversight and daily operation of the elementary school curriculum and working with related instructional leaders. Ms. Mills has experience in improving instructional design and delivery in elementary schools by formulating countywide policy and procedures regarding instructional programs. She routinely provides district-wide PD workshops to assist appropriate instructional staff in updating their skills and knowledge base.

D. Quality of Project Evaluation

(1) Clarity and importance of the key questions, and appropriateness of methods

Guided by desired outcomes and performance measures, the evaluation of UTRPP will gauge the success of grant-supported activities through process, formative, and summative evaluation activities. Specific evaluation questions aligned with the project's goals include:

1) *What impact does UTRPP have on Residents' effectiveness ratings?* Residents' effectiveness will be assessed using HCPS institutional data aggregated at the appropriate level for program evaluation activities. The project's longitudinal nature allows for analysis using growth curve modeling.

2) *How do Residents' ratings compare to those of traditional pre-service teachers?* The evaluation team will compare Residents' and traditional pre-service teachers' effectiveness ratings using institutional data. Comparable pre-service teachers teaching in similar grade levels and schools as UTRPP Residents will be identified.

3) *How does the achievement of elementary students instructed by Residents compare to that of students instructed by traditional pre-service teachers?* Institutional data for students,

including demographics, attendance, and discipline and student outcome measures such as course performance and standardized assessment measures will be used to answer this question.

All analyses will be carried out examining major sub-groups of interest, including student race/ethnicity and eligibility for free/reduced price meals (FRPM).

4) What aspect of UTRPP do Residents believe has the greatest impact on their effectiveness?

Multiple data collection strategies, including a Resident survey, site visits, and interviews will be used to collect data on Residents' knowledge of the strategies and information learned, implementation of learned materials and strategies, impressions of the impact of the residency program on their effectiveness, and ways to improve the residency program.

5) What impact does the PD have on Residents' and HCPS teachers' instructional planning and effectiveness?

Residents and HCPS teachers will be surveyed to determine their level of knowledge regarding strategies and information delivered via PD. Interviews with teachers will also be conducted to explore their PD experiences.

(2) Clear and credible analysis plan

A semi-natural (Rosenzweig & Wolpin, 2000), quasi-experimental propensity-match design will be used to collect data on 2 cohorts of teacher residents ($n = 35$) and non-participating traditional pre-service teachers ($n = 35$). Propensity-matching will be conducted at the resident/pre-service teacher level using college admission criteria (e.g. SAT/ACT, high school GPA) and college-level covariates (e.g. time-enrolled, college GPA), with baseline equivalence established using student achievement measures from time periods prior to exposure to their respective teachers. Resident teachers will be matched twice during their progression—first when they are student-teaching and again during their first year of employment with HCPS—to ensure that they have a matched comparison employed within HCPS (as some non-resident USF

students may attain teaching positions in other districts). Through the identification of residency applicants denied entry, an estimate of the selection bias stemming from differential motivation levels among students willing to engage in the application process will be obtained (Shadish, Cook & Campbell, 2002). The table below outlines the cohorts, treatment groups, and teacher career progressions during the project by project year.

Cohort	Treatment (Project Year 1)	PY2	PY3	PY4	PY5
1	Resident	Student-Teacher (ST)	Yr 1	Yr 2	Yr 3
	Non-Resident Applicant	Student-Teacher (ST)	Yr 1	Yr 2	Yr 3
	Non-Resident, Non-Applicant	Student-Teacher (ST)	Yr 1	Yr 2	Yr 3
2		Resident	ST	Yr 1	Yr 2
		Non-Resident Applicant	ST	Yr 1	Yr 2
		Non-Resident Non Applicant	ST	Yr 1	Yr 2

Multilevel models will be used to account for the clustering of students within teachers and to control for pre-existing teacher and student differences. Analyses will include longitudinal growth models to study the amount of change across teachers' careers, as well as a comparison of student achievement across teachers in the various treatment groups. Minimum Detectable Effect Size (MDES) calculations for the cross-sectional analyses were adapted from Optimal Design software (Raudenbush, 2011) by employing conservative design assumptions: a) 25 students in each teacher's class (OECD, 2009); b) an upper bound intra-class correlation (ICC) value of 0.20 (Hedges & Hedberg 2007; Konstantopolous & Hedges, 2008); and c) no variance explained by teacher-level covariates (e.g. mean student pre-test measures or percent of FRPM; Schochet, 2005). Given these parameters, and a total of 70 teachers, an approximate MDES of 0.33 is expected for a cohort within any given project year.

To determine the impact on participants' effectiveness and the distribution of effectiveness across HCPS schools, evaluators will examine the Value-Added Model (VAM) score portion of teachers' effectiveness evaluations. VAM scores for Residents and comparison groups will be compared to determine whether program participants exhibit differential levels of effectiveness.

Further, school-level VAM scores will also be assessed across the life of the project to determine whether the placement of Residents in high-need schools ultimately leads to more equitably distributed teacher effectiveness across HCPS.

(3) Key components and outcomes of the project

Details regarding the key components and outcomes of the project, including how they will be assessed, are provided in sections D1 and D2. Likewise, details on the implementation methods are provided in Section C. Fidelity of implementation of all components, including integration of university coursework with clinical experiences, content-focused coaching, differentiated PD, and Teacher Leader Certification will be measured along 5 dimensions—adherence, exposure, quality of delivery, participant responsiveness, and program differentiation—using evaluator-developed tools.

(4) Sufficient resources dedicated to carry out the project evaluation effectively

An external evaluation will be conducted by Bellwether Consulting, LLC. Two Bellwether Research Partners, Monifa Green Beverly, Ph.D. and Jason Schoeneberger, Ph.D., will serve as co-investigators. The Bellwether team has extensive experience in data collection, management, manipulation, and analysis using large, urban district data systems, including, but not limited to, HCPS' data system. The team is well-versed in growth modeling, multilevel modeling, and propensity score modeling. They also possess a wealth of experience utilizing qualitative data collection methods, as well as the analysis of data generated by these methods utilizing the latest qualitative data analysis software packages, (i.e. Nvivo and ATLAS.ti). Resources are allocated to ensure the evaluation will be carried out effectively. As is customary for evaluations of this scope, 10% of the total award amount is designated to the evaluation costs annually, for an annual overall evaluation cost of \$60,000 per project year (\$300,000/5 years).

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