
INTRODUCTION

National-Louis University's (NLU) Institute for Urban Education, in partnership with the Academy for Urban School Leadership (AUSL) and Chicago Public Schools (CPS), respectfully requests \$16.6 million over five years through the *Teacher Quality Partnership (TQP) Grant Program* to expand and improve their proven urban teacher residency program. This investment will dramatically boost student achievement in the most challenging public schools in Chicago, and provide a model that holds the potential to change how universities, school districts and school management organizations work together to improve outcomes in the teaching profession.

This strong partnership (henceforth referred to as AUSL/NLU) will accomplish these goals through innovations in the recruitment, preparation, and retention of highly-qualified pre-service and in-service candidates, with an emphasis on introducing underrepresented groups and career professionals into the teaching force. To achieve these innovations, AUSL/NLU is responding to each of the following TQP priorities:

- ***Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching Residency Programs.***
- ***Competitive Preference Priority 1: Student Achievement and Continuous Program Improvement.***
- ***Competitive Preference Priority 2: Partnership Grants for the Development of Leadership Programs.***
- ***Competitive Preference Priority 3: Rigorous Selection Process.***
- ***Competitive Preference Priority 4: Broad-based Partners.***

AUSL/NLU is an exceptional urban teacher residency model because it is: based on sound research and practices; a rigorous model that has demonstrably yielded highly-qualified

teachers and improved practices among pre-service candidates; rooted in solid collaborations that span nine years and has graduated 278 Master’s degree teachers); and designed to be both sustainable and nationally replicable. Above all, AUSL/NLU is a model designed to improve the academic achievement of CPS’ most vulnerable students.

Through this grant, AUSL/NLU will further improve student achievement in Chicago by expanding the number of well-qualified and diverse teachers this program can provide to CPS, and by improving the residency program to better prepare teachers for their challenging work in chronically-failing schools. Thus, this project has five key goals tied to TQP priorities:

Goal 1: Expand number of AUSL/MAT graduates to serve CPS.

Goal 2: More disciplined and consistent use of student achievement data to improve teacher preparation.

Goal 3: Develop and implement a career ladder for graduates to become school leaders.

Goal 4: Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas.

Goal 5: Expand network of potential partners to provide high quality school-based services to CPS students.

SIGNIFICANCE

NEEDS ASSESSMENT

1. Needs for Chicago Public Schools

CPS urgently needs more well-prepared teachers to close the achievement gap that persists in high-poverty schools. CPS is the third largest school district in the U.S. with 407,955 students, 23,727 teachers and over 650 schools (2008-09). According to the 2007 U.S. Census (17), Chicago has a 26.9% poverty rate for school-aged children, higher than New York (26.6%) and

Los Angeles (23.1%) and much higher than the Illinois state average of 15.1%. The schools to be supported by AUSL/NLU are over 95% African-American and 95% receive a free or reduced lunch.

Although CPS has made progress over the last few years, many of its schools remain low-performing, particularly in high-poverty areas. According to CPS (3), in 2009, 248 schools were on probation (less than 50% of students meet state proficiency standards) with 90% of these schools serving predominantly low-income students. While there are numerous socio-economic factors at play, the fact remains that CPS students are not receiving adequate preparation, a problem that can be traced back to two important factors: 1) teachers are not sufficiently prepared to meet the unique challenges of urban education, and 2) new teachers do not receive the support necessary to keep them in the teaching profession.

Many traditional teacher training programs and alternative certification programs do not provide the practical foundations specific to teaching in high-poverty, urban schools. Most of these programs have as little as 4-12 weeks of student teaching, often with a cooperating teacher who is not trained to effectively mentor a new student teacher. According to Linda Darling-Hammond (8) of Stanford University, "the teacher residency model holds particular promise for addressing the problems of teacher preparation, recruitment, and retention for high-need districts--and may constitute one of the most important reforms of teacher education." AUSL/NLU created the first teacher residency program in the country and, through additional funding, is poised to greatly expand and improve upon its model.

Teacher attrition and the too-high percentage of under-qualified teachers teaching in high-need schools are two problems that continue to hinder the progress of CPS. According to Allensworth et. Al (2), over 25% of CPS teachers in high-poverty schools leave every year. A

study from the Massachusetts Teachers Association (12) shows teachers leave the profession because they do not feel prepared for the challenges nor supported by the administration. According to CPS (3), 4% of its teachers are teaching out of field or on waivers of State certification. This is well over the 1.5% standard to be considered a high percentage of teachers with emergency, provisional or temporary certification. These challenges are even greater in high-poverty, low-performing schools and, as a result, many Chicago public schools are not giving their students the education they deserve.

2. Needs for AUSL/NLU

The partnership needs to improve the overall effectiveness of its urban teacher residency to ensure success as the program grows. While much of the success of the current AUSL/NLU program is attributed to the careful alignment and strong working partnership (including great support from CPS), extensive work is needed to strengthen the causal relationship between teacher preparation and student achievement. Specifically, we need to address: 1) the traditional disconnect between student achievement, teacher effectiveness and university preparation; 2) the informal, subjective selection of future school leaders; and 3) the dearth of highly qualified, effective teachers who look like the students they teach.

Information Sharing. The AUSL system of quantitative and qualitative feedback on teacher effectiveness is still in the early stages of launch, but is beginning to be utilized by mentor teachers, induction coaches, and curriculum coaches. Such feedback will provide teachers an opportunity to reflect on their teaching, to confirm successes and make adjustments to less successful lessons and methods. While we are making progress in this area, we have nevertheless found this initiative to be inadequately aligned with the candidate assessment system that is used by NLU professors to inform the design and teaching of the courses. Through additional funding,

AUSL/NLU seeks to close this gap by linking the feedback loop directly to student achievement and teacher effectiveness measures, to provide a better articulated approach across the partnership to the residents' teacher preparation coursework. This work shows promise for the development of a student achievement-based assessment system that will inform teacher preparation more broadly.

Consistency of Methodology. AUSL/NLU recognizes that university coursework, clinical experience during the residency year, and post-graduate induction services cannot exist independently. Through additional funding, AUSL/NLU seeks to strengthen the organizational integrity of its residency program through a shared framework and common language to better link coursework with clinical experience and induction. Substantial collaborations between NLU faculty and AUSL mentor resident coaches and induction coaches are keys to achieving complete integration. The project team will use the research-proven Danielson Framework (4) as the primary link to tie all aspects of the residency program (Project Design).

Leadership Career Ladder. Currently many of our graduates possess the necessary leadership skills to impact whole-school change, yet there is no clearly-defined leadership track to become teacher leaders or school principals. Through funding, AUSL/NLU seeks to improve the rigor of this process and create a cohort-based career ladder to transition teachers into mentor teachers, induction coaches, mentor resident coaches, and school principals. Currently, 14 AUSL/NLU graduates are mentor teachers, and five more are principals or assistant principals. With funding, AUSL/NLU expects to increase the number of its graduates who become principals and teacher leaders to help CPS transform failing schools.

Recruitment of Highly Qualified Candidates from Underrepresented Populations. According to a report published by the Education Commission of the States entitled *Recruiting*

Teachers of Color: A Program Overview (5), the most significant rationale for a more diverse teacher workforce for urban high-need districts is the need for “cultural brokers.” According to the report, cultural brokers are found in teachers representative of the student body in terms of ethnic, cultural or linguistic background who help not only students navigate the system, but their families as well. The document also states that higher rates of absenteeism among students from predominately non-white schools are observed when there is a lack of teachers of color, along with a higher rate of students placed in special education.

Since 2003, AUSL/NLU has maintained a graduating class of 52% non-white residents, but only 47% in the last 2 years. Since over 98% of the students in high-need CPS schools are African American or Latino, AUSL/NLU seeks to increase the percentage of non-white residents. Additionally, AUSL struggles to find enough qualified math and science candidates, particularly at the secondary level. With funding, AUSL/NLU will strengthen our recruitment and admissions processes to improve our pool of high quality, diverse candidates, particularly in high-need subject areas.

PRODUCING HIGH-QUALITY TEACHERS FOR HIGH-NEED SCHOOLS

Because AUSL/NLU is an *established* residency program, our current approach and capacity to train teachers is summarized here and detailed in the project design narrative.

The Residency Model. AUSL was founded in 2001 to create the first urban teacher residency (UTR) with NLU, modeled after the medical residency, which pairs theory and practice in an intense learning environment. Residents complete the bulk of their university coursework full-time in the summer plus one day per week during the academic year. During the school year, residents are paired with a mentor teacher (like an attending doctor) at one of 7 training sites – each of which is a high-needs CPS school. For 4 days of the week they observe (and later teach

in) a real CPS classroom with a specially-trained and selected mentor teacher. When residents graduate, they have completed a full year of student teaching, earned a Master's, and teaching certification.

Capacity to Provide High Quality Teachers. CPS has been a partner and champion of the AUSL/NLU residency program since its inception: 278 AUSL/NLU graduates have taught in CPS schools and over 87% were still in CPS after three years. Since 2001, the residency has grown to a network of 6 teaching academies (with a new school about to launch). AUSL/NLU currently has the capacity to train 50-60 residents each year with the ability to scale up to 90 per year with funding.

Partnering with CPS to Maximize Return on Residency Investment. We have learned that the strategic placement of residency graduates is a critical element of the program's success. For the first several years of the program, AUSL/NLU graduates were placed in a wide variety of CPS schools based on hiring openings. As a result, many early graduates were in schools where the administrative team's philosophy did not align with that of the AUSL/NLU preparation program, and our induction coaching efforts were usually separate from the priorities of the new teacher's school team.

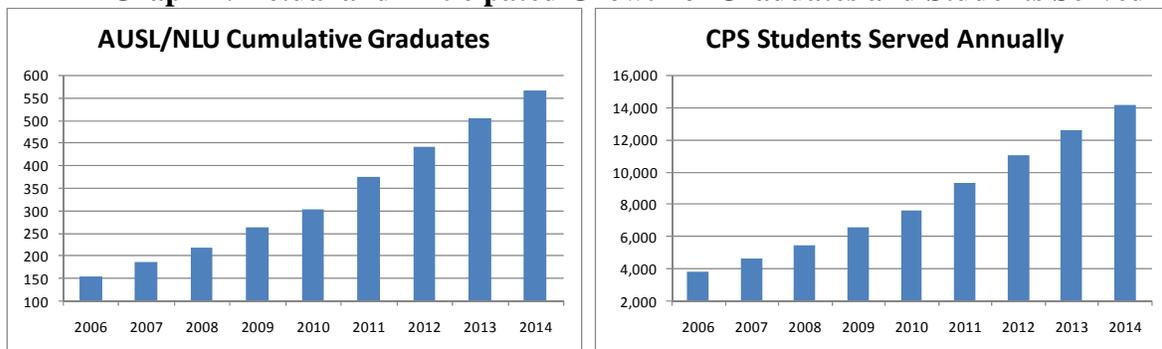
Beginning in 2006, AUSL partnered with CPS to identify and take over management of "turnaround schools" – schools that warranted reconstitution under "No Child Left Behind" due to years (in some cases decades) of poor performance. In these cases, CPS initiates a whole-school transformation that starts with dismissing the entire school staff, and then turning the school over to AUSL to manage. This provides an opportunity for AUSL to place a significant portion of the turnaround school staff all at once, which fits with the strategy of placing a cohort of 7-15 (depending on school size) AUSL/NLU residency graduates for continued group learning,

coaching, and support. Further, this ensures the residency investment is focused on the highest-needs students since only the lowest-performing schools warrant turnaround. Finally, the opportunity to hire AUSL/NLU graduates into an AUSL-managed school increases the likelihood of the residency graduates’ long-term success (See Project Design).

ANTICIPATED OUTCOMES

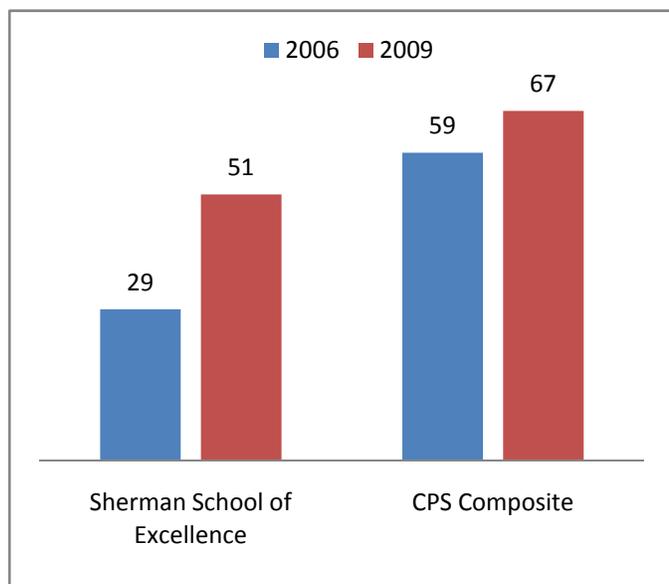
With over 250 AUSL/NLU graduates now in CPS schools, the program has made a meaningful difference in the district. But the need for better-trained teachers is still high. If funded, by Year 5, AUSL/NLU will have graduated 416 new teachers (over 600 cumulative) serving over 14,000 students annually in the most troubled neighborhoods in Chicago.

Graph 1: Actual and Anticipated Growth of Graduates and Students Served



We do not yet have the detailed, teacher-by-teacher analysis of residency graduate effectiveness (to be addressed with funding from TQP grant). However, early results achieved at our first turnaround schools point to the effectiveness of the model. In 2006, CPS turned over

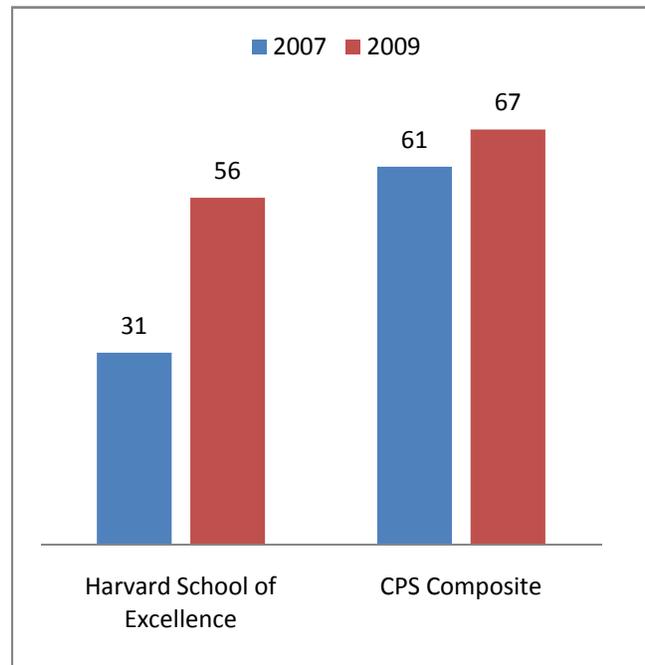
Graph 2: ISAT Scores by Percentage of Students Meeting Expectations



the management of one of its highest need schools to AUSL, The Sherman School of Excellence. Sherman is a high mobility, high poverty (94%) elementary school in the Englewood neighborhood on Chicago’s south side. In the spring of 2006, just prior to when AUSL took over management of Sherman, only 28.9 %

of students met the state standard on the Illinois Student Achievement Test (ISAT). As the chart demonstrates, Sherman experienced a 22 point increase in ISAT scores compared to an eight point increase in CPS ISAT scores. Almost 55% of new classroom teachers placed in Sherman were AUSL graduates.

Graph 3: ISAT Scores by Percentage of Students Meeting Expectations



CPS turned over the Harvard School of Excellence to AUSL as the

second turnaround school in CPS. AUSL selected for Harvard’s principal a graduate of AUSL/NLU’s first class of residents in 2003. Since the turnaround, almost 70% of classroom teachers placed in Harvard are AUSL/NLU graduates. During the three-year span, Harvard experienced a 25 point increase in students meeting/exceeding state standards on the Illinois Standard Achievement Test (ISAT) compared to a 6 point increase in ISAT scores for CPS overall. Since then, AUSL has received approval from CPS to manage 5 other elementary schools and 1 high school, each of which has a strong cohort of residency graduates.

Other Current Teacher Preparation and Professional Development (PD) Activities. Both AUSL and NLU maintain teacher preparation and professional development with strong support from government and private funding that support the work of the residency.

Table 1: Other AUSL/NLU Teacher Preparation and Professional Development Programs

Programs	Public / Private Funding Source*
Beginning Teacher Induction Pilot Program <i>Support for teachers in years 1 and 2 of profession</i>	Illinois State Board of Education #09-3982-65-108-5365-51 #09-3982-65-108-0790-51
Content, Context, Culture: Providing Students with Disabilities with a Quality Higher Education <i>Builds NLU's capacity and culture to better serve university students with special needs.</i>	Department of Education #P33A080036
Chicago Literacy Initiative Project <i>Provides PD to CPS elementary teachers in literacy pedagogy and instruction</i>	Chicago Community Trust
High School Matters (subrecipient) <i>Provides PD to CPS high school teachers in preparation for rising freshmen.</i>	GEAR UP/Department of Education #P334A050146
Project ALL <i>Provides PD to CPS high school teachers in literacy pedagogy and instruction</i>	HSBC/NAmerica, Prince Charitable Trust; Peugeot's Children Foundation;
National Board Certification (NBC) /MAEd Scholarship Program <i>Provides scholarships for selected CPS teachers to earn NBC and MAEd</i>	Chicago Public Education Fund Steans Family Foundation
Reading Recovery University Training Center <i>Provides training for teachers to become trained in Reading Recovery across Illinois.</i>	Illinois State Board of Education #09-3720-65-108-53-65-51
12 Month Residency	Title II Funding Funds for Innovation in Education/DOE Arie and Ida Crown Memorial Motorola Foundation
High school residents	Bill and Melinda Gates Foundation
Elementary residents	Michael and Susan Dell Foundation
General Operating	New Schools Venture Fund Bill and Melinda Gates Foundation Chicago Community Trust
Curriculum Coaching	The Boeing Company
After School Programs	Pritzker Traubert Foundation Numerous individual donors

COMMUNITY COMMITMENT AND SUSTAINABILITY

Community Support. AUSL/NLU's residency program has garnered a considerable amount of attention both locally and nationally as a result of our accomplishments in better-preparing teachers to raise student achievement in Chicago's lowest-performing schools. Parents and community members in our turnaround schools have become our most vocal advocates as they see the impact of better teachers in their school. On a local level, the AUSL/NLU residency program has gained the support of Illinois Governor Pat Quinn, the Illinois State Board of Education, the Illinois Board of Higher Education, the Chicago Public Education Fund, Chicago Community Trust, among others, who are encouraged and supportive about the work AUSL/NLU has completed and what is to come. National supporters include the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, and NewSchools Venture Fund, among others. See letters of support in Appendix D.

Support for the Partnership through Fundraising. In just nine years, AUSL and NLU have received over \$50 million and \$69 million, respectively, in public and private funding. This funding helps pay for AUSL's organizational administration, residency training expenses, special capital improvement projects for some schools, and supplemental after-school programs. At NLU funding supports scholarships for underserved students and urban initiatives among other things. Given the partnership with CPS and our proven ability to raise private funds, this project will be sustainable well beyond the timeline of the TQP grant.

Intended Use of Grant Funds. Grant funding will be used as detailed in the budget and budget narrative to expand and improve the AUSL/NLU urban teacher residency program to provide more well-trained teachers for CPS' toughest schools. The need for these advancements in the program is compelling, especially since AUSL/NLU is Chicago's only, and one of three in

the nation, established residency program with a proven ability to scale quickly and meet the needs of CPS' highest needs students.

QUALITY OF PROJECT DESIGN

As stated earlier, the AUSL/NLU urban teacher residency is already established, however there is a strong, compelling need to expand and improve it, which is only possible through this funding. In describing “the project” here, we will describe how AUSL, NLU and CPS currently operate the program. Then, we will detail how the residency program will be enhanced to further improve student achievement. To this end, The Quality of Project Design is divided into two sections: *I: Current AUSL/NLU Urban Teacher Residency Model*, and *II: Proposed Expansions and Innovations to Teacher Residency*.

I: Current AUSL/NLU Urban Teacher Residency Model

The foundation for our project is a proven urban teacher residency that has already served as a model for others around the U.S. Together, AUSL, NLU and CPS have created a program that is helping improve student achievement in Chicago. The following highlights the AUSL/NLU residency model through subsections: Residency and Induction; Recruitment, Admissions and Placement; and Provisions of Stipends or Salaries and Repayments.

RESIDENCY AND INDUCTION

The AUSL/NLU residency model engages cohorts of new residents in rigorous, graduate-level coursework to earn a Master of Arts degree in Teaching (MAT), while undertaking a guided, twelve-month teaching apprenticeship alongside a trained and experienced mentor teacher. Graduates of the urban teacher residency MAT are then re-grouped into new cohorts and placed in AUSL-managed schools where they receive two years of support through a mandated induction program.

1. Engaging Residents in Rigorous Graduate-Level Course Work

Residency training begins in June with a three-day orientation. Following orientation, residents begin a demanding summer session of coursework, attending classes at NLU from July-August, Monday through Friday, 8 a.m.-3:30 p.m. Residents are placed in one of four cohorts, reflecting either Elementary Education or High School, with either a Middle-level Endorsement (MLE) or a Special Education Approval (SEA). The addition of a MLE or SEA is new for the class of 2010 and reflects the need for quality special education teachers in high poverty Chicago schools where over 13% of students have an Individual Education Plan. A complete list of coursework is listed in Appendix D and illustrates the alignment of cohorts to semester hour requirements and respective coursework titles.

Grouping Residents in Cohorts to Facilitate Professional Collaboration. In addition to the university cohort described above, each resident is also placed in one of 7 training site-specific cohorts for their 12-month guided teaching apprenticeship in order to create a school-based professional learning community.

2. Pairing Residents with Trained and Experienced Mentor

From the first day of the academic school-year at CPS, AUSL/NLU residents are paired with a mentor teacher 4 out of 5 days each week for their 12-month apprenticeship. The program design allows residents to immediately implement what they are learning in the NLU classroom, creating a direct and on-going link between pedagogy and practice. Residents and mentors spend the entire year together, creating a continuous process whereby the mentor contributes to both the coherence of the program and the ultimate growth of the resident(s). The training site curriculum is structured to give residents increased practice teaching alongside mentors. Although residents will assume some teaching responsibility from the start of the school year, the apprenticeship will

involve a structured and supported gradual release of responsibility from the mentor teachers to the teaching resident. This gradual release will include regular, brief periods of lead, independent teaching that build up to a full takeover of at least four weeks. In this way, the resident has the opportunity to practice instructional strategies while having time and support to analyze and modify their practice.



The residency program marries theory and practice in a way unlike most education preparation programs. Each week delivers a specific set of content, graduate degree coursework, and classroom expectations for both residents and mentors (See Table 2 and Mentor-Resident Expectations in Appendix D).

Table 2: Example of the Integration of Pedagogy, Practice and Teacher Mentoring

Wk	Graduate Course Component	Resident Expectations	Mentor Expectations
A	<p>Building Classroom Community & Resident Expectations Read Danielson chapters 1-3, pages 1-43 Preferred Coaching Style: I do, We do, You do, Side by Side, Co-teaching, Independent Practice Danielson Domains: 1B, 2B-C, 3A</p>	<ul style="list-style-type: none"> • Active participation in all aspects of the school day • Guided Observations • Begin managing some transitions • Administer initial student assessments • Fill out class profile • Fill out individual inventory for each student in class • Participate in mentor-resident agreement • Maintain online data sharing 	<ul style="list-style-type: none"> • Create mentor-resident agreement <p>Explicitly model / teach resident:</p> <ul style="list-style-type: none"> • Transitions • Initial student assessments • Community/culture building activities • Using Impact for daily student attendance

Establishing Clear Criteria for Selecting Mentor Teachers. The minimum qualifications necessary for a potential mentor are: Master’s degree and 3 years of teaching experience.

Applicants who are selected as mentors typically possess additional qualifications including

National Board Certification and/or Golden Apple teaching award winner along with definitive experience teaching in high-need schools in urban settings. Additionally, mentors are selected based on proven teaching ability and depth of content knowledge as demonstrated through observations, student achievement data, and ability to use the *Classroom Diagnostic Assessment System*™ [(CDAS™) see *Competitive Preference Priority 1* for details].

The selection process for potential mentors includes: essay and a review of one of their own lessons, coaching scenario reflection, resident video observation, and interview. The hiring team also receives data about the potential mentor from the teacher's current school leadership team. Teachers who are chosen to be mentors receive 5 days of mandatory professional development (PD) to hone their ability to mentor/teach adults prior to the start of the school-year as well as weekly PD during the school-year from the Mentor Resident Coach (MRC).

For their duties as mentors, mentor teachers receive a 20% stipend in addition to their regular salaries and are required to spend up to 2 hours per day working with their resident. During this time mentors and residents conduct joint lesson planning, reflect on the day and review observations and video of the resident.

Mentor Resident Coach. One Mentor Resident Coach (MRC) is placed at each training site and is responsible for supervising the mentors, all residency activities, and facilitating and administering all professional development sessions. MRCs pair mentors and residents based on grade-level, content area, personality and expertise. Residents who are deficient in an area are paired with mentors who are strong in that area. MRCs are responsible for monitoring these crucial relationships. They also create observation tools and deliver bi-monthly professional development to both mentors and residents (separately). (See Observation Tool in Appendix D)

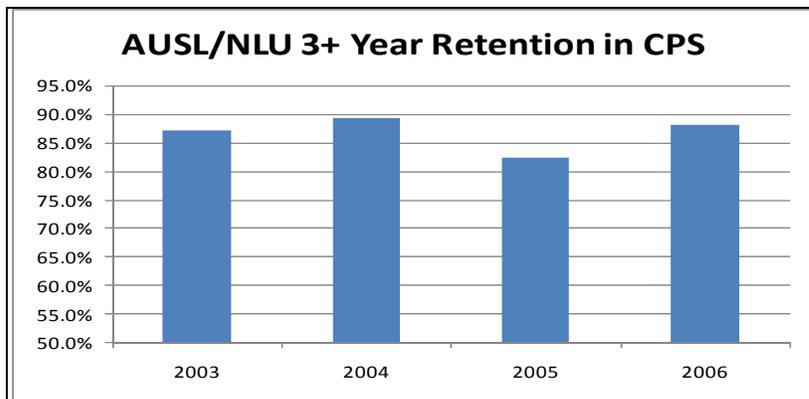
NLU professors, AUSL mentors, CPS principals, and coaches conduct quarterly formative and summative assessments of the residents (see Appendix D). Residents not making progress may be advised to leave the program.

Use of Online Data Sharing. Because of the intensity of the residency program, mentors and residents often do additional work from home. As a result, online data sharing has become a vital part of the residency program. AUSL residents are given an online (Google™) account during orientation. Mentors and residents are required to use the following resources: 1) each mentor-resident pair has a separate Google™ group to track daily observations, feedback and lesson planning; 2) MRCs update schedules and professional development using Google™ calendar; and 3) mentors video tape residents weekly using a Flip camera. Videos are used during reflection periods or uploaded onto a shared video platform.

3. Engaging Residents in a Comprehensive Induction Program

Resident graduates participate in a mandatory, 2-year induction program in cohorts of 10 to 15 people. AUSL/NLU post-graduate support has led to an 87% retention rate after 3 years for all graduates. A 2006 study (2) of 100 high-poverty Chicago schools showed that over 25% of teachers leave every year.

Graph 4: 3+ Year Retention for AUSL/NLU Graduates



Induction Strategies and Activities. Induction strategies and activities involve 1) Signature Strategies, 2) stand alone workshops including a mandatory 5-week summer session prior to the start of school; and 3) on-going coaching. All in-service professional development (PD) is coordinated and conducted by AUSL induction coaches. The AUSL/NLU induction program is aligned with state and local requirements. In fact, this program was recently chosen as a pilot program for the Illinois State Board of Education Beginning Teacher Induction Program. (See Appendix D)

Signature Strategies. Signature Strategies is a toolbox of skills introduced and practiced during residency and reinforced by the coaching team during induction through embedded and customized PD. Signature Strategies were created through research from Robert Marzano, Madeleine Hunter, the Network of Uncommon Schools, Charlotte Danielson, and others. Each strategy has been analyzed, clearly articulated, video-taped and presented online so teachers have immediate access or can review them with coaches during a 1:1 session.

Mandatory PD Sessions. During the academic year, beginning teachers are required to attend monthly PD sessions. Coaches design the workshops based on collective observation and feedback of beginning teachers and their immediate needs. The summer prior to the beginning teachers' first year as teachers of record, the coaching team creates and delivers a 5-week summer PD session for each cohort of new teachers entering the newly assigned turnaround school. This summer session is vital to team building and planning of the schools as leaders and teachers create their new school culture together. Essential PD delivered during the summer includes workshops in literacy instruction, mathematics instruction, and establishment of outstanding classroom management with positive relationships, culture and climate. (See Building Your Classroom in Appendix D)

Coaching and Site Administration. Every beginning teacher is assigned a coach for the duration of the mandatory 2-year induction program. The coaching team has been integrated into each high-need school instructional leadership team, with clear alignment between AUSL training sites and AUSL turnaround schools. Each principal and leader meets regularly with the coach. Induction coaches also work closely with mentor resident coaches in order to tightly link what is learned in the residency to what is practiced during induction.

The coaching team consists of 2 geographical clusters located on the west and south sides of Chicago. The cluster concept allows AUSL/NLU to hire coaches who are experts in specific areas rather than general coaches for each school site. Each cluster includes experts in primary, middle school Math and literacy, Early Childhood Education, High School content areas, etc.

Selection and Preparation of Coaches. AUSL/NLU induction coaches are carefully selected based on their experience, education, and expertise in their content and/or grade-level and are continually assessed. The current coaching team of 14 includes 17 Master's Degrees, 1 Doctorate (and one ABD) and over 100 total years of teaching experience.

RECRUITMENT, ADMISSIONS, AND PLACEMENT

One of the hallmarks of the AUSL/NLU program is the emphasis on and capability to strategically place our residency graduates in CPS turnaround schools. This ensures focus on high-needs students and enables us to place a cohort of graduates together in one school to enhance their early success and enable continued growth. Sadly, there are dozens of schools in CPS that are failing and warrant turnaround. However, our current capacity to meet the full CPS need is limited to our current pace of 50-60 AUSL/NLU residents per year. Our goal is to significantly increase the number of new teachers and strengthen the overall teaching corps in CPS.

1. Recruiting

AUSL/NLU’s current recruiting efforts focus on attracting candidates with strong content knowledge, a record of accomplishment in the field or subject area to be taught, strong verbal and written communication skills, and other attributes linked to effective teaching determined through interviews. Recruiting targets mid-career changers, recent college graduates, and “homegrown” candidates working in the schools and surrounding neighborhoods. Recruiting is led by the Director of Human Resources, Recruitment Manager and Admissions Manager. Recruiting efforts include use of advertising, internet marketing, in-person events (e.g., job fairs) and tapping the AUSL/NLU network for candidates who hear of us by word of mouth. Referrals from the CPS website and current CPS teachers (in and outside AUSL schools) are also meaningful sources of applicants.

Ensuring a Candidate Pool Representative of the Students to be Served. Because children in CPS high-need schools are over 90% minorities, it is a priority for AUSL/NLU to recruit teachers who reflect this diversity. In response, AUSL/NLU targets recruiting outreach to sources expected to generate a large number of qualified underrepresented applicants, including selected colleges and universities, community organizations, minority-oriented job fairs, and targeted e-mail outreach.

Table 2: Residency program Diversity: 2003 through 2009

	African American	Latino	Multi-racial	White (non-Hispanic)	Other
2003	25.8%	19.4%	6.5%	41.9%	6.5%
2004	39.3%	12.5%	3.6%	39.3%	5.4%
2005	38.2%	11.8%	8.8%	41.2%	0.0%
2006	33.3%	16.7%	4.8%	47.6%	0.0%
2007	28.6%	8.6%	5.7%	57.1%	0.0%
2008	46.9%	6.3%	0.0%	46.9%	0.0%
2009	31.3%	4.2%	2.1%	56.3%	2.1%
All 7 classes	34.9%	11.2%	4.3%	47.1%	2.2%

Recruiting High-Need Subject Areas. AUSL/NLU targets potential math and science content area residents through university programs. Additionally, the AUSL/NLU recruiting team strives for a diverse resident cohort based on backgrounds and age.

Table 3: Backgrounds of 2009 Residents

Percent	Background
40	Business
21	Non-profit/Government
27	Teaching/Education (uncertified)
12	Recent college graduates (non-teaching majors)

Table 4: Age of 2009 residents

Percent	Age
27	Under 25 years old
44	Between 25-29
15	Between 30-39
14	Over 40

2. Admissions

The AUSL/NLU selection process is research-based and continues to evolve.

Table 5: Admissions Requirements for AUSL/NLU

Completed Application (sample located in Appendix D)
Review of Resume
Fulfill semester hour requirement for grade/content level
Pass the Illinois Basic Skills Test and Content Area Tests (as applicable)
Personal Essay Describing a Personal Challenge
Writing and lesson plan sample
Two levels of in-person interviews including the <i>Star Teacher Protocol</i> .
Meeting requirements for the MAT program at NLU which include: 1) Four year degree; 2) NLU Application; and 3) Review of transcripts

Documentation of Successful Completion of Admissions Requirements. Applicants must provide documentation of successful completion of admissions requirements of both AUSL and NLU, including required course work and results from State of Illinois certification tests. Residents not in compliance with admissions requirements may be subject to dismissal from the program, or may not attain NLU’s MAT.

During the interview sessions, AUSL/NLU look for candidates with the following key attributes: 1) commitment to achievement and results; 2) beliefs about at-risk students and children's learning; 3) impact and influence on children; 4) maturity, confidence and self-management; 5) intellect and critical thinking; and 6) collaboration and team work. These criteria are also based on research in the field, particularly Star Teachers: The Ideology and Best Practice of Effective Teachers of Diverse Children and Youth in Poverty by Dr. Martin Haberman. See Appendix D for a sample selection rubric) The rigorous selection process is detailed in Competitive Preference Priority 1.

3. Placement

Placement of AUSL/NLU graduates is a key ingredient to the success of the beginning teacher, the turnaround school, and above all, the improvement of student achievement. AUSL/NLU places cohorts of graduates in schools with a specially-selected leadership team to effect whole-school transformation. The combination of a visionary and supportive leadership team with like-minded, highly-trained teachers who are given support during 2 years of induction creates a school culture of high expectations. To date the results are encouraging: student achievement on the state test has increased significantly (see Significance); behavior issues have decreased; and student and teacher attendance and retention have improved.

PROVISIONS OF STIPENDS OR SALARIES AND REPAYMENT

A tremendous benefit of the urban teacher residency model is that residents are able to draw a salary while engaged in the full-time process of becoming a highly-qualified teacher. The following sections outlines the compensation and benefits for participants enrolled in the AUSL/NLU residency, and then details the residents' commitment to teach in high-needs AUSL/CPS schools following graduation.

Living Stipends/Salaries During Residency. Admitted residents sign a which provides them with a salary of \$20,000 from AUSL, plus health insurance benefits. They also receive a \$12,000 training stipend, which they must pay back if they do not complete their 4-year commitment in a CPS high-need school.

Costs and Expenses of MAT. Residents are responsible for all costs and expenses of NLU's program, including but not limited to tuition, fees, and books. Residents are also responsible for securing financial aid, and for ensuring that any conditions for loans or grants do not conflict with the requirements of this Agreement. NLU currently offers a tuition break of between 40% - 60% (depending on courses taken) for all AUSL/NLU MAT candidates, and is committed to maintaining this for the duration of the grant.

Commitment to Teach in AUSL/CPS Schools. In return for our investment in each resident, he/she makes a clear commitment to teach for 4 years in AUSL turnaround or other high-needs CPS schools. This is a binding contractual commitment, and requires that the resident repay the \$12,000 training stipend if they fail to satisfy it. The repayment schedule for failure to meet this commitment is: full amount in first year after graduation, declining to \$10,000, \$8,000 and \$5,000 over the subsequent 3 years.

Other Terms and Conditions Required. AUSL/NLU recognizes that legitimate life events can interfere with the agreement set forth at the beginning of the residency. The contract in Appendix D outlines all terms and conditions.

Usage of Repayments. Any repayments are directed back into the residency program to pay for future residents. AUSL/NLU does not currently collect interest on the re-payments, but will ensure a reasonable interest rate is collected if required by this grant.

In Sum, the AUSL/NLU has successfully been training teachers for Chicago's most marginalized schools since 2003. Our 12-month urban teacher residency integrates pedagogy, classroom practice, and guided mentoring into a rigorous cohort-based graduate program culminating in a MAT. In order to ensure the success of the resident graduates, they are further supported through a mandatory 2-year induction program that includes coaching, PD, and networking. Resident graduates are assigned new schools in cohort groups where an AUSL/NLU culture is established and maintained and populated with other teachers and leaders who share the same philosophies. And finally, resident graduates must teach in an AUSL school or another high-need CPS school for a minimum of four years in order to avoid paying back their training stipend.

II: Proposed Expansions and Innovations to AUSL/NLU Teacher Residency

NLU/AUSL proposes significant expansions and improvements with its model to meet the demand of improving student achievement by providing Chicago's most marginalized schools with more highly-qualified teachers. Our model is a success in Chicago, and through the *TQP* grant, AUSL/NLU is seeking to take our valuable work to the necessary next level. The following section outlines the 5 project goals and objectives needed to expand and innovate the work of AUSL/NLU's teacher residency to better serve CPS. Each goal is clearly linked to Absolute Priority 2 or one of the 4 Competitive Preference Priorities.

TQP Priorities and Project Goals Showing Current and Anticipated Alignment

	TQP Priority	AUSL/NLU Partnership Goal	Anticipated Outcomes with TQP Support
EXPAND	Absolute Priority 2: Partnership grants for teacher residency	GOAL 1 Expand number of AUSL/MAT graduates to serve CPS	Increase pipeline to graduate at least 90 teachers each year
INNOVATE	Competitive Priority 1: Student achievement and continuous program improvement	GOAL 2 More disciplined and consistent use of student achievement data to improve teacher preparation	Tight linkage of multiple sources of student data guides teacher training priorities and prepares residents for effective data-driven instruction
	Competitive Priority 2: Partnership grants for the development of leadership programs	GOAL 3 Develop and implement a career ladder for graduates to become school leaders	Multi-year selection and training program for internal and external candidates Rigorous program to identify and select, aligned with university coursework.
	Competitive Priority 3: Rigorous selection process	GOAL 4 Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas	Scale to annual applications of at least 800, with acceptance rate no higher than 15% (50% diversity, 50% high-needs subjects)
	Competitive Priority 4: Broad Based Partners	GOAL 5 Expand network of potential partners to provide high quality school-based services to CPS students	Expanded relationships provide additional programming for students and a recruiting mechanism to attract service minded candidates

Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching

Residency Programs

AUSL/NLU project goal #1 is designed to achieve for Absolute Priority 2.

Goal 1: Expand number of AUSL/MAT graduates to serve CPS.
Objective A: <i>Increase capacity of residency program to increase the number of graduates from 56 to 90 new teachers p/yr.</i>
Objective B: <i>Increase retention from 80% to 85% of graduates after 4 years</i>

TQP grant funding will allow us to build upon our existing expertise for rapid innovation and establish an aggressive growth model in order to increase the number of new residents and their retention once teaching. According to Linda Darling-Hammond’s review of research, several remedies including improving working conditions and collegiality makes “good teachers gravitate to schools where they know they will be appreciated and supported in their work.” Residents are also placed at AUSL-managed schools where a strong community of learners culture is enforced. Even though our approaches are rooted in best practices, we know that we need to do more.

By the end of the 5-year grant period, the AUSL/NLU partnership will graduate 90 new teachers each year: up from 56. This represents a 62% increase to supplement CPS’ current pool of qualified teachers. We must improve our recruitment efforts in order to achieve a 5% increase in overall retention (to 85%) of those teachers we have prepared and trained. This is significant, as CPS’ current retention rate is dramatically lower. The most effective way for AUSL/NLU to affect our retention rate is to focus more on *who* we admit with a strong emphasis on how we recruit and engage in meaningful outreach. To achieve Goal 1, AUSL/NLU will invest in building: 1) NLU’s BA/MAT program and 2) an aggressive public relations campaign to disseminate partnership news and information.

1. NLU's BA/MAT Program.

The *AUSL/NLU* leadership team is in the planning stages of incorporating NLU's bachelor's completion program as a feeder program to the AUSL residency program for qualified students. Through *TQP* funding, we will highlight the significance of creating a pipeline where cohorts of students can be identified early in their educational experience. This will give us the opportunity to more fully integrate content with pedagogy by developing teams of faculty from both the liberal arts and education colleges as well as creating networks of students who will enter the world of teaching together and support each other. This section will focus on the: 1) BA/MAT as a recruitment tool for underrepresented populations and 2) design of the BA/MAT.

Attracting Diverse, Underrepresented Candidates into Residency Program. NLU works with Chicago City Colleges and other key community college systems with 90%+ minority populations which yield diverse populations into other NLU bachelor completion programs. The BA/MA feeder system stands to provide a rigorous and sustainable model for supplementing the pool of highly qualified candidates from underrepresented populations who already represent 27% of NLU's student body. In fact, nationally, NLU ranks 8th in the number of master's degrees in education awarded to African-Americans, 26th in the number of master's degrees in education awarded to Hispanics/Latinos, number one in the number of master's degrees awarded in education to Latinos/Hispanics in Illinois, and 4th among 140 Midwestern master's universities for ethnic diversity.

BA/MAT Design. Faculty from the College of Arts and Sciences (CAS) and the National College of Education (NCE) created a program designed specifically for students who want to become high school teachers and do not have an undergraduate degree. The BA/MAT program provides a seamless educational experience by creating a direct pathway from the BA in a content

area to the MAT program. Students major in one of four areas: Biology, English, Mathematics or Social Science. Completion of the BA fulfills or exceeds the Illinois State Board of Higher Education's requirements for teaching the corresponding high school courses. Students may enter the BA program as freshmen, sophomores or after graduating from a 2-year college. Students would apply for the AUSL and MAT program following their junior year and, if there is a fit between residency selection criteria and CPS school needs, a space would be saved in an MAT cluster scheduled to begin after the student's expected graduation date. Graduates must commit to the MAT program by June of their graduation year and enter within one year of graduation to maintain their eligibility.

1. Outreach and Recruitment Strategies

Goal 1, Objectives A and B will be achieved through tighter alignment between NLU's Institute of Urban Education (where, if awarded, the *TQP* project will be housed), NLU's Marketing and AUSL's Communications. This approach is most effective because it creates great opportunities for clear, consistent messaging to pique the interest of more highly-qualified, underrepresented persons who want to become teachers. This section will focus on: 1) branding; 2) public relations; and 3) dissemination tactics.

Branding. With *TQP* funding, the partnership will invest in brand strategies needed to hit a wider and more diverse target audience. Brand strategies will target the following key constituencies: future teachers; current teachers; principals and superintendents; and education-leaders with a focus on policy and opinion leaders. Examples of publications to be targeted will include *N'Digo*, *LaRazza* and *Café Magazine* to increase awareness in Latino and African American candidates. Additional funding will help build our network with HACE, a Latino recruiting firm focusing on higher education.

Public Announcement. Public announcements through WTTW (Chicago’s public TV station), CAN TV (Chicago’s Cable Access Network), and Spanish-speaking radio and TV stations will also be targeted for free public service announcements.

AmeriCorps. AUSL’s recent 2009 approval as a new Illinois Americorps program will create new avenues for recruitment and enhance our program’s stature by association with the respected Americorps brand.

2. Public Relations

TQP funding will also build the PR plan for AUSL/NLU by creating a conduit to showcase to the broader American public the value of urban teacher residencies on student achievement. Projects often have difficulty obtaining PR coverage and are forced to rely on paid-for media to communicate their message because they do not have an inherently newsworthy story to tell. The AUSL/NLU public relations and dissemination plan will bring significant communications and public relations focus to the partnership, especially by gaining “free” publicity and electronic media for the effort as it expands in the city and nationally.

Dissemination. The following dissemination tactics will be used:

• Spokesperson/Thought Leader Development	• Podcasting
• Media and Analyst Relations	• Electronic Newsletter Program
• Press Release Program	• Key Conference presence
• Editorial Opportunities	• Speaking Opportunities
• Byline Article/Case Study Program	• <i>TQP</i> project website
• Identifying and creating think tank forums in Chicago for national participants	
• Linking to Department outreach initiatives & the Secretary’s travel to Chicago	
• Offer tours and quality descriptive materials on NLU/AUSL partnership schools	

To grow the number of high-quality teachers needed for CPS’ high-need schools, AUSL/NLU must grow the number of high-quality candidates that enroll and graduate from our program and remain teachers for a minimum of 4 years in a CPS high-need school. In order to do this, AUSL/NLU will invest resources in building NLU’s BA/MAT program along with our

combined outreach and recruitment strategies aimed at piquing the interest of our target constituency of potential underrepresented resident candidates and the education community at large. Residency models are the decade’s most important discovery in delivering high-quality teachers to the most marginalized, urban public schools, and national interest is growing as a result. Our 9 years of partnership is a powerful and enviable story of student achievement and teacher retention. Further funding will help us grow and continue to make the change needed in Chicago’s schools.

Competitive Preference Priority 1: Student Achievement and Continuous Program

Improvement

Goal #2 is designed to achieve Competitive Preference Priority 1.

<p>Goal 2: More disciplined and consistent use of student achievement data to improve teacher preparation. Use teachers’ systematic analysis of individual and school wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum.</p>
<p>Objective A: <i>Network schools, AUSL and NLU participate in a shared system for collecting and analyzing student achievement data.</i></p>
<p>Objective B: <i>Pre-service curriculum is demonstrably responsive to student achievement data.</i></p>

Outstanding residencies and induction coaching must be guided by clear feedback on teaching effectiveness that is explicitly linked to formative and summative student achievement outcomes. Because AUSL/NLU has been able to establish a strong residency and induction process, we are now in a position to expand and develop the residency/induction model around a ground-breaking system for aligning preparation course work and coaching with meaningful and shared student achievement data.

In the past, AUSL/NLU relied upon school test scores and teacher retention (the only information available) to analyze the effectiveness of the residency program. This year, as a pilot, AUSL/NLU will use new tools to create a continuous feedback loop between student

achievement, teacher behaviors and planning, the residency program, and induction. This will be accomplished by using the following 5 methods for assessment and data analysis:

1. The Classroom Diagnostic Assessment System (CDAS™),
2. Northwest Education Association Assessment (NWEA) and interim assessments,
3. State standardized tests (ISAT for elementary and ACT for high school),
4. CPS longitudinal Data Systems, and
5. AUSL/NLU Data Sharing.

The comprehensive plan for achieving Goal #2 is described in detail in the Competitive Preference Priority 1 Attachment.

Competitive Preference Priority #2: Partnership Grants for the Development of Leadership

Programs

AUSL/NLU project goal #3 is designed to achieve Competitive Preference Priority 2.

Goal 3: Develop and implement a career ladder for graduates to become school leaders.
Objective A: <i>Create a formal principal selection and training program so that at least 20% of new AUSL principals are “home-grown” by 2012.</i>
Objective B: <i>Enroll 10% of graduates into professional career ladder programs by 2010.</i>
Objective C: <i>By end of grant period at least 15% of career ladder participants will assume a school leadership role.</i>

The AUSL/NLU residency has focused on training new teachers, and has not created a parallel pipeline of leaders that would further enhance our effectiveness and contribution to CPS. TQP funds will enable AUSL/NLU to: 1) create an AUSL principal selection process to identify potential principals among residency graduates and train/mentor them through the certification process all the way to placement in a high-need school; and 2) create a teacher career ladder led by a Director of University Partners to advise graduates of coursework, endorsements and

additional certifications to help them increase their school responsibilities, and grow into mentor teachers, teacher leaders, and/or AUSL coaches.

The comprehensive plan for achieving Goal #3 is described in detail in the Competitive Preference Priority 2 Attachment.

Competitive Preference Priority 3: Rigorous Selection Process

AUSL/NLU project goal #4 is designed to achieve Competitive preference Priority 3.

Goal 4: Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas.
Objective A: <i>Enroll at least 50% of residents into designated “high need” subjects: math, science (middle & secondary) and special education approval.</i>
Objective B: <i>Graduate a diverse class of new teachers with at least 40% minorities.</i>
Objective C: <i>Increase quality of applicant pool through marketing and recruitment to maintain an application to admissions rate of 15% or lower.</i>

AUSL/NLU has created a rigorous selection process for residency candidates. Fewer than 25% of applicants have been admitted in the last 7 years, and the past 2 year acceptance rate has been less than 15%. The selection process is research-based and includes the viewpoints of multiple stakeholders, including: mentor teachers, coaches, principals and directors. By the time an applicant is admitted to the program, AUSL/NLU program staff has spent 6 to 10 person-hours vetting their candidacy.

The comprehensive plan for achieving Goal #4 is described in detail in the Competitive Preference Priority 3 Attachment.

Competitive Preference Priority 4: Broad-based Partners.

AUSL/NLU project goal #5 is designed to achieve Competitive Preference Priority 4.

Goal 5: Increase participation with existing partners and expand network of potential partners to provide high quality school-based services to CPS students, assist targeted recruiting efforts, and facilitate collaboration among other residency programs.
Objective A: <i>Increase the number of CPS students in AUSL schools receiving services through</i>

existing partnerships <i>by 15% annually in years 3-5.</i>
Objective B: <i>Increase partnerships with organizations that align with AUSL/NLU strategies and offer excellent services to CPS students by 10% in years 3-5.</i>
Objective C: <i>Increase residency applications from partner service providers by 10% annually in years 3-5.</i>
Objective D: <i>Objective 5d will focus on building a shared knowledge base and collaboration with residency programs awarded through TQP. If awarded, AUSL/NLU will develop this objective collaboratively with other awardees by Year 2.</i>

In addition to the strong relationship shared between NLU, AUSL, and CPS, to deliver the teacher residency program, AUSL/NLU actively seeks out a variety of other partnerships to support our mission. We solicit financial support from corporations, foundations, and individuals who believe in our work and view AUSL/NLU as an effective model for urban school transformation. Further, AUSL/NLU partners with curricular enhancement providers in athletics, music, and performing arts to provide our students with a variety of activities to keep them motivated in the classroom as well as volunteers who serve as role models and life-skills mentors to CPS students. Our partnerships with curricular enhancement providers have also shown strong promise as a recruiting channel for AUSL/NLU residencies.

The AUSL/NLU comprehensive plan for achieving Goal #5 is described in detail in the Competitive Preference Priority 4 Attachment.

Innovations in Online Communication

The AUSL/NLU urban teacher residency will use *TQP* funding to assist in building a new online learning community and peer networking. Currently, online communications take place through *Google Groups*™, a free, online resource where users can create groups have discussions and create custom web pages. NLU currently uses Blackboard and will extend this platform to the AUSL community.

Online Learning Community and Peer Networking.

Coursework and significant amounts of resource materials will be available to students through NLU's Blackboard platform, which will be accessible for residents, mentors, principals, and other teachers from any computer with internet access. Online components include: 1) Discussion Board –for class discussion as well as prompts and responses regarding steps in the residency process. This gives students the opportunity to interact asynchronously and allows guests to interact with students; 2) Course Content Modules – allows instructors to post articles, mini-lectures and other materials for students to read and react to on the Discussion Board; 3) Small Group Projects –allows students to participate in small group projects online; 4) Document Storage and Sharing –students can upload documents, share them with other students and professors and get feedback; 5) Chat –allows students, faculty members, and guests to interact in real-time. Its capacity to create online office hours for faculty offers convenient access for busy teachers; 6) Calendar –gives students the opportunity to plan for future face-to-face, online and course deadlines; 7) Course Announcements –keeps students apprised of deadlines, current information, and NLU events; 8) Course Mail –provides opportunities for e-mail; 9) Course and Blackboard Orientation – allows students to have a resource within the course which outlines expectations, technical requirements and provides a FAQ section.

Outcomes

In order to impact and bolster student achievement in Chicago's most marginalized schools, the AUSL/NLU partnership is ready to take our current model outlined in Section I of the *Quality of the Project Design* to the next level by implementing the necessary innovations detailed in Section II. We will carry out this important work by meeting the five goals aligned with each of the five priorities put forth by the Department of Education. Through *TQP* funding,

the AUSL/NLU residency model has the potential to impact local and national practices. We are ready for the challenge put forth in this proposal and look forward to the chance to make historical changes in public education.

QUALITY OF MANAGEMENT PLAN

This management plan is designed to achieve the objectives of the proposed AUSL/NLU project to support CPS. NLU and its partners AUSL and CPS will guide this project through a strong leadership team and disciplined oversight. AUSL will provide day-to-day direction and management to ensure rigorous implementation of the residency and induction innovations and expansions. CPS likewise has a project leader who will serve in a managerial and advisory capacity. At its core the management team has oversight for quality control and focuses on capacity-building at each organization to better carryout this multi-institutional project. Quarterly meetings of the Executive Advisors and Project Directors will provide general review as well as feedback loops to continuously improve efforts and outcomes. Likewise, Project Directors and all key project staff will meet on a monthly basis to discuss progress to date, review any gaps in effectiveness, and suggest revised activities where appropriate. NLU will lead the coordination, development and assurances of the content-knowledge development working with CPS leadership and will also manage the work of the evaluation team. NLU will work in collaboration with AUSL and CPS to ensure the appropriateness of all professional development activities. Clearly defined responsibilities within coordinated functions will create a seamless implementation to meet project goals within the established timeline and proposed budget.

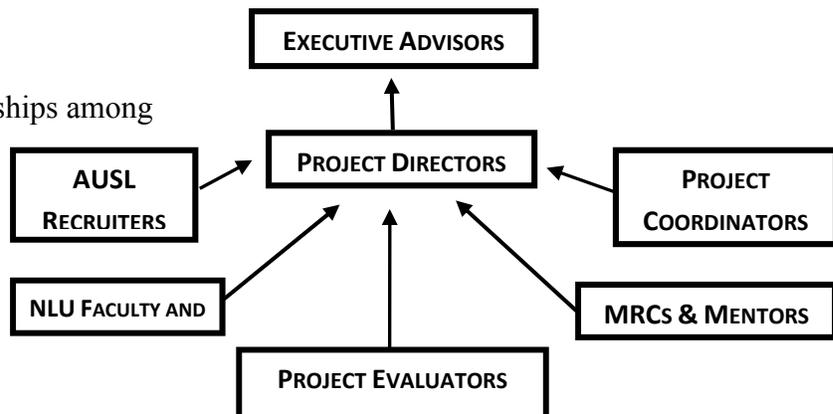
ROLES, RESPONSIBILITIES, AND TIME COMMITMENTS

<p>Executive Advisors</p> <ul style="list-style-type: none"> ▪ Dr. Alison Hilsabeck, Dean, National College of Education NLU 	<p>Leadership oversees/ensures quality of implementation; provides overall leadership and direction. Time Commitment: 5 % in kind</p>
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<ul style="list-style-type: none"> ▪ Dr. Martha Casazza, Dean College of Arts and Sciences NLU ▪ Dr. Don Feinstein, Executive Director, AUSL ▪ Dr. Jarvis Sanford, Area Instructional Officer, CPS 	<p>support from NLU, 35% for Don Feinstein and 45% for Jarvis Sanford.</p>
<p>Project Directors</p> <ul style="list-style-type: none"> ▪ Michael Whitmore, Director of Residency, AUSL ▪ John Ayers, Associate Director, Inst. Urban Education, NLU 	<p>Oversees day-to-day project operation; ensures fiscal integrity/adherence to grant requirements and quality of professional development; manages data collection and dissemination, meets regularly with staff and partners. Time Commitment: 100% for Michael Whitmore and 30% for John Ayers.</p>
<p>Support Coordinators</p> <ul style="list-style-type: none"> ▪ Davin Auble, Director of Induction, AUSL ▪ Kristin Chong, Deans Office, NLU 	<p>Oversees induction coaching program; ensures quality of induction and post-graduate support. Time Commitment: 100%</p>
<p>Finance Coordinators</p> <ul style="list-style-type: none"> ▪ Clare Sullivan, Financial Manager, AUSL ▪ Terri Sharpp, Assoc. Director of Grants, NLU 	<p>Manages all organizational finances and fiscal reporting. Time Commitment: 10%</p>
<p>NLU Faculty Leaders</p> <ul style="list-style-type: none"> ▪ Dr. Diane Salmon ▪ Dr. Scott Sullivan ▪ Dr. Sherri Bressman ▪ Dr. Wendy Gardiner ▪ Dr. Harry Ross 	<p>Advises curricula revisions, provides content and pedagogy expertise and development. Time Commitment: 40% (20% grant funded, 20% in-kind)</p>
<p>AUSL Mentor Resident Coaches</p>	<p>Administers the residency at a particular training site. Time Commitment: 100%.</p>

ORGANIZATION CHART

This shows reporting relationships among the managerial staff, evaluators, and partner staff.



QUALITY OF KEY MANAGERIAL STAFF

Executive Advisors. High-level executives from each partner institution bring considerable experience in managing large grants, complex organizations and cutting-edge education programs set in an urban environment (see resumes in Appendix D): *Alison Hilsabeck, Dean, National College of Education, NLU*, has successfully expanded and built the Urban Institute at NLU. She has over 20 years of experience in higher education administration, including a number of years as assistant dean of the School of Education and Social Policy at Northwestern University. *Dr. Martha Casazza's—Dean, College of Arts and Sciences, NLU—*most recent publication is entitled, *Access, Opportunity and Success: Keeping the Promise of Higher Education (2006)*. *Dr. Don Feinstein, Executive Director of AUSL*, has over 20 years of experience as a CPS principal and as a special education teacher and administrator and helped design the early stages of the AUSL/NLU residency program. *Dr. Jarvis Sanford, Area Instructional Officer for AUSL/CPS schools and Managing Director for Elementary Schools for AUSL*, has over 15 years experience as a CPS principal and teacher.

Project Directors and Other Key Staff (See resumes in Appendix D). *John Ayers, Senior NLU Consultant and Associate Director of the Institute for Urban Education at NLU* will serve as NLU's Project Director. John Ayers is also a Senior Associate at National Association of Charter School Authorizers (NACSA) and previously served as NACSA's Vice President for communications and Vice President for Strategic Partnerships. *Michael Whitmore, Director, AUSL Residency Program*, will serve as AUSL's Project Director with 12 years of teaching and leadership experience. NLU Faculty leaders and other key faculty have over 40 years of sustained and proven records of excellence in teaching. Professional staff also includes the following positions:

▪ CPS Mentor Teachers	▪ NLU Marketing	▪ AUSL Recruiters
▪ CPS Coordinator	▪ NLU Career Services	▪ AUSL Director of University Partners
▪ NLU Faculty	▪ Curriculum Coaches	▪ AUSL Deputy Directors for Schools
▪ Mentor Resident Coaches	▪ WestEd evaluators	▪ Assistant Principals
▪ Induction Coaches	▪ NLU Institutional Research	

GOALS, OBJECTIVES, ACTIVITIES & BENCHMARKS/MILESTONES

A full and detailed work plan will be developed within the first 2-weeks, if the grant is awarded, to carry out all activities to support and meet overarching goals and objectives on time and within budget. The following four pages highlight the overarching objectives, as well as supporting activities and benchmarks. It is intended to address the adequacy of mechanisms for ensuring the high-quality delivery of services for this proposed project. The charts also include a general timeline, broken into project year and quarter, which outlines when the activities will occur and benchmarks will be achieved.

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
<p>Goal #1</p> <p>Expand number of AUSL/MAT graduates to serve CPS.</p> <p><i>Absolute</i></p> <p><i>Priority #2</i></p> <p><i>CPP # 3</i></p> <p><i>GPRA #s 1 & 3</i></p>	<p>1a. Increase capacity of residency program to increase the number of graduates from 56 to 90 new teachers p/yr.</p>	<p>Residents study in NLU learning cohort while they participate in their course work</p>	<ul style="list-style-type: none"> • Expand program to serve more residents • More staff hired to increase high school residents with a second training high school • Program fully online with a third in development by the 2010-11 school year 	<p>Yr. 1: 1-4Qs</p> <p>Yrs. 1: 1st Q</p>
	<p>1b. Increase retention from 80% to 85% of graduates after 4 years</p>	<p>Residents grouped into site-specific cohorts as determined by school placement and move together as unit through master’s program.</p>	<ul style="list-style-type: none"> • Integration of training and induction through the design and development of “signature strategies,” proven techniques for high need schools – and post-residency summer professional development • Ensure high-need content area needs and endorsements are met for CPS of all new graduates 	<p>Yrs. 1-3</p>

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
<p>Goal #2</p> <p>Using teachers' systematic analysis of individual and school wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum.</p> <p>CPP #1</p>	<p>2a. Network schools, participate in shared system to collect & analyze student achievement data.</p>	<p>Establish new model for linking student achievement to assessment of teacher candidate effectiveness and to the quality of teacher preparation processes</p>	<ul style="list-style-type: none"> • WestEd completes partner discussions re: evaluation model: AUSL, NLU, and CPS • CPS approves model • Design functional model at the onset working with all partners • Begin Testing on Select Classrooms as suggested by WestEd prior to complete rollout into all project schools and classrooms 	<p>Ys1-2: Comprehensive Planning/ Design</p>
	<p>2b. Pre-service curriculum demonstrably responsive to achievement data.</p>	<p>Pilot student classroom diagnostic assessments in all training sites and turnaround schools.</p>	<ul style="list-style-type: none"> • Implement tool usage in all project classroom • Track outcomes of implementation and effectiveness of pilot • Complete piloting of classroom diagnostic assessments in all training sites and turnaround schools. 	<p>Yrs 3-5 ongoing</p>
	<p>2c. Teachers' practices demonstrably responsive to student achievement data.</p>	<p>Establish data protocol and bi-weekly curriculum meetings to tie student achievement to the college standards and provide continuous feedback loop</p>	<ul style="list-style-type: none"> • Create the data protocol as it will be used throughout the system, from classroom to program management. This will be a part of the design team's work in the first 2 years. 	<p>Yrs. 1-2</p>

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
<p>Goal #3</p> <p>Develop and implement a career ladder for graduates to become school leaders.</p> <p><i>CPP # 2</i> <i>GRPA #s 1 & 3</i></p>	<p>3a. Create a formal principal selection and training program so that at least 20% of new AUSL principals are “home-grown” by 2012.</p>	<p>Develop and implement modules that integrate pedagogy and practice focusing on turnaround schools</p>	<ul style="list-style-type: none"> • Obtain approval for a new NLU program leading to the Illinois Teacher Leader endorsement, tailored to urban teaching • Complete market analysis on size and scope of needs 	<p>Y1: 4th Q</p>
	<p>3b. Enroll 10% of graduates into professional career ladder programs by 2010.</p>	<p>Develop and implement pathways for deepening content knowledge and/or specialized expertise of turnaround Ts in HN areas</p>	<ul style="list-style-type: none"> • Develop menu of graduate course sequences leading to endorsements (dual endorsements) in high need content areas, ELL, Reading Teacher, and Special Education 	<p>Y1 Planning Y2: 1st Q Implement</p>
	<p>3c. By end of grant period at least 15% of career ladder participants will assume a school leadership role.</p>	<p>AUSL-NLU to develop and implement year-long induction for teacher leader candidates, including mentoring</p>	<ul style="list-style-type: none"> • Create online career development materials by NLU/AUSL personnel in alignment with CPS needs • Improve data sharing through Blackboard • Hire career advisor to facilitate NLU coursework and school needs. 	<p>Y1: Planning Y2: 1st Q Implement</p>
		<p>Develop, implement effective mechanisms to recruit & enroll underrep. populations through rigorous selection process.</p>	<ul style="list-style-type: none"> • Recruitment officer assigned to leadership recruitment • Marketing/recruitment plan created • Marketing /recruitment plan implemented • Marketing/recruitment plan sustained 	<p>Y1: 1st Q Y1:2rd Q Y2:3rd Q Ongoing</p>

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
<p>Goal #4</p> <p>Expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas</p> <p><i>Absolute Priority #2 CPP # 3</i></p>	<p>4a. Enroll at least 50% of residents into designated “high need” subjects: math, science (middle & secondary) and special education approval.</p> <p>4b. Graduate a diverse class of new teachers with at least 50% minorities.</p>	<p>Redesign NLU B.A./M.A.T. to create feeder system into residency program with significant online resources focus on mathematics education</p>	<ul style="list-style-type: none"> • Create across-college faculty team to lead assessment effort • Plan, write, develop materials and assessments by cross-college faculty team • Create specialized instructional materials and resources. • Create and implement strong marketing plan designed to recruit from underserved communities 	<p>Y1: 1st & 2nd Qs</p>
		<p>Integrate pedagogy, practice, and mentoring; undertake guided apprenticeship</p>	<ul style="list-style-type: none"> • Revise current MAT curricula. Dean’s office & dept. chair finalize approval • Specialization of induction coaches by grade and content area to achieve tighter focus on curriculum 	<p>Y1: 2rd Q</p>
		<p>Create pre-residency cohort for otherwise highly qualified math/science residents who are deficient in content areas.</p>	<ul style="list-style-type: none"> • Cross-train for AUSL/NLU team on curriculum, teaching, assessment, program evaluation • Continuous feedback loop 	<p>Y1: 2nd Q</p>

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
<p>Goal #4 <i>Continued.</i></p>	<p>4c. Increase quality of applicant pool through marketing and recruitment to maintain an application to admissions rate of 15% or lower.</p>	<p>Expand integration of NLU professors and AUSL faculty through regular reflections, field visits, joint assessments, data sharing and Danielson Framework</p>	<ul style="list-style-type: none"> • Annual schedule created to track monthly team meetings • Develop targeted intervention mechanisms for coaches to use with these residents • Develop new recruitment materials • Train recruitment staff • Target communities in which AUSL schools are located to pull “homegrown” candidates • Recruiters achieve new targets high-need content area • NLU’s BA-MAT-completion program used as a feeder 	<p>Y1: 1st Q</p>

GOALS	OBJECTIVES	TASKS/ACTIVITIES	BENCHMARKS/MILESTONES	Annual TIMELINE
<p>Goal #5</p> <p>Expand network of potential partners to provide high quality school-based services to CPS students</p> <p><i>CPP #4</i></p>	<p>5a. Increase the number of CPS students in AUSL schools receiving services through existing partnerships by 15% annually in years 3-5.</p> <p>5b. Increase partnerships with organizations that align with AUSL/NLU strategies and offer excellent services to CPS students by 10% in years 3-5.</p>	<p>Identify partners with school-based offerings and service-minded individuals and cultivate relationships</p>	<ul style="list-style-type: none"> • Set up relationship building meetings with potential new partners • Create formal relationships between schools and new partners; inform potential partner employees about residency 	<p>Y1</p> <p>Y2</p>

EVALUATION DESIGN

Overview. WestEd will conduct a mixed-methods evaluation that combines formative and summative components. The formative component will provide regular data to AUSL/NLU on progress of the implementation and progress towards achieving its objectives. Primary data collection methods for the formative component include qualitative methods, including focus groups and classroom observations, and quantitative analyses of survey data and data collected by the project leaders and CPS. The summative component of this evaluation will focus on assessing student outcomes related to the components of this project, the quality and retention of teachers and principals trained through the project, and the anticipated sustainability of the project and its outcomes. WestEd will rely primarily on quantitative analyses of student achievement data, tied to teacher participation in this project, while developing appropriate comparison groups through propensity score analysis (PSA). WestEd will also provide annual reports to AUSL/NLU that include the required GPRA measures for reporting a full annual report showing analysis of all data and quarterly updates.

Along with a renowned level of methodological expertise, WestEd brings strong content expertise in the preparation of teachers for high need settings. Of particular relevance to this project is their current work as the national evaluator of the Transition to Teaching (TTT) program for the U.S. Department of Education.

To fully gain from the evaluation process and results, AUSL/NLU will establish an evaluation planning and review team representing all program partners and led by NLU staff highly experienced in evaluation. The team will meet regularly with WestEd to review evaluation tools, methods and results throughout the project. This collaborative approach will continually link direct working knowledge of the program to the evaluation activities,

and bring sound, objective data to the implementation of AUSL/NLU. The evaluation thus aligns with the program approach of strong partnerships, a continuous feedback loop of data, and a focus on deepening the data use capacity of participants.

Evaluation Questions. This evaluation is guided by 7 evaluation questions. The first 5 questions focus on the relationship between project implementation and its anticipated outputs of highly qualified, exceptional teachers, mentors, and school leaders, as well as improved learning opportunities for students in high needs areas and high needs schools. The 6th question focuses on the program goal of transformation of the teacher preparation curriculum, and the final question focuses on the outcomes of this project related to student achievement, behavior, and attitudes towards school. Following are two figures showing the evaluation questions, and the alignment between the project goals and objectives, evaluation questions, GPRA and HEA measures, and data sources.

Evaluation Question	Sub-Question(s)
<p>1. To what extent has the project expanded recruitment and enrolled more diverse and highly qualified pre-service candidates in high needs service areas and schools? (Recruitment)</p>	<p>a) What percentage of participants from the previous year who do not graduate remain in the program the following year to complete it?</p>
<p>2. To what extent has the project prepared inductees for their entry into high-needs service areas and schools? (Preparation)</p>	<p>a) What percentage of program completers pass all necessary requirements of the Illinois Certification Testing System (ICTS)? b) What percentage of program completers has improved scale scores on the ICTS?</p>
<p>3. Has the project increased the number of teachers ... (Quality Teachers)</p>	<p>a) Who are members of underrepresented groups? b) Who teach high-need academic subjects? c) Who teach in high-need areas, such as special education and English language instruction? d) Who teach in high-need schools? e) Who are prepared to integrate technology into curricula and instruction and who use technology effectively to collect, manage, and analyze data to improve teaching and learning?</p>
<p>4. Are teachers who enter into high-needs service areas and schools through this program more likely to remain teaching in high-needs service areas and schools? (Retention)</p>	<p>a) What percentage remains after one year? b) What percentage remains after three years? c) What percentage remains after four years?</p>
<p>5. To what extent has the project improved the pool of candidates ready to assume greater leadership roles in schools? (Leadership)</p>	<p>a) Are teachers who participate in this program prepared to assume greater instructional and school leadership roles? b) Has the project resulted in a cadre of principals prepared to</p>

	turn chronically low-performing schools around?
6. What are the linkages between the use of the CDAS in the classroom, instructional improvement in the Pre-K-12 classroom, and curricular improvement in AUSL/NLU? (CDAS)	
7. To what extent are improvements in student outcomes, especially student achievement, linked with participation in this project? (Student Achievement)	

Goal	Objectives	Evaluation Question	Data Collection Methods (Sources)
<p><i>Goal 1: Using teachers’ systemic analysis of individual and school wide student achievement data to build teacher effectiveness and transform the teacher preparation curriculum.</i></p> <p>Corresponding GPRA/HEA <i>HEA 1 (corresponds to A on Accountability and Evaluation checklist)</i></p>	<p>1a. Network schools participate in shared system to collect and analyze student achievement data.</p> <p>1b. Pre-service curriculum demonstrably responsive to achievement data.</p> <p>1c. Teachers’ practices are demonstrably responsive to student achievement data</p>	<p>Eval. Question 6: CDAS</p> <p>Eval. Question 7: Student Achievement</p>	<p>-Student data (ISAT, NWEA, PSAE, ACT, measures of being on-track to graduate, student behavior measures, student graduation, college enrollment rate, student beliefs and attitudes about school, student promotion and retention)</p> <p>-Interviews (AUSL/NLU project leadership, school principals)</p> <p>-Focus groups i (AUSL/NLU graduates)</p> <p>-Classroom observations</p> <p>-Surveys (AUSL/NLU graduates, AUSL/NLU inductees)</p>
<p><i>Goal 2: Develop and implement a career ladder for graduates to become school leaders.</i></p> <p>Corresponding GPRA/HEA Performance Measure 1: Graduation Performance Measure 3: Improved Scores <i>HEA 1, 3(corresponds to A, C on Accountability and Evaluation</i></p>	<p>2a. Create a formal principal selection and training program so that at least 20% of new AUSL principals are “home-grown” by 2012.</p> <p>2b. Enroll 10% of graduates into professional career ladder programs by 2010.</p> <p>2c. By end of grant period at least 15% of career ladder participants will assume a</p>	<p>Eval. Question 5: Leadership</p> <p><i>Subquestions 5a and 5b</i></p>	<p>-Interviews (school principals)</p> <p>-Focus group interviews - (AUSL/NLU graduates, current AUSL/NLU students, AUSL mentors)</p> <p>-Surveys (AUSL/NLU graduates, -AUSL/NLU inductees, -AUSL/NLU residents)</p>

Goal	Objectives	Evaluation Question	Data Collection Methods (Sources)
<i>checklist)</i>	school leadership role.		
<p><i>Goal 3: Expand number of AUSL/MAT graduates to serve CPS</i></p> <p>Corresponding GPRA/HEA Performance Measure 1: Graduation Performance Measure 3: Improved Scores Short-Term Performance Measure 1: Persistence</p> <p><i>HEA 2, 3, 4 (Corresponds to B,C on Accountability and Evaluation checklist)</i></p>	<p>3a. Increase capacity of residency program to increase the number of graduates from 56 to 90 new teachers per year.</p> <p>3b. Increase retention from 80% to 85% of graduates after 4 years.</p>	<p>Eval. Question 1: Recruitment</p> <p><i>Subquestion 1a</i></p> <p>Eval. Question 2: Preparation</p> <p><i>Subquestions 2a and 2b</i></p>	<p>-Teacher data (ICTS, AUSL/NLU enrollment and graduation data; CPS employment data) -Interviews (AUSL/NLU project leadership and faculty, school principals) -Classroom observations -Focus group interviews (AUSL/NLU graduates, current AUSL/NLU students, AUSL mentors) -Surveys (AUSL/NLU graduates, -AUSL/NLU inductees, -AUSL/NLU residents)</p>
<p><i>Goal 4: Expand recruitment to enroll more highly qualified and diverse pre-service candidates in high need subject areas</i></p> <p>Corresponding GPRA/HEA Performance Measure 2: Employee Retention</p> <p>Efficiency Measure: Employment</p>	<p>4a. Enroll at least 50% of residents into designated “high need” subjects: math, science (middle & secondary) and special education approval.</p> <p>4b. Graduate a diverse class of new teachers with at least 40% minorities.</p> <p>4c. Increase quality of applicant pool through</p>	<p>Eval. Question 1: Preparation</p> <p>Eval. Question 3: Quality Teachers</p> <p><i>Subquestions 3a – 3e</i></p>	<p>-Teacher data - (AUSL/NLU enrollment and graduation data, school teacher retention data) -Interviews (AUSL/NLU project leadership and faculty) -Focus group interviews (AUSL/NLU graduates)</p>

Goal	Objectives	Evaluation Question	Data Collection Methods (Sources)
<p>Retention</p> <p>Short-Term Performance Measure 2: Employment Retention</p> <p><i>HEA 2, 4 (Corresponds to B,C on Accountability and Evaluation checklist)</i></p>	<p>marketing and recruitment to maintain an application to admissions rate of 25% or lower.</p>	<p>Eval. Question 4: Retention</p> <p><i>Subquestion 4a</i></p>	<p>-Classroom observations</p> <p>Surveys (AUSL/NLU graduates, AUSL/NLU inductees, AUSL/NLU residents)</p>
<p><i>Goal 5: Increase participation with existing partners and expand network of potential partners to provide high quality school-based services to CPS students, assist targeted recruiting efforts, and facilitate collaboration among other residency programs.</i></p> <p>Corresponding GPRA/HEA <i>HEA 4a-e (Corresponds to D i-v on Accountability and Evaluation checklist)</i></p>	<p>5a. Increase the number of CPS students in AUSL schools receiving services through existing partnerships by 15% annually in years 3-5</p> <p>5b. Increase partnerships with organizations that align with AUSL/NLU strategies and offer excellent services to CPS students by 10% in years 3-5.</p> <p>5c: Increase residency applications from partner service providers by 10% annually in years 3-5.</p>	<p>Eval. Question 1: Preparation</p> <p>Eval. Question 3: Quality Teachers</p> <p>Subquestions 3a and 3d</p> <p>An additional evaluation question is expected to address Objective</p>	<p>-Teacher data (ICTS, AUSL/NLU enrollment and graduation data)</p> <p>-Interviews (AUSL/NLU project leadership)</p>

Goal	Objectives	Evaluation Question	Data Collection Methods (Sources)
	<p>5d. Objective 5d will focus on building a shared knowledge base and collaboration with residency programs awarded through TQP. If awarded, AUSL/NLU will develop this objective collaboratively with other awardees by Year 2.</p>	<p>5d. when that Objective is determined in Year 2.</p>	

Data Sources. This evaluation will use data from existing sources collected by the program and held within CPS databases and will collect extensive quantitative and qualitative data from program participants. WestEd will have access to all of the data collected by the project, including participants' applications, coursework syllabi, grades, and completion rates. Three times per year, AUSL/NLU administers the Northwest Evaluation Association's Assessment System (1) in grades 3-8 as well as for incoming high school students. Furthermore, AUSL/NLU tracks student graduation and college enrollment rates. They will also make this data available to WestEd. Extant data from CPS includes the following sources: 1) Student achievement on the Illinois Standards Achievement Test (ISAT) (grade 3-8), Prairie State Achievement Exams (PSAE) (grade 11), and ACT (grade 11); 2) Measures of being on-track to graduate (grades 9-12); 3) Student behavior measures, including expulsions, the number of days suspended and the number of days absent; 4) Student graduation rates; 5) Students' beliefs and attitudes about their schools from annual Student Connections Survey; 6) Student promotion and retention; and 7) Teacher data, including scores on ICTS, teacher absences, and teachers leaving CPS after one and three years.

New Data Collection. In an effort to ensure the instruments are of the highest quality to adequately assess program implementation, WestEd will 1) review existing data collection instruments and 2) develop and implement new instruments, including interview and focus group protocols, survey instruments, and a classroom observation protocol.

Interview and Focus Group Protocols. WestEd will develop three interview protocols (for AUSL leadership, NLU leadership, and CPS principals from participating schools) and three focus group protocols (for AUSL/NLU graduates who are currently practicing teachers in CPS, current AUSL/NLU students, and AUSL mentors). WestEd will also conduct focus groups with new teachers and with mentors/teacher leaders from the comparison groups. The following table displays the topics interview participants will be asked to address:

Interview Subject	Topics Addressed
AUSL Leadership	project practices ▪ trends regarding participant recruitment developments ▪ observations of Academy training and student results ▪ use of CDAS data in program decision ▪ performance of participants during induction phase and after program completion
NLU Leadership	implementation of the program ▪ use of CDAS data in making decisions about curricula ▪ general impact of project on NLU practice
CPS Principals	school conditions and needs ▪ school goals ▪ how teachers employ pre-service curriculum/experience to help meet goals ▪ additional tools teachers require to meet the needs of the school and its student

The focus group interviews, specific to each type of participant, will consist of randomly-selected participants from each group – graduates, residents and inductees, and mentors – based on invitation. The following table displays the topics focus group participants will be asked to address:

Focus Group Subject	Topics Addressed
Graduates teaching in CPS	current classroom practice ▪ how well pre-service curriculum prepared them for day-to-day activities ▪ use of CDAS ▪ what additional education they would have benefited from ▪ motivations behind either continuing to teach in their current schools or, conversely, leaving their current positions
Current Residents	current pre-service classroom practice ▪ how well pre-service curriculum is preparing them for day-to-day activities ▪ use of CDAS

	<ul style="list-style-type: none"> ▪ what additional education they could benefit from ▪ motivations behind pursuing teaching career
Mentor Teachers	<ul style="list-style-type: none"> insights into the strengths and struggles of recent graduates ▪ type of support they've given to mentees

Focus group questions for comparison groups will spotlight similar topics.

Classroom Observation Protocol. WestEd will develop a classroom observation protocol that is aligned with the 2nd and 3rd domains of Danielson's framework for use in this project, focusing on the following areas: 1) teacher's clear communication of the purpose of the lesson; 2) teacher's capacity to keep all students engaged in learning throughout the lesson; 3) teacher's capacity to deliver instruction at appropriate levels of rigor for all learners in the classroom; 4) types of instruction used during the lesson (i.e. teacher-led whole group instruction, small group instruction, student seatwork, student-student interaction, etc.); 5) extent to which teacher monitors student understanding and adjusts instruction accordingly; and 6) extent to which teacher maintains a friendly, safe and respectful classroom environment. This protocol will apply to program participants and member of the comparison group.

Survey Instruments. In addition to the interview data, WestEd will administer annual surveys to three groups of AUSL/NLU participants – graduates who have been teaching in CPS for more than one year past induction, inductees in their first or second year of teaching, and residents or current AUSL/NLU students. The survey instruments will be sent to all AUSL/NLU participants still associated with CPS for whom we can attain contact information. Survey questions will be similar in nature to those asked during focus groups.

Data Collection Procedures. The evaluation team will choose a comparison group of teachers using propensity score analysis (PSA) (14-16) based on school characteristics

(percent FRL, mean scale score on ISAT/graduation rate); teacher characteristics (length of time teaching, ICTS scores); and classroom characteristics (mean scale score on ISAT, classroom composition-race/ethnicity, FRL). PSA is a method to predict participation in a particular group (in this case, the group of AUSL TRP teachers). The prediction is then used to select non-participants who share the same characteristics as the participants. WestEd will examine two potential sources for developing our comparison group: 1) teachers in the same school as AUSL/NLU teachers and 2) teachers at similar, low-performing schools as the schools that are part of this study. WestEd will investigate both possibilities, as well as a mix, in the first year of the grant.

Site Visits. WestEd will visit 12 of the study sites annually during years 2-4 of this project. Prior to the site visits, the evaluation team will conduct document reviews of AUSL/NLU curricula and receive other site visitor training.

Annual Surveys. WestEd will survey program participants and comparison groups annually during the five-year grant period; the first year will establish baseline numbers. In subsequent years, WestEd will report on change measures from the baseline as well as year-to-year on measures. Tracking respondents over time will also allow the evaluation team to estimate the relationships between the reported program activities and student achievement outcomes and other pertinent measures.

Output Measures. Annually, the evaluation team will review program documentation and analyze extant CPS databases and combine these with the data collected for the evaluation to supply the GPRA and HEA measures. AUSL maintains a database of all applicants to the AUSL/NLU program, including ICTS scores; applicant demographics; grade level, content area, and subject area of interest; academic background; screening

process results; and results from the Haberman assessment. These data will be combined with placement information to address the GPRA and HEA measures included in evaluation questions 1-6. Furthermore, since most of these measures require change scores, such as improved scale scores and increases in the number of teachers in high needs subjects and schools, WestEd will work with CPS and AUSL to develop baseline measures in high needs schools and collect these data annually from CPS. Finally, survey and case study data will also be supplied to inform these measures. The specific measures that will be supplied for GPRA and HEA will be developed in the initial quarter of the first year of this grant and reviewed with ED to ensure that they meet reporting requirements.

Outcomes Analysis. The evaluation team will focus on linking participation in the AUSL/NLU program with student outcomes, including the achievement, attitudinal, and behavioral measures listed above. Since the CPS student data system is capable of tracking each of these measures for all students over time, the outcomes analyses will focus on change measures by including measures from previous years as covariates. WestEd will rely on multilevel growth models (6, 9, 10, 13) to estimate program effects on the outcomes given the hierarchical structure of the data (student data nested within teachers and schools). These analyses will include students of teachers from the comparison groups chosen for other data collections as well as students of teachers from previous cohorts of AUSL graduates. Including both groups will allow the analyses to estimate changes in student outcomes compared to those of students whose teachers have not participated in the program as well as compared to those students whose teachers received the earlier version of the AUSL program. WestEd will conduct these analyses annually, beginning with the year that the first cohort of participants became teachers of record (when they exit residency and enter into the

induction phase of the project). The estimates that derive from these analyses will be used to report GPRA measures on student outcomes.

Evaluation Timeline

Year 1 (10/01/09—06/30/10)		
Task	Deliverable	Due Dates
Kickoff Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	11/06/09
Develop GPRA Measures		
Provide AUSL/NLU with initial GPRA measures	Draft GPRA measures	12/04/09
Review with GPRA measures ED and revise as needed	Final GPRA measures	12/18/09
Develop Protocols		
Provide AUSL/NLU with initial protocols	Review initial protocols	01/15/10
Field test protocols	Field test report	02/12/10
Provide AUSL/NLU with final protocols	Final protocols	02/19/10
Collect Baseline Data		
Interview project leadership		04/02/09
Collect extant baseline data from AUSL/NLU and CPS		05/28/09
Conduct baseline survey of participants and comparison group		05/14/09
Reporting		
Monthly teleconferences to review evaluation progress and discuss initial findings		
Present initial findings from first year	In-person presentation	06/18/10
Provide first year report	First year report	06/30/10
Year 2 (07/01/10—06/30/11)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/27/10
Data Collection		
Conduct Site Visits		01/24/11-04/29/11
Conduct Participant Survey		05/13/11

Collect Extant Data		05/20/11
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial findings as they emerge		
Present initial findings from first year	In-person presentation	06/17/11
Provide first year report	Second year report	06/30/11
Year 3 (07/01/11—06/30/12)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/26/11
Data Collection		
Conduct Site Visits		01/20/12-04/30/12
Conduct Participant Survey		05/11/12
Collect Extant Data		05/18/12
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial findings as they emerge		
Present initial findings from first year	In-person presentation	06/15/12
Provide first year report	Third year report	06/30/12
Year 4 (07/01/12—06/30/13)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/24/12
Data Collection		
Conduct Site Visits		01/18/13-04/30/13
Conduct Participant Survey		05/10/13
Collect Extant Data		05/17/13
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial		

findings as they emerge		
Present initial findings from first year	In-person presentation	06/14/13
Provide first year report	Fourth year report	06/28/13
Year 5 (07/01/13—06/30/14)		
Project Meeting—Review evaluation plan, revise as needed	Revised Evaluation Plan	08/30/13
Data Collection		
Conduct Site Visits		01/17/14-04/30/14
Conduct Participant Survey		05/16/14
Collect Extant Data		05/23/14
Reporting		
Quarterly teleconferences to review evaluation progress and discuss initial findings as they emerge		
Present initial findings from first year	In-person presentation	06/13/14
Provide first year report	Final report	06/30/14