

The logo for Project ASPIRE features a stylized graphic on the left consisting of three overlapping teardrop shapes: a red one at the top, a green one in the middle, and a white one at the bottom. To the right of this graphic, the word "Project" is written in a black sans-serif font. Below "Project", the acronym "ASPIRE" is displayed in a large, black, serif font, with each letter separated by a small grey dot.

Project  
A·S·P·I·R·E

Apprenticeships Supported by Partnerships  
for Innovation and Reform in Education

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A Teacher Quality Partnership in OHIO

FY 2009

**Submitted to:**

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United States Department of Education  
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**Submitted by:**

The Ohio State University  
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**A. QUALITY OF THE PROJECT DESIGN**

The challenge of attracting diverse and high caliber students into programs that prepare them to be highly effective teachers – ones who will stay in the profession – continues to be most acute in high need, hard-to-staff schools typically located in urban and rural communities (Ingersoll, 2004). Policy makers recognize the potential key role of supporting new teachers as they transition into the field through deliberate induction programs. The focus of this project is to facilitate *Apprenticeships Supported by Partnerships for Innovation and Reform in Education* (Project ASPIRE) by engaging a set of key and innovative partners – on campus, in the schools, and in the community – to create *guided apprenticeships that support the preparation of new and prospective teachers* in pre-service programs at both pre-baccalaureate and graduate levels, and with continuity across the critical first years of a teacher’s career.

Three contexts shape teacher education: national and state policies; institutional contexts; and local districts and labor markets (Grossman and McDonald 2008). University-based teacher educators must respond to all three contextual forces in designing the activities of their programs and accept that changes in one or more of these contexts are both frequent and anticipated. In Ohio, the Governor has legislated bold, historic educational reform that aligns with the key requirements of the Teacher Quality Partnership (TQP) federal initiative. The 20-year relationship between The Ohio State University (Ohio State) and the Local Education Agency (LEA) partner, Columbus City Schools (CCS), has been focused on a shared commitment to urban education. TQP is a timely opportunity for teacher educators at Ohio State and CCS, in partnership with their Arts and Sciences faculty colleagues, other state Institutions of Higher Education, the Ohio Department of Education, Battelle for Kids, Nationwide Insurance, and the Ohio Board of Regents to have an impact in three critical ways. Our proposed Ohio TQP project

will allow us to: 1) reform our teacher education programs at both pre-baccalaureate and master levels around the key notion of guided apprenticeships that support new teachers in both pre-service and post-hiring settings; 2) strengthen the teaching work force in key identified areas of need in our LEA, and 3) take leadership in the development of a mandated, state-wide four-year residency for new teachers in Ohio (July 2009). Specifically, our proposal is focused on reconstituting our pre-baccalaureate program by addressing the requirements in Absolute Priority 1; and inventing a one-year teaching residency, initial licensure program in middle and secondary mathematics and science, and K-12 foreign languages by addressing the requirements of Absolute Priority 2.

*Two characteristics* of Project ASPIRE ensure highly effective new teacher preparation that meets Columbus City Schools' hiring objectives – an *organizational perspective* that creates multiple paths into the teaching profession and a *conceptual framework* which integrates content knowledge, pedagogical expertise and clinical experience in a guided apprenticeship that begins during pre-service preparation and extends into the first four years of teaching. *First*, our dual focus on undergraduate and master's level residency programs reflects what Grossman and McDonald (2008) call an "organizational perspective." We recognize our opportunity to increase organizational variation in how teachers are prepared and harness innovations that have infused the field since the advent of alternative pathways. Project ASPIRE creates flexible, multiple gateways to a new state-mandated teaching residency, gateways that for some prospective teachers might originate in content majors, for others in education majors, and still others in the desire for a mid-career change. Gateways like these allow us to support the "emerging intentionality" of prospective teachers whenever it develops. For example, traditional inflexible gateways require a senior major in biology who develops an interest in science education to start

all over in a teacher education major, a challenge that few are in the position to take up.

*Second*, Project ASPIRE guarantees prospective teachers are prepared through a coherent and well-mediated apprenticeship jointly constructed by Ohio State and CCS that extends from pre-service preparation into the first four years of teaching. Teacher preparation, like the preparation of other professionals, can be thought of as an “apprenticeship” (Rogoff, 1991) into a community of practice (Erickson, 2002; Lave & Wenger, 1991; Wenger, 1998) where novices or newcomers work alongside experts to acquire the knowledge and ‘repertoires of practice’ (Gutierrez & Rogoff, 2003) of highly skilled experts within the community. This approach prepares teachers with specific content and professional knowledge in high quality, field-based contexts such that prospective teachers have a chance to observe and use the content and theories immediately in real classrooms. Strong apprenticeships are characterized by: 1) the presence of experts in the context, 2) guided participation in which the learner, with assistance, takes on that aspect of the work that is within their reach, 3) many opportunities for dialogue and reflection between experts and novices to scaffold more sophisticated understanding and decision-making, and 4) a gradual release of responsibility to the novice over time such that they develop productive patterns of behavior and the ability to make sound instructional decisions. A guided apprenticeship is not a “throw them into the deep end of the pool and they will learn to swim” approach as this is the single best way to ensure that they will develop “survival behaviors” that become the standard for their teaching.

Project ASPIRE targets two aspects of apprenticing teachers into the profession that teacher preparation programs have not previously addressed. *First*, similar to the structure and form of other highly-specialized professions, learning how to teach requires the acquisition of a complex knowledge base. This knowledge base is both multidisciplinary, in that it requires content

knowledge from disciplines such as mathematics, sciences, and the humanities; and interdisciplinary, in that the pedagogies are drawn from both general learning theories and discipline-specific theories so that expert teachers must acquire both general pedagogical knowledge as well as subject – specific or pedagogical – content knowledge. Thus, the knowledge base for teaching is distributed among different specialists – content specialists, learning theorists, pedagogical experts – who practice in both university classroom settings and in K-12 public school settings. These specialists must work closely together to sustain a coherent “apprenticeship” into teaching.

*Second*, after novice teachers become licensed to teach, their “guided apprenticeship” usually ends. Although mentors maybe appointed and continuous professional development required, little systematic assistance is offered that deliberately targets a new teacher’s need for professional growth. Thus, many teachers lack the continued guidance they need to develop as experts and may remain “stuck” in the early and less sophisticated understanding and behaviors of a new teacher. A specialized profession requires an ‘extended, guided apprenticeship’ to develop full expertise – a goal to which this project *aspires*.

Project ASPIRE promotes the qualities of a coherent, guided, extended apprenticeship into teaching across an early career by leveraging existing relationships among the experts who deliver teacher education to increase coherency through courses and experiences that are jointly constructed by university teacher education and content faculty, and leaders and teachers within CCS. Ohio State’s experience in providing one year master’s level programs inspired by the “Holmes model” (Holmes Group, 1986) has provided us with invaluable lessons about the importance of well-supported, prolonged engagement in the field, and also strong relationships with our Arts and Sciences faculties with whom we have collaborated in order to provide these

programs. We will bring these lessons into Project ASPIRE as we reconsider our programs in light of the federal directions outlined in the TQP program, the hiring objectives of our LEA, and the new state career ladder in Ohio which includes a four-year residency.

**I. Extent that Comprehensive Plan represents an Exceptional Approach to Priorities**

The overarching goal of Project ASPIRE is to reform the preparation of teachers – pre-service through induction – to assure that teachers have a deep content knowledge and are highly qualified to support the learning of *all* children, but especially children who are English Language Learners (ELL), children with special needs and children in urban and rural areas.

Chart 1.	
TARGET	SPECIFIC OUTCOMES OF OVERARCHING GOAL
<i>Absolute Priority 1</i>	Graduate 600 teachers in eight licensure areas, including teachers targeting our project’s identified high-need content areas (currently mathematics, science and foreign languages) at the pre-baccalaureate level.
<i>Absolute Priority 2</i>	Graduate 120 Teaching Residents (mathematics, science and foreign language) to meet Columbus City School’s hiring objectives in high need STEM and Foreign Language Immersion schools.
<i>Competitive Preference Priority 1</i>	Improve the preparation of new teachers through the ongoing collection of data that assesses the effectiveness of student learning through value-added assessment
<i>Competitive Preference Priority 4</i>	Optimize community resources by tapping the potential of our business and community organizations in ASPIRE’s broad-based partnership ().
<i>Invitation Priority</i>	<i>Partnership with Digital Education Content Developer:</i> Develop digital educational content that enhances the quality of pre-service training for prospective teachers, as well as of our pre-baccalaureate teacher preparation programs

To achieve the outcomes related to Absolute Priorities 1 and 2, eight areas have been defined that include specific objectives listed in Table 1 below.

Table 1. PROJECT ASPIRE OBJECTIVES	
Area 1. Needs Assessment and Quality Assurance (Accountability and Evaluation) for both Absolute Priorities 1 and 2	
<b>Objective 1</b>	Collaborate with the high need LEA in a yearly assessment to identify hiring needs and ensure ongoing training and professional development is in alignment with these hiring needs.
<b>Objective</b>	100% of Project ASPIRE teaching residents/program graduates will meet the

<b>Table 1. PROJECT ASPIRE OBJECTIVES</b>	
<b>2</b>	criteria for hiring by CCS and will demonstrate achievement as measured by the eligible partnership including, their performance on PACT (Stanford’s portfolio assessment). Teaching residents/program graduates will be in top 25% percentile in the overall graduating cohort according to NCATE Specialized Professional Associations (SPA) assessment benchmarks for achievement and multiple other measures of performance.
<b>Objective 3</b>	Improvement in the graduates’ pass rate and scaled scores for initial state licensure.
<b>Objective 4</b>	Increase in teaching residents recruited from under-represented communities by 10% annually with the goal of attaining 30% in Year 4.
<b>Objective 5</b>	Prepare all teaching residents with strong literacy teaching knowledge and deep content preparation, and the ability to effectively use brain-based strategies and be teachers of literacy in the high need academic subject areas as defined by our LEA.
<b>Objective 6</b>	Prepare all teaching residents to support learners in the general classroom who have identified special needs, and to provide language support and instruction for limited English proficient students in the general classroom.
<b>Objective 7</b>	Prepare all pre-baccalaureate and teaching residents to 1) integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning, and 2) use technology effectively to collect, manage, and analyze data, including value-added data, to improve teaching and learning for the purpose of improving student academic achievement.
<b>Objective 8</b>	Increase new teacher five-year retention rate with our LEA partner (currently 30%) to 90% for teachers participating in Project ASPIRE.
<b>Area 2. Teacher Recruitment for Absolute Priorities 1 and 2</b>	
<b>Objective 9</b>	Develop and implement strategies to recruit highly qualified students, mid-career individuals, veterans, and especially those from under-represented communities. Recruitment guided by hiring needs of LEA.
<b>Area 3. Pre-Baccalaureate Preparation of Teachers for Absolute Priority 1</b>	
<b>Objective 10</b>	Design a new standards-based, pre-baccalaureate program with Arts and Sciences faculty partners, as well as the LEA partners, that will be submitted as a folio to the Ohio Board of Regents for approval. Approval in the state is based upon meeting NCATE (accreditation) program standards.
<b>Objective 11</b>	Align the admissions goals, priorities, and criteria for the pre-baccalaureate program with the hiring needs and priorities of our local LEAs.
<b>Objective 12</b>	Develop recruitment strategies that make use of existing partnerships (e.g., the Teaching Quality Enhancement Project (TQE) and the Teaching Academy, a partnership between College of Education and Human Ecology and the Colleges of Arts and Sciences).
<b>Objective 13</b>	100% of graduates pass the program level assessments that are designed to meet NCATE standards according to the Specialized Professional Associations. These will include (but are not limited to) assessments related to the effective use of technology, the principles of universal design for learning and positive behavioral interventions and support strategies that promote student achievement. In

<b>Table 1. PROJECT ASPIRE OBJECTIVES</b>	
	addition, 100% of teachers will pass the Ohio Praxis II, the principles of teaching and learning; and our graduates will show positive impact on student growth as measured by value-added assessments.
<b>Objective 14</b>	100% of program graduates will be eligible for full state certification.
<b>Objective 15</b>	Demonstrate through yearly benchmark assessment that teacher competencies are aligned with TQP’s identified areas of reform, including the use of empirically based practices, scientifically valid research, knowledge of student learning methods, multiple means of assessing student learning, teaching skills to effectively differentiate instruction to support the broad range of learners, being a productive partner of an IEP team, employing strategies for reading effectiveness, and strong content knowledge.
<b>Objective 16</b>	100% of program graduates will have the requisite content knowledge, preparation, and degree to successfully teach Advanced Placement or International Baccalaureate courses.
<b>Area 4. Clinical Experience and Interaction for Absolute Priorities 1 and 2</b>	
<b>Objective 17</b>	Develop and implement well-mediated and supported apprenticeship experiences that are integrated across the teacher preparation program and tightly aligned with coursework. At least 75% of the placements will be in urban settings and 100% of graduates will have at least one significant urban experience. These experiences will integrate pedagogy and practice across the content areas and will be oriented to the learning standards.
<b>Objective 18</b>	Utilize the LEA partner and university partner faculty from Education and Arts and Sciences to design a coaching and induction model for use across the pre-service preparation and during the state of Ohio induction program, and also develop an ongoing professional development program for all individuals in the IHE and the LEA who act as mentors for pre-service teachers.
<b>Area 5. Induction Programs For New Teachers for Absolute Priorities 1 and 2</b>	
<b>Objective 19</b>	Require all graduates of the program to participate in an ongoing, mediated induction program for at least two years as supported by Project ASPIRE and up to four years as mandated by the state of Ohio and implemented through the LEA.
<b>Area 6. Literacy Training for Absolute Priorities 1 and 2</b>	
<b>Objective 20</b>	Train 100% of mentors and coaches to strengthen the literacy teaching skills of all individuals involved in the apprenticeship project including pre-service and in-service teachers. The literacy training design foundation is the evidence-based model of Ohio State’s Literacy Collaborative Project which includes three knowledge sets expert literacy teachers must have: 1) knowledge of literacy acquisition; 2) knowledge of scientifically-based reading/writing instruction; and 3) knowledge of practice development (IRA, 2004).
<b>Area 7. Residency Programs for Absolute Priority 2</b>	
<b>Objective 21</b>	Provide a one-year teaching residency program with integrated rigorous graduate level coursework and well-mediated, year-long apprenticeships in the field that culminates in a master’s degree and eligibility for state licensure.
<b>Objective 22</b>	Recruit 30 teaching residents in years two through five who meet the requirements of the high-need LEA and provide living stipends. Specific attention to under-

<b>Table 1. PROJECT ASPIRE OBJECTIVES</b>	
	represented communities.
<b>Objective 23</b>	Support residents through the Coaching and Mentoring Model that has been collaboratively developed and refined among partners in year one and implemented throughout the program in years two through five (corresponds with Objectives 18 and 20).
<b>Objective 24</b>	Carefully select mentor teachers based on value-added data where possible, and other criteria established by the partners.
<b>Objective 25</b>	Consistently coach and mentor 100% of the residents across pre-service and the first two years of induction through the grant and then participate in a mandated state induction program for another two years.
<b>Objective 26</b>	Create a cohort structure that facilitates professional collaboration among 100% of the graduates, and between all graduates and mentor teachers in the receiving school.
<b>Objective 27</b>	Evaluate 100% of residents four times through the year according to NCATE program level criteria aligned with the standards of the Specialty Professional Association, as well as a holistic portfolio assessment (e.g. Performance Assessment of California Teachers – Stanford University). Additionally, all graduates will show positive impact on student growth as measured by value-added assessments.
<b>Objective 28</b>	Ensure that 100% of program graduates qualify for positions in CCS in the areas of Middle Grades and Secondary Mathematics and Science (STEM schools), and Foreign Language (foreign language immersion schools).
<b>Objective 29</b>	Collaborate with various partners on a state-wide teaching residency core program for the state of Ohio.
<b>Objective 30</b>	Integrate the state-wide residency core with our developing teacher residency model and implement it with our partner LEA.
<b>Area 8. Residency Programs for Absolute Priority 1 and Student Achievement and Continuous Program Improvement Competitive Preference Priority 1</b>	
<b>Objective 31</b>	Improve the effectiveness of Project ASPIRE by collecting longitudinal data on student achievement to assess impact of project graduates’ teaching on student learning.
<b>Objective 32</b>	Provide for continuous improvement of the participating teachers, and of the pre-baccalaureate teacher preparation program and/or teaching residency program based on the student achievement data.

**Area 1: Needs Assessment and Quality Assurance (Accountability and Evaluation)**

The most recent census data available on the U.S. Department of Education Web site indicates that the partner LEA, Columbus City Schools, *qualifies as a high-need school district with a poverty level of 31.36%*. Additional data from the district also indicates that it *qualifies on the basis of teacher attrition at the rate of 20%* as demonstrated in Table 2 below.

<b>Teacher Attrition</b>	<b>2006-2007</b>	<b>2007-2008</b>
Teachers who moved to a new building	425*	620
Teachers who left the district	259	214
Total Teacher Attrition from any school building	684	834
Total FTE teachers during the year	4,255	4,157
Total turnover percentage from any school building	684/4,255=16%	834/4,157=20%
(CCS Human Resources)		

At a national level, research clearly shows that we are unable to produce enough highly-qualified teachers to serve our high-need schools, and to work in the hard-to-staff subject areas. Teacher retention is also an issue, particularly for teachers in high-poverty schools and high-need subject areas. (Darling-Hammond & Sykes, 2003; Ingersoll, 2003) These issues are similar for CCS, our LEA partner. With over 53,000 students, CCS is the largest school district in Ohio, in the nation’s 16<sup>th</sup> largest city. CCS faces the same challenges as most urban districts—high poverty, high student mobility, low test performance, and low graduation rates. While the graduation rates and state performance index have risen steadily in recent years, the district still falls short of state standards in both graduation rates and standardized test scores.

Columbus is a high-need school district, with a large number of students coming from areas of poverty. Since 2002, the number of economically disadvantaged students (receiving free or reduced-priced meals) has grown to more than 72%. The student population is also racially diverse, with over 72% representing a non-white student population.

<b>Male</b>	<b>Female</b>	<b>Black</b>	<b>White</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Native American</b>	<b>Multi-Racial</b>
50.8%	49.2%	61.7%	27.4%	5.6%	1.9%	0.2%	3.1%
(CCS Human Resources, July 2009)							

The CCS student population also includes significant numbers of students with special needs, and a growing population of children as English Language Learners (ELL). The number of special education students has increased from 13.7% in 2002 to 16.2 % in 2007. The number of

ELL students has doubled since 2002. At present, 13.2% of the CCS student population is considered to have limited English proficiency. Over 100 different languages are spoken by CCS students. The district contains the second largest Somali community in the United States with approximately 17,000 new Somalis each year. These numbers will double the yearly average of new ELL students in the district.

Columbus is also considered a hard-to-place district, where 30% of teachers leave after the first five years. Based on data tracking hiring trends provided from the school district (see Table 4), content areas with greatest need over the past three years are identified. Four areas emerged: mathematics, science, foreign language, and special education.

Table 4. <b>HIRING TRENDS 2006-2008</b>		
<b>2006</b>	<b>2007</b>	<b>2008</b>
(1) Special Education	(1) Special Education	(1) Science
(2) Foreign Language	(2) Mathematics	(2) Foreign Language
(3) ESL	(3) Foreign Language	(3) Special Education
	(4) Science	(4) Mathematics
(CCS Human Resources, July 2009)		

Although special education is identified as a high need area, as these positions become available, they are not as hard to fill as the other three areas. Therefore, the district identified three “hard-to-place” content areas of need for the TQP residency program: Middle and Secondary Mathematics, Middle and Secondary Science, and Foreign Language.

**Area 2. Teacher Recruitment for Absolute Priorities 1 and 2**

Project ASPIRE will develop admission goals and priorities that ensure the selection of highly qualified individuals especially those from under-represented communities to better match its student demographics (Table 5). Additionally, recruitment and admission goals and priorities will be aligned with the goal of the high-need LEA partner to hire and support the development of teachers who can enact culturally relevant pedagogies and who are able to work with diverse

learners including ELL and children who struggle in school.

Table 5. STAFF PROFILE (CCS Human Resources, July 2009) Total Membership: 4,192 Teachers (78% non-minority; 22% minority)				
White	Black	Spanish	Asian	Native American
M – 17.5%; F – 58%	M – 5%; F – 18%	M – .3% F – .8%	M – .1% F – .1%	M – .1% F – .1%
Years of Experience	Number of Teachers		Percent of Total	
0 – 5	1,004		23.95%	
6 – 10	1,450		34.58%	
11 – 15	489		11.66%	
16 – 20	604		14.40%	
21 – 25	288		6.87%	
26 – over	357		8.51%	
<b>TOTAL</b>	4,192		100%	

In addition to traditional forms of recruitment, Project ASPIRE will employ several focused forms of recruitment which include utilizing the existing Columbus Teaching Academy, a one year program designed specifically for high school seniors considering a career in education; and recruiting Head Start/other preschool teachers, appropriate community college graduates, and teaching assistants in elementary, middle, and high schools within the LEA partner. In terms of admission, specific criteria will be incorporated into a Holistic Assessment Rubric that includes: GPA, SAT scores, a letter of intent, letters of recommendation, and a pre-screening interview (i.e., Urban Perceiver). In order to attract minorities and other under-represented populations such as first-generation college populations, Project ASPIRE will provide four scholarships per year in the pre-baccalaureate program. These scholarships will be especially targeted at individuals who are interested in licensure in areas of need within our high-need LEA partner. These scholarships will be provided to the recipient for each of the four years of the program if they meet the following requirements: maintain a 3.0 average, maintain a full load of courses within the prescribed educational course of study to ensure they finish in four years, and meet with program faculty in an ongoing ‘Teachers for Diversity’ Seminar. This seminar will be open

to all prospective teachers and will be a space where there is extra support/advisement for community-building, academic support for those who need it, and a sharing of ideas to enhance the teacher education program in general. Scholarship recipients will also be asked to sign an agreement that they will work in the high-need LEA partner for three years after graduating, providing there is an opening for which they are highly qualified. If they choose not to teach they will return the scholarship money.

In addition to the recruitment principles described above related to both priorities, particular recruitment priorities will apply only to Absolute Priority 2, based on CCS hiring objectives. 120 prospective teachers will be recruited into the Teaching Residency Program from two pathways: the first path will target students in our Arts and Sciences Colleges who may be interested in pursuing teaching as a career path; the second path will be for those who have been out in the workforce and are interested in a career change. In both cases, we will recruit candidates who have a strong content background and a commitment to work in high-need, urban schools. We will also target candidates from under-represented racial and ethnic groups who may be interested in working in an urban context.

As a part of the admissions process, candidates will be expected to demonstrate high-levels of content knowledge through PRAXIS II scores and a GPA in their content major, and we will work with our local school district to utilize an interview process to determine the candidate's interest and commitment to working in CCS. Specific criteria will be incorporated into a Holistic Assessment Rubric that includes: Bachelor's Degree in Relevant Content Area, GPA of 3.0 or above, Letter of Intent and Commitment to working in an urban school, and a pre-screening interview (i.e., Urban Perceiver) by a collaborative team comprised of CCS and Ohio State partners. Mid-career professionals may meet content requirements through existing degree and

work experience, which will be evaluated upon application.

Those accepted into the Teaching Residency Program would receive a living stipend of [REDACTED] per year, and would be expected to pay their graduate tuition and fees from this stipend.

### **Area 3. Pre-Baccalaureate Preparation of Teachers for Absolute Priority 1**

Area 3 objectives relate to the pre-baccalaureate program and encompass the pedagogical reforms of the program (Obj. 13, 15), the assessment of students' progress through the program (Obj. 13, 15), the admissions criteria for the program (Obj.11), and the alignment of the program with the local LEA's teaching contexts (Obj. 15). Currently, teachers at Ohio State are prepared for licensure in Early Childhood, Middle Childhood, Secondary Education, and Foreign and Second Language in a graduate model – a Master's in Education (M.Ed). Students come into the M.Ed with about 1/3 of the credits needed for licensure, mostly related to the content preparation, as pre-requisites. Most of the students enter into the M.Ed from content majors in the Arts and Sciences Colleges.

Ohio State's College of Education and Human Ecology and Colleges of Arts and Sciences have initiated conversations to revive degree and licensure programs at the pre-baccalaureate level to further diversify the teaching pathways offered in the colleges. Project ASPIRE embraces this work at a critical time when Ohio is introducing major initiatives to extend the preparation and support for teachers well into their early years of teaching in a residency model and license. Project ASPIRE will lead the re-conceptualization and renewal of these undergraduate programs.

The reforms within the pre-baccalaureate program are organized as a guided apprenticeship and focused on four areas: *pedagogical-content knowledge and practices*; *“clinical experiences” and interactions* (described in Area 4); *assessment of progress* through the program

and the *transition* or “*induction*” into the teaching profession (described in Area 5).

Pedagogical practice reforms will focus on further developing: a) disciplinary content pedagogies with Arts and Sciences faculty colleagues; b) literacy training focused on the required essential elements by incorporating literacy coaching; c) diversity with special emphasis on English language learners, students with special needs, Universal Design for Learning (UDL) and other inclusion practices, and technology supported teaching; and d) arts-based pedagogical practices as a tool for interdisciplinary integration – each described below.

a) *Disciplinary Content Pedagogies*: Ohio State’s teacher education faculty has a long history of partnership with faculty colleagues in the Arts and Sciences. These relationships are formalized in the University Teacher Education Council (UTEC), an advisory board and governing board made up of faculty from five colleges with participation in teacher preparation and the Columbus City Schools. Faculty have collaborated, for example, in the co-development of mathematics content courses that are taught with pedagogies that model inquiry-based teaching for prospective teachers and simultaneously deepen mathematics content knowledge. Project ASPIRE will use and strengthen these relationships to further deepen the content knowledge of all teachers, in general, and in particular to ensure that secondary teachers have the content expertise to teach Advanced Placement and International Baccalaureate courses. In addition, this will also assist the Project in targeting the needs of our LEA partner in middle and secondary science and math and foreign language areas.

b) *Literacy*: General and content-specific literacy teaching across pre-K-12 teaching. The particular approach to the preparation of teachers of literacy instruction includes skilled coaches who closely observe students’ reading and writing behaviors for evidence of learners’. To accomplish this, prospective teachers and their coaches must have in-depth knowledge of

scientifically-based reading/writing instruction (described below in Area 6 on literacy training).

c) *A Teaching for Diversity strand of courses and experiences* will be required of all prospective teachers and will prepare them to support children's learning, in general, and in particular, improve learning outcomes for ELL, children with special needs, and urban and rural children. Threaded throughout the strand will be attention to research-based, best practices, instructionally-sound technology use, and curricular design that enhances the ability for diverse learners to have access to, participation in, and support for learning (e.g., Universal Design for Learning). Additional attention will be given to content on second language acquisition and classroom modifications and pedagogies that enhance an ELL's ability to acquire English and content through participation in the general education classroom. All teacher candidates will develop an understanding of the influence of race, socioeconomic class, ethnicity, and place-based geographical cultures (i.e., urban, rural, suburban) on children's identities and behaviors, as well as the influence of poverty on children's general well-being and participation in school.

d) *Brain-based pedagogical practices*: Lastly, candidates will learn about brain-based approaches to teaching and learning in order to make connections *across* the disciplines. The visual arts as a tool for curricular integration have a strong foundation in the brain-based research on learning and can be used to help teachers foster rich, high-level thinking that drives student creativity, imagination, innovation, aesthetic discernment, and visual literacy. In the first year of capacity building, the Granville Studio for Visual Arts (GSVA), along with their partners from Harvard University's Project Zero will work with Ohio State faculty in the development of arts-based pedagogical perspectives. Beginning in year two, GSVA will lead professional development experiences for mentor teachers, providing hands-on experiences with curricular innovations.

#### **Area 4. Clinical Experience and Interaction for Absolute Priorities 1 and 2**

Throughout the clinical experience of the apprenticeship, partners in Project ASPIRE will:

- Closely join clinical experiences and coursework that are supported by both university and field-based teacher educators through an ongoing seminar that links what is happening in the university and field setting.
- Begin clinical experiences very early in the teacher education program (year two of the pre-baccalaureate and during the entire one-year residency program) so that in the final year of the pre-baccalaureate and in the one-year residency, prospective teachers spend at least 100 full days in guided clinical field experience.
- Structuring clinical experiences in a combination of immersion experiences and clinical/coursework experiences so that prospective teachers can begin to understand the complexity within the teaching site and so that coursework may be embedded within this appreciation of the complexity involved in teaching.

#### **Area 5. Induction Programs for New Teachers for Absolute Priorities 1 and 2**

Central to Project ASPIRE's pre-baccalaureate and teacher residency (M.Ed. program) is the notion of consistent and sustained, coached and guided apprenticeships. Prospective teachers work alongside 'experts' or exemplary teachers from the LEA. Also, coaches from the university work closely with new teachers to assist or scaffold their ability over time in mastering, and eventually taking over, all aspects of the classroom.

The model for mentoring and coaching is conceptualized in Figure 1.

The program's coaches and mentors are university faculty, university supervisors (funded doctoral students), cooperating teachers, and school personnel, all of whom have been trained in a shared model of coaching. The model is designed collaboratively by university Education and

Human Ecology faculty, faculty from Arts and Sciences, and LEA Partners. We will leverage evidence-based, best practices from two university-funded projects, the Math Coaching Project (Brosnan and Erchick) and the Literacy Collaborative Coaching Project (Pinnell, Scharer, and Rodgers), as well as practices from the CCS’s Peer Assistance Review (PAR) model for induction year support. These three approaches to coaching and mentoring are theoretically driven and empirically-based and require that mentor teachers and university coaches collaboratively plan, teach, and reflect on student learning.

Thus, the focus for professional development of mentor teachers and others who will be mentoring or coaching within the apprenticeship includes: a) introducing and sharing research-based best practices for disciplinary learning and teaching, b)

deepening disciplinary content and pedagogical knowledge, c) attending to socio-cultural elements of teaching and learning, d) sharing and being reflective about issues that hinder school-based learning and teaching, and e) collaboratively problem solving situations that interfere with students’ and teachers’ learning. Additionally, mentors must be expert in observing students’ learning and teachers’ practices, identifying critical areas for development, and engaging teachers in thinking about their practice in ways that shift their focus to student learning and strategies for advancing that learning.

The coaching and mentoring model will be implemented throughout the pre-service teacher

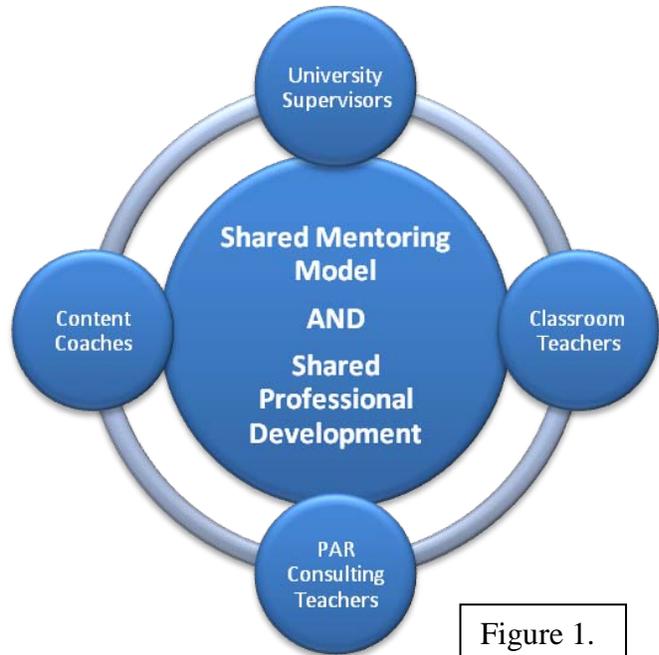


Figure 1.

education program and into the first two years of induction. The responsibility for support during the induction will be shared by the project partners, but once teachers have been hired into the CCS mentoring during induction will be largely implemented through the Peer-Assistance and Review (PAR) program which is a fully established, existing system of support within the LEA partner. The purpose of the program is to provide assistance and review for teachers. The Columbus teachers’ contractual agreement requires all entry-year teachers to be placed in the PAR program for their entry-year (intern) of service (Article 401.14, CEA Contract book, 2000-2003), therefore, the intern component is compulsory for all newly-hired teachers in CCS regardless of previous experience. All intern teachers are assigned a Consulting Teacher, or mentor, who provides a minimum of 20 observations and 10 conferences per year, with additional time scheduled as needed.

Additionally, Project ASPIRE will work closely with CCS and Ohio’s state policy team members to align this model of comprehensive induction with new state-wide initiatives that mandate a four-year guided induction program for all new teachers in order to continue to strengthen their ability to work with and support the academic success of diverse learners. This model provides a coherent apprenticeship and seamless transition throughout the four-year induction process in the following ways:

<b>Chart 2. APPRENTICESHIP AND TRANSITION MODEL</b>	
<b>Aspect</b>	<b>Description</b>
1.	Ensuring coherency in expectation and ongoing support for prospective teachers as they move through their critical early years in the teaching profession.
2.	Identifying ‘lead’ teachers in the LEA who will be provided with ongoing release time to be trained in the shared coaching model and to provide support for new teachers’ continued development and support and enhance interactions between pre-service teachers, mentor teachers, school administrators, and university faculty.
3.	Providing training for all members of the “team” (i.e., university faculty, LEA mentor teachers, university supervisors, and school administrators) in the shared coaching model.
4.	Developing and implementing long-term, holistic performance assessments beginning

Chart 2.	<b>APPRENTICESHIP AND TRANSITION MODEL</b>
	<p>in the pre-service program and continuing into the four-year residency. This long-term, performance assessment incorporates continual assessment of teacher impact on student learning through a yearly ‘teaching event’ consistent with national models such as the Performance Assessment of California Teachers (PACT) and builds toward National Board Certification. They will also include assignments embedded in coursework that are based on the SPA standards for the disciplines and the PRAXIS standards for classroom-based performance.</p>

**Area 6. Literacy Training for Absolute Priorities 1 and 2**

According to the National Reading Panel (2000), effective literacy instruction has five essential elements: phonemic awareness, phonics, comprehension, vocabulary, and fluency. Snow, Griffin, & Burns (2005) cite more recent empirical studies of exemplary practice concluding that teachers must also be directly involved in working with students in a range of contexts (demonstration, discussion, whole group, small group, and individual); offer “explicit instruction as well as learning and practice in the context of reading and writing tasks that capitalize on and serve the students’ cultural knowledge and interests” (p. 59), as well as high quality feedback; carefully design lessons to build students’ procedural and metacognitive knowledge; and use testing data and other assessment measures of student learning to enhance instruction within licensure-specific courses. All students in the pre-baccalaureate program will be trained to use and understand value-added assessment as part of their assessment repertoire.

To accomplish this, prospective teachers and their coaches must have in-depth knowledge of:

- 1) the complex processes of reading and writing and how children develop those processes;
- 2) the relationship between oral language and literacy learning;
- 3) how children learn to process texts by orchestrating their growing knowledge of letter-sound relationships, word recognition, language syntax, vocabulary, text characteristics, and meaning while demonstrating both fluency and comprehension (NRP, 2000);
- 4) the reciprocal relationship between reading and writing that fosters rapid word solving;
- 5) the role that affective issues such as interest, motivation,

frustration, and identity play in reading and writing development; 6) the role that cultural funds of knowledge that children bring to school have in reading and writing development; and 7) impediments to literacy development.

### **Area 7. Residency Programs for Absolute Priority 2**

The same pedagogical reforms described in Absolute Priority 1 (content pedagogies, diversity, literacy, technology, and brain-based practices) are incorporated in Absolute Priority 2. Because of the truncated time-frame in which these resident teachers are engaged in the pre-service portion of the apprenticeship, Project ASPIRE has created specifically designed and tailored experiences to ensure they have the content knowledge, robust clinical experiences that develop pedagogical expertise, and knowledge of diverse learners that will make them effective teachers. This shared approach connects and develops deep content knowledge, effective pedagogical practices, a thorough understanding of the students, and quality mentoring and induction practices with an appreciation of the culture and context in which the students learn and the teachers teach.

*Content Knowledge.* Throughout the one year residency, our faculty from the College of Arts and Sciences and from the College of Education and Human Ecology will work together with our school partners to design, deliver, and assess academically rigorous and professionally relevant content course work and experiences.

*Clinical Experiences.* The teacher residents will be placed in field experiences which will grow in length and in expected participation from the very beginning of the program. Thus, once accepted into the program, Teaching Residents will be in clinical experiences that are closely linked to coursework and seminars providing integrated content and pedagogical strategies for teaching and learning and well-supported by the coaching team.

*Developing Knowledge of Diverse Learners.* Throughout the program, Teaching Residents and their mentor teachers will meet in coursework specifically focused on an urban, high-need school contexts. Seminar topics will emerge and include Culturally Relevant Pedagogical Practices, Non-academic Barriers to Learning, and Using Data to Inform Instructional Practices. At the conclusion of this year-long graduate experience, the residents will receive their Master of Education degree and a Certificate of Urban Specialization, providing evidence of their focused area of study in an urban, high-need school context.

*Coaching and Mentoring.* Mentoring for the Teaching Residency Program will utilize the same model presented in the pre-baccalaureate program spanning from pre-service through the first four years of the Resident Educator Licensure program for Ohio. This includes the first two years of induction into the teaching profession after residents are hired into the district. All involved in mentoring the Teaching Residents use the shared model, and receive the same professional development to ensure consistency across the continuum of teacher development. During their Teaching Residency Program, candidates begin to develop a teaching portfolio early in their program, and document their progress toward becoming an effective teacher.

In order to assess the effectiveness of teacher preparation in Project ASPIRE, student learning will be guided by formative data gathered in the classroom, and standardized test data that are part of the state-wide assessment systems. The partnership with Nationwide Insurance and Battelle for Kids (BFK) will assist in providing data for analyzing student performance on standardized tests, and value-added data to assess student growth. Our Nationwide partners have developed reports and data tools to help district personnel understand the data and organize it in such ways that they could inform academic decisions at the district, school, classroom, and student level. They are also beginning work on a strategic process that assesses the current

academic status of schools, classrooms, and students and then facilitates the identification of priority areas for improvement within each site. BFK also partners with education establishments to facilitate school improvement, and has been instrumental in contributing value-added data to CCS for grades 3-8. They are currently developing end-of-course assessments to create data points at the high school level, thus providing value added data for high school students as well.

**II. Likely Impact of Proposed Project’s Services on Intended Recipients’ Improvement**

The likely impact of Project ASPIRE on intended recipients’ improvement is summarized below in Table 6. The approach to evaluating impact will be addressed in Section B. below.

**III. Extent that Training and Professional Development Services are Sufficient in**

**Quality, Intensity and Duration to Lead to Improvements in Practices of Recipients**

The approaches to both Priorities 1 and 2 are carefully designed to provide key experiences and preparation over both the pre-baccalaureate and Teacher Residency (M.Ed.). The approach to guided apprenticeships as described above provide intensive coaching and mentoring over the complete M.Ed. program and from the second year of the pre-baccalaureate program. This approach then extends its support seamlessly into the first four years of the new teacher’s initial placement ensuring sufficient intensity and duration of the experience over many years. Past experience with these approaches as detailed above and the quality of the partnerships described below will ensure the overall quality of the approach.

**IV. Extent to which Partner Collaboration maximizes the Effectiveness of Services**

Key stakeholders in Project ASPIRE include state education organizations, private corporations, public and private institutions of higher education, and our local school districts and education associations in the state of Ohio. Our partners in the establishment and design of our response to both Absolute Priorities 1 and 2, and their primary roles are listed in Table 7.

<b>Table 6: LIKELY IMPACTS OF PROJECT ASPIRE ON RECIPIENTS' IMPROVEMENT</b>	
<b>Objective</b>	<b>Likely Impact</b>
2.	100% of Project Aspire teaching residents/program graduates will meet the criteria for hiring by CCS.
3.	Improvement in the pass rate and scaled scores for initial state licensure.
4.	Increase in funded residents from under-represented communities by 10% annually with the goal of attaining 30% in Cohort 4.
5.	100% of the teaching residents will be prepared with strong literacy teaching knowledge, deep content preparation and be able to effectively use brain-based strategies, and be teachers of literacy in the high need academic subject areas as defined by our LEA.
6.	100% of the teaching residents will be prepared to support learners in the general classroom who have identified special needs, and to provide language support and instruction for limited English proficient students in the general classroom.
7	100% of pre-baccalaureate and teaching residents will be prepared to integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data, including value-added data, to improve teaching and learning for the purpose of improving student academic achievement.
8.	90% of the teachers we prepare will be retained over the first five years of their career which represents improvement from 30% in our LEA's current teacher retention rate.
13.	100% of graduates pass the program level assessments that are designed to meet NCATE standards according to the Specialized Professional Associations.
14.	100% of pre-baccalaureate graduates will be eligible for state licensure (full state certification).
16.	100% of pre-baccalaureate program graduates will have the requisite content knowledge, preparation, and degree to successfully teach Advanced Placement or International Baccalaureate courses.
17	At least 75% of the placements will be in urban settings and 100% of candidates will have at least one significant urban experience.
20.	100% of mentors and coaches will be trained to strengthen the literacy teaching skills of all individuals involved in the apprenticeship project including pre-service and in-service teachers.
23.	100% of residency program graduates will participate in a cohort structure that facilitates professional collaboration among graduates and between graduates and mentor teachers in the receiving school.
27.	100% of Residents will be evaluated four times through the year according to NCATE program level criteria aligned with the SPA standards, as well as a holistic portfolio assessment (e.g. PACT – Stanford University). Additionally, our graduates will show positive impact on student growth as measured by value-added assessments
28.	100% of residency program graduates will qualify for positions in CCS in the areas of Middle Grades Mathematics and Science, Secondary Mathematics and Science, and Foreign Language.

<b>Table 7. PARTNERS AND PRIMARY ROLES</b>			
<b>Partner</b>	<b>Primary Role</b>	<b>1</b>	<b>2</b>
Battelle for Kids	Provide value-added data for our LEA and design end of course assessments.	X	X
Columbus City Schools	Primary LEA partner.	X	X
Columbus Education Association	Local teacher association within our primary LEA.	X	X
Nationwide Insurance Corporation	A corporate partner who will provide tools to analyze data and develop evidence-based/data-driven instructional resources.	X	X
Ohio Department of Education	Responsible for education reform P-12 as well as for educator licensure.	X	X
Ohio Board of Regents	Led by the Chancellor, and responsible for program approval and leadership of education reform in higher education.	X	X
Ohio Dept of Education/Curriculum and Instruction in the fine arts	Consultant to the development of arts-based pedagogical practices.	X	X
The Ohio State University – Colleges of Arts and Sciences	Faculty partners in the content areas.	X	X
The Ohio State University – College of Education and Human Ecology	Overall coordination of project and specific responsibility for changes to both the Pre-Baccalaureate and M.Ed Teacher licensure programs at Ohio State.	X	X
Granville Studio of Visual Arts	Primary lead in the development of brain-based pedagogical practices.	X	X
Harvard University Project Zero	Consultant to the development of brain-based pedagogical practices.	X	X
Ohio Resource Center	Development and digital dissemination of content-based professional development for teachers.	X	X
Columbus Teaching Academy	Recruitment source for potential pre-baccalaureate students.	X	

**B. QUALITY OF THE PROJECT EVALUATION**

**I. Evaluation Methods Utilize Objective Performance Measures Clearly Related to Intended Outcomes**

The Youth Policy Institute (YPI), an independent, non-profit research and evaluation firm, with

over 10-years experience conducting external studies of critical educational initiatives, will conduct the evaluation of Project ASPIRE. A number of distinct features highlight YPI’s approach to evaluating this Ohio TQP Initiative:

<b>Table 8. YOUTH POLICY INSTITUTE EVALUATION APPROACH</b>	
Research Model	To establish the impact of the Project ASPIRE on student achievement as a function of program components implemented by Ohio State’s Teacher Education Department, the CCS, and other ASPIRE contributors.
Quantitative And Qualitative Data Collection Methodologies	To allow for an in-depth accounting of key study questions and outcomes, including the use of value-added methods and change over time in teacher classroom skills, adherence to research-based instructional strategies (RBIS), and individual student academic growth.
Potent Evaluation Project Team	Has extensive knowledge and experience in higher education program accreditation and evaluation, teacher preparation, professional development, and school reform.

YPI recognizes that the principal goals of this evaluation are to determine the impact of Project ASPIRE on teacher performance and student achievement by conducting a scientifically rigorous study. YPI believes that achieving this goal requires that the evaluation address several collateral research questions (with embedded performance measures) that focus on the context, implementation, and impact of the program:

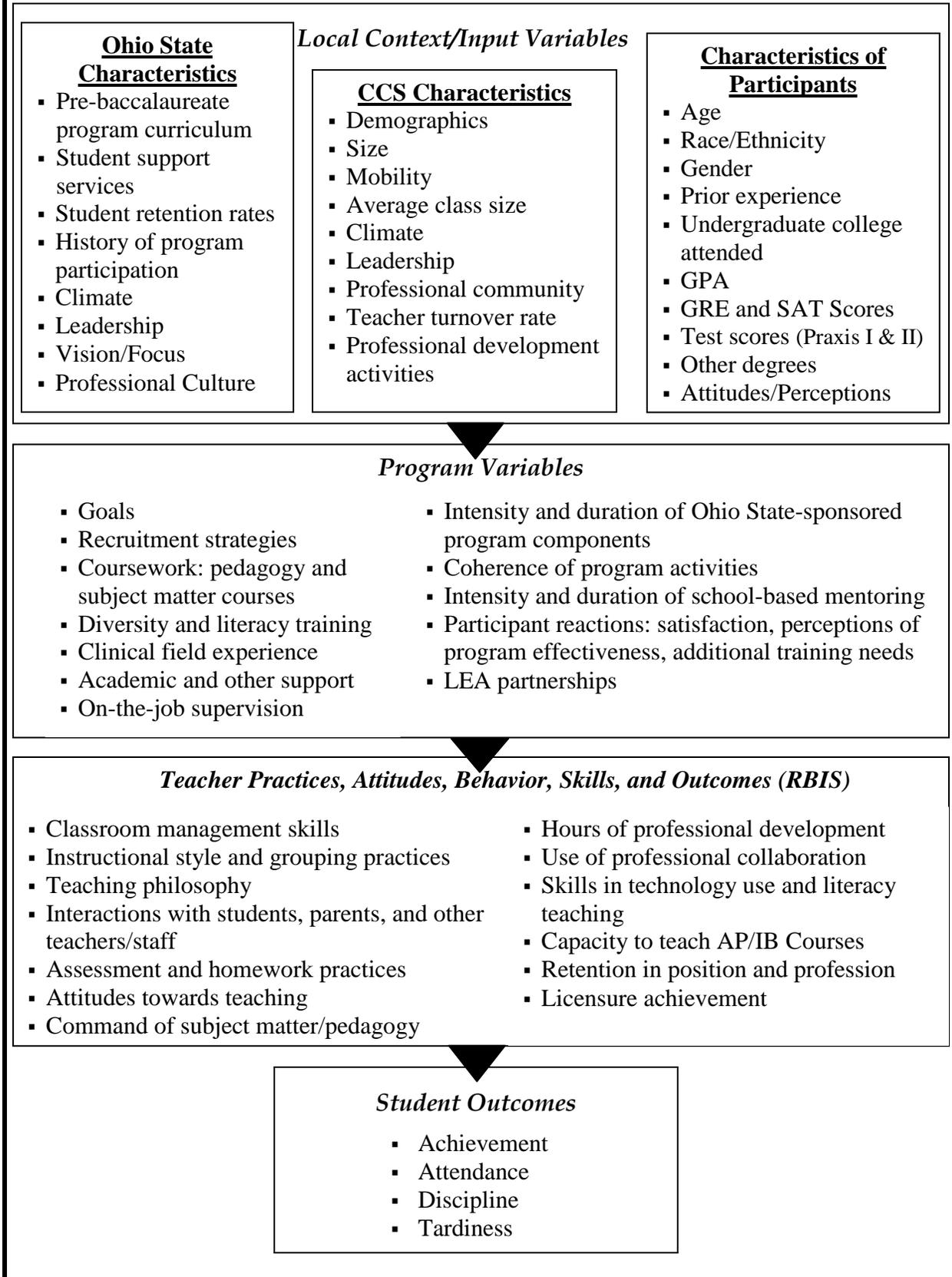
<b>Table 9. YOUTH POLICY INSTITUTE COLLATERAL RESEARCH QUESTIONS</b>
1. How does local context – such as Ohio State and CCS (district and school) policies, procedures, leadership, culture, and resources – affect the design and implementation of the Project ASPIRE components?
2. What are the characteristics of the new standards-based pre-baccalaureate program and induction program services/activities, and to what extent are instructional curricula and programming aligned with established state and national standards (particularly those established by NCATE)?
3. What is the amount and quality of collaboration between Ohio State and the Columbus City Schools? What are the nature, duration, and intensity of the teacher induction program?
4. What are the characteristics of the pre-service teachers? How do they differ from traditionally prepared first-year teachers? Are they more diversified with respect to age, race/ethnicity, gender, academic qualifications, knowledge/skill, and general experience?
5. How do program completers perform on the job? What is the extent of their pedagogical content knowledge and skills and their ability to promote student learning using RBIS? Do their teaching practices differ from those of traditionally prepared first-year teachers?

Table 9. YOUTH POLICY INSTITUTE COLLATERAL RESEARCH QUESTIONS	
6.	What is the program completion rate of pre-service teachers? What is the attrition rate of teachers after they begin teaching? Do participating teachers record higher retention rates than traditionally prepared new teachers?
7.	How does the academic achievement of students taught by participating teachers compare with the achievement of students taught by traditionally prepared first-year teachers?
8.	What do salient program factors – such as program training, coursework, school-based mentoring – contribute to improved student outcomes? What other factors – such as school, teacher, and student characteristics – play a role in improved student outcomes?

Ongoing and frequent reporting, and ongoing consultation with project leadership, will help ensure that stakeholders have a deep understanding of the value added of Project ASPIRE to teaching quality and student achievement. This information will be particularly significant and timely given the need to improve the quality of the teaching force. To meet the No Child Left Behind (NCLB) challenge of placing highly qualified teachers in every classroom, policymakers *must* understand what works best in teacher preparation and then focus priorities and resources accordingly. To conduct the evaluation, YPI has developed a conceptual framework that will provide rich and powerful information about Project ASPIRE – one that best represents what research indicates are the critical processes, strategies, and determinants underlying improvements in teacher development and student learning.

The framework, shown in **Figure 2** above, illustrates that the project impact on student achievement is directly related to teacher knowledge, attitudes, skills, and instructional practices. The framework further indicates that both job performance, i.e., teaching quality and student outcomes, are influenced by the characteristics of the programs/services provided by Ohio State and CCS (including the pre-baccalaureate program, the induction program, expanded clinical experience, and ongoing support/supervision), as well as by local context factors and teacher background characteristics.

Figure 2. CONCEPTUAL FRAMEWORK FOR EVALUATING PROJECT ASPIRE



This conceptual framework and related variables will be elaborated during the first four months of the study as archival data is collected and program rollout is underway. The specific outcome measures proposed are listed in Table 10, with the corresponding project objectives and measures indicated.

<b>Table 10. PROPOSED OUTCOME MEASURES</b>		
<b>Objectives</b>	<b>Project ASPIRE Outcomes</b>	<b>Measures</b>
2	Over the course of the initiative, all Project ASPIRE teaching residents/program graduates will meet CCS hiring criteria.	LEA selection criteria, teacher surveys, and performance on PACT
3	Annual improvement in the pass rate and scaled scores for initial state licensure.	State and CCS archival data and project records
4	A 10% annual increase in funded residents from under-represented communities, reaching 30% in Cohort 4.	Project ASPIRE demographic data and teacher surveys
5	Over the course of the project, all teaching residents will be highly qualified to teach in CCS' high-need academic subject areas (middle grade mathematics and science, secondary mathematics and science, and foreign languages).	NCATE assessment benchmarks, Project ASPIRE program level assessments (see Objective 9)
6	All ASPIRE teaching residents will be prepared to support special needs and limited English proficient learners in the general classroom.	NCATE assessment benchmarks, Project ASPIRE level assessments, and teacher, principal, and mentor surveys
7	All pre-baccalaureate and teaching residents will be able to effectively use and integrate technology.	Site visits and teacher, principal, and mentor surveys
8	During the project, 90% of ASPIRE teachers will be retained by CCS over the first three years of their career.	LEA staffing lists and ASPIRE project records
13	All ASPIRE teachers will pass the Ohio Praxis II Principles of Learning and Teaching exam.	Praxis II exam data
13	All graduates pass the program level assessments that are designed to meet NCATE standards according to Specialized Professional Associations.	Performance on program level assessments including those related to effective use of technology, the principles of universal design for learning and positive behavioral interventions, and support strategies that promote student achievement

Table 10. PROPOSED OUTCOME MEASURES		
Objectives	Project ASPIRE Outcomes	Measures
14	All pre-baccalaureate graduates will be eligible for state licensure.	Ohio State certification data
16	All pre-baccalaureate program graduates will have the requisite content knowledge, preparation, and degree to teach AP or International Baccalaureate courses successfully.	Performance on program level assessments, NCATE assessment benchmarks, and teacher, principal, and mentor surveys
28	All residency program graduates will qualify for positions in CCS in high-need areas (Objective 5).	CCS staff records, Project ASPIRE program level measures, and principal surveys

Research consistently shows that quality teaching, particularly that informed by research-based instructional strategies (RBIS), will improve academic outcomes for all students, their abilities in English proficiency notwithstanding. Indeed, some studies suggest that highly skilled teachers are able to promote learning gains of an additional year, and recent studies indicate that high quality instruction for four or five years in a row can essentially close the achievement gap. Yet, there are serious disagreements about measuring teacher achievement and quality and what is required to ensure adherence of instructional staff to RBIS. Project ASPIRE proposes a research-based and comprehensive approach to improving teacher quality, ensuring that participants become highly qualified in high needs areas, and promoting student achievement in the CCS’s high needs schools. Five strands – 1) content emphasis; 2) licensure-specific courses and experiences to deepen skills in RBIS, use of technology, and literacy instruction; 3) teach for diversity for special needs and ELL students; 4) ongoing clinical apprenticeships; and 5) concerted professional transition supports – are designed collectively to improve teacher skills, promote certification in high needs areas, enhance the capacity for ongoing implementation of appropriate RBIS, increase retention rates, and improve student learning.

**II. Extent Evaluation Methods Address the Evaluation Requirements in HEA Section**

**204(a).** See Appendix B, Optional Checklist, Accountability and Evaluation Section.

### III. Evaluation Methods Provide Perf. Feedback and Periodic Progress Assessment

YPI's approach to the evaluation will be comprehensive and cohesive. It is based upon the staff's extensive experience in designing and conducting high-quality, credible, and useful evaluations over the past 40 years. Several features will be integral to the research plan:

*Systems-based evaluation model.* As the conceptual framework suggests, YPI will implement a theory-based evaluation model for systematically assessing the implementation and impact of Project ASPIRE on teaching quality and student outcomes, and for identifying the factors that most influence successful teaching and student learning.

*Multiple data collection strategies.* YPI will gather diverse and redundant data from different sources for the purposes of triangulation. The multiple perspectives will enable the evaluators to verify the validity and reliability of the findings so that a truer picture of Project ASPIRE implementation and impact can be developed. Both *quantitative* and *qualitative* procedures will be used to achieve a balance between breadth and depth of information.

*Quasi-experimental design.* The evaluation will employ a nonrandomized experimental design featuring a value-added achievement model to address the study questions in the most comprehensive, suitable fashion. The experimental evidence will be supported by the collection of qualitative data.

*User friendly reporting.* YPI reports to the Project ASPIRE leadership will be written in an accessible and concise manner. YPI will ensure that highly technical information is presented in a self-explanatory manner so that diverse audiences can be readily informed about the findings.

In addition, YPI will make every effort to ensure that the study is *replicable* and lays the groundwork for more in-depth analysis following the initial evaluation period. Finally, as with all our YPI work, this evaluation will be designed to meet the utility, feasibility, propriety, and

accuracy standards developed by the Joint Committee on Standards for Educational Evaluation.

***Procedures for Data Collection and Analysis***

*Data Collection.* To provide data on all the process and impact variables listed in the conceptual framework, YPI will use multiple data collection activities, including surveys of participating and non-participating teachers, school principals, school-based mentors, the Ohio State program director and other Ohio State participants; in-depth site visits with participating schools; and review/analysis of electronic databases tracking student and teacher achievement data (including but not limited to grades, PACT teaching event scoring, and Praxis results). The table below briefly describes each procedure. Where surveys are employed, YPI will explore the feasibility of online administration; YPI will also use a series of follow-up procedures to ensure a high return rate.

<b>Table 11. YPI PROCEDURES FOR DATA COLLECTION AND ANALYSIS</b>	
<b>Procedure</b>	<b>Description (and Objectives Addressed by the Data Collection Procedure)</b>
Teacher Survey	This survey will be the major tool for assessing background characteristics of participating teachers, school organizational features, program variables, teaching practices, teacher attitudes and behaviors, and perceived changes in students. Where feasible, YPI will incorporate items/scales from other available sources that have already been field-tested. The survey will be administered to a matched sample of participating and non-participating teachers three times during the evaluation period to allow for trend and pre/post-test comparisons. <b>(Objectives 2, 4, 8, 9, 13-16, 27-28)</b>
Principal Survey	This survey will assess district/school context variables (e.g., climate, professional community, etc.), perceptions of Project ASPIRE, and perceptions of participating teachers and non-participating teachers relative to their preparation and effectiveness in the classroom. It will be administered during each year of the evaluation. <b>(Objectives 2, 6-8, 15, 16, 20)</b>
Mentor Survey	School-based mentors will be questioned about their roles and responsibilities, the frequency and intensity of their contact with teachers, and their perceptions of participants (and non-participants) relative to overall teaching performance. The Mentor Survey will be administered each year during the evaluation period to allow for trend and pre/post-test comparisons. <b>(Objectives 6, 17-18, 20-21, 23-25)</b>
Project ASPIRE	These interviews will examine program-related variables, providing a broad description of Project ASPIRE services, anticipated and encountered obstacles to

<b>Table 11. YPI PROCEDURES FOR DATA COLLECTION AND ANALYSIS</b>	
<b>Procedure</b>	<b>Description (and Objectives Addressed by the Data Collection Procedure)</b>
Director and Key Partner Interviews	implementation, use of data for strategic decisions, and other salient implementation and administrative factors. The interviews will be administered during each year of the evaluation. <b>(Objectives 10, 12, 15, 29-30)</b>
Case Studies of Participating Teachers	YPI plans to conduct intensive case studies of ten participating teachers during Years 2 through 4 of the evaluation. The case studies will provide in-depth information on program components, which will yield a better understanding of: variations in Project ASPIRE program design and implementation; CCS district and school-level support for participating teachers; and changes in participant teaching practices. Case study activities will include interviews with key personnel, classroom observation of instructional practices (using a structured observational protocol), and a review of relevant documents. <b>(Objectives 6, 16, 17, 23)</b>
School Site Visits	YPI will conduct site visits to participating schools to establish a rich qualitative context for the quantitative data gathered through project archival data records and teacher, principal, and mentor surveys. An integrated set of activities will take place during the visits including interviews with participating teachers, mentors, and the school principal. Annual site visits will be made to a sample of schools. <b>(Objectives 5-7, 15, 17, 26)</b>
Electronic Databases	YPI will extract relevant data from project and archival electronic databases including individual student data: i.e., demographics, standardized test scores, and attendance, discipline, and tardiness data, as well as data on district and school characteristics and project and CCS teacher data (including retention rates, GRE/SAT scores, PACT scores, Praxis I/II scores, and course grades). <b>(Objectives 1-8, 10-17, 27-28, 31-32)</b>

*Data Analysis.* This evaluation is based on a conceptual framework that links student achievement with teaching practices, and with program and context/input variables including the characteristics of Ohio State, CCS, and teachers. To probe these relationships, both descriptive and inferential analyses will be performed. The initial treatment of the quantitative data will involve the calculation of descriptive statistics including measures of central tendency and variability. These statistics will be calculated for each variable in the conceptual framework and for aggregate variables.

Inferential procedures such as t-tests, analysis of variance, and chi-square will be used to examine differences between participating and non-participating teachers over time, e.g., changes

in instructional practices. Beyond these techniques, YPI will use multiple regression and statistical modeling to analyze relationships among the variables in accordance with the conceptual paradigm. To address the overarching study question concerning the impact of the Project ASPIRE on student achievement, YPI will use a value-added statistical approach wherein student achievement gains from one year to the next will be examined to test whether the value added by teaching residents differs from that of traditionally prepared teachers. Value-added assessment is a statistical tool that can provide objective information to help answer questions about teacher effectiveness. Technically-speaking, it is a method of test score data analysis that summarizes annual gains in student achievement. In general, this approach compares students' current achievement to their own past performance and aggregates learning gains by school and/or school system. In doing so, value-added assessment can be used to appraise fairly and accurately school and system performance regardless of differences among students; consequently, it is an ideal methodology for use in Teacher Quality Partnership evaluations. The value-added assessment method that YPI will apply in the evaluation of Project ASPIRE will be a mixed model approach that employs statistical "blocking" to remove the contribution of suspected biasing influences, and to isolate the achievement effects produced by an individual teacher.

This design is made possible because the Ohio Achievement Tests are annually administered and vertically aligned. Having multiple years of test scores for the same students allows us to estimate annual progress of individual students by controlling for their previous year's test scores. With prior test performance as a control along with statistical controls for other factors known to influence academic achievement – such as students' background characteristics, characteristics of their schools, and background characteristics of their teachers – YPI will be

able to isolate the typical effect of having a Project ASPIRE-prepared teacher versus a traditionally prepared teacher. *Said differently, the value-added statistical methodology will allow the evaluators to draw unbiased inferences about the impact of Project ASPIRE on student achievement.* The qualitative data gathered through the case studies and site visits will be synthesized through content analyses. Qualitative and quantitative results will then be integrated to provide a rich analysis of Project ASPIRE.

***Comparisons: A Nonrandomized Quasi-Experimental Design***

At the heart of the evaluation will be the need to draw unbiased inferences about the impact of Project ASPIRE by ruling out alternative explanations to change. To do so YPI will implement a nonrandomized quasi-experimental design in which participating teachers will be compared with traditionally prepared teachers along a number of variables, but principally student outcomes. The participants and non-participants, where possible, will be matched according to grade level and other (available) educationally relevant factors and drawn from the same school. Where matches cannot be made within the same school, YPI will match within-district. Recognizing that the matching procedure may not be perfect, YPI will statistically control for as many confounding variables as possible to minimize threats to internal validity, including student pretest differences, student demographics, and other variables known to influence academic achievement.

***Roles of YPI Staff Who Will Evaluate Project ASPIRE***

To fulfill the requirements of this project, YPI has assembled an exceptional team of professionals with in-depth knowledge and experience in quantitative and qualitative evaluation methodology, multivariate statistical analysis, higher education program approval and evaluation, teacher preparation, urban education, value-added professional development, and

school reform. Together these staff have a combined total of over 40 years experience evaluating education, health, and social services programs with school districts, colleges and universities, not-for-profits, and charter schools. Through their work with multi-level projects such as the DC Public Charter School Safe Schools/Healthy Students Initiative and the multi-state Kansas, Nevada, Ohio, and Texas Transition to Teaching program (KNOTtT), they possess a deep understanding of the unique challenges of evaluating system change. Their evaluation experience with Early Reading First and Enhancing Education through Technology (EETT) grants provides them with extensive grounding in scientifically-based reading research (SBRR) and standards for teacher training in and use of technology for instruction. (see Appendix D for resumes.)

### **C. SIGNIFICANCE OF THE PROPOSED PROJECT**

#### **I. Likelihood that the Proposed Project will Result in System Change or Improvement**

The challenge of attracting diverse and high caliber students into programs that prepare them to be highly qualified teachers who will stay in the profession continues to be most acute in high need, hard to staff areas typically located in urban and rural communities (Ingersoll, 2004) and especially in high need subject areas. Approaches to meeting this challenge are debated in the teacher education literature which in recent years has focused on teachers' knowledge of disciplinary content and associated content pedagogies, teachers' dispositions and beliefs, and the balance between study on campus, "pedagogies of investigation" (Grossman and McDonald, 2008) and preparation located in the field, "pedagogies of enactment" (McDonald and Grossman, 2008). Further, educators and policy makers debate the importance of supporting new teachers as they transition into the field through deliberate induction programs. Grossman and McDonald (2008) point out that despite gains in university school partnerships, we continue to leave most of the development of the skill of teaching to field experiences where we have the least amount of

control over the content of the experience. The TQP initiative is a call to integrate pedagogies of investigation and enactment through innovative partnership arrangements between institutions of higher education and high need school-districts and the implementation of specific reforms.

There are three levels of significance in PROJECT ASPIRE: state-level policy related to teacher development and transition into the profession; the institutional level of the partner IHE; and, the local level of our partner LEA. At the state level, there is strong likelihood that the proposed project will result in system change or improvement. At this level of system's change, our plan is to participate in the state's Resident Educator Development Committee to influence the direction that induction and residency programs take in this critical moment in our state history. As we, with other IHEs, link our local partnerships, Project ASPIRE will provide a powerful example, as well as a forum for sharing best practices. Governor Strickland has made a strong commitment to a comprehensive education reform plan for the state of Ohio, and this commitment has engaged key stakeholders from both public and private institutions in a series of state-wide conversations about education.

Teacher preparation and support are a major aspect of the education reform plan for the state of Ohio. New legislation from Ohio House Bill 1 (HB1), is reforming the teacher licensure programs in the state, and will require significant changes on how teachers are prepared by universities, and how they are supported once they are hired in school districts. HB1 provides opportunities for teachers to advance in their careers and serve as leaders of school improvement. This reform model establishes a new career ladder for educators. It creates four licensure levels as described in Table 12.

Building from work from the Ohio Department of Education Pre-service Outcomes and Induction committees, the Ohio Department of Education has provided an initial [REDACTED] to Dr.

Sandra Stroot (PI and Project Director) to coordinate a state-wide conversation to develop core requirements for the four-year Resident Educator program for the state of Ohio. Once developed, the state of Ohio will provide [REDACTED] to six sites to incorporate these core requirements into a pilot Residency Model in partnership with their local school districts, with sites representing urban, rural, and suburban contexts. The pilots would pave the way for state-wide implementation of the Resident Educator License program in autumn, 2011. The Resident Educator Licensure model for the state of Ohio clearly aligns with Priority 2 in the TQP grant, Teaching Residency Programs, as the graduate-level Teacher Residency Program would count as the first year of the four-year Ohio Resident Educator Licensure program.

<b>Table 12. STATE OF OHIO – LEVELS OF TEACHER LICENSURE</b>	
Resident Educator License	The residency license is available to graduates from an accredited teacher preparation program. A four-year teacher residency program will provide the coaching, mentoring and guidance that is critical for long and successful careers as an educator. Successful completion of the residency program while employed under the four-year resident educator license will enable an educator to advance to a five-year professional license. The Department of Education is requesting an amendment to make this license renewable.
Professional Educator License	The professional educator license would be issued to a graduate of an accredited teacher preparation program who successfully completes the teacher residency program including four years of teaching under the resident educator license.
Senior Professional Educator License	The Senior Professional Educator License and the Lead Professional Educator License recognize the critical role teachers must play, along with building and district administrators, in leading school improvement. The senior professional educator license would be issued to an educator who has taught for a minimum of nine years and has completed a master’s degree or an equivalent amount of advanced graduate work.
Lead Professional Educator License	The lead professional educator license would be issued to an educator who meets the Educator Standards Board’s definition of “master teacher” or has taught for a minimum of nine years, obtained a master’s degree, meets the “Distinguished” indicators in the Ohio Educator Standards, and is either a National Board Certified Teacher or meets the requirements of a “lead teacher” established by the Educator Standards Board.

## **II Extent to which the Proposed Project Builds Local Capacity to Provide, Improve or Expand Services to Address Targeted Population**

During the past seven years, our LEA partner has demonstrated steady improvement across the district by implementing several aligned initiatives including: Curriculum Guides; Pacing Guides; Assessments; and Curriculum Review Teams. While these initiatives have resulted in student achievement gains, they have not resulted in the highest levels of achievement. The next level of work focuses on providing rigorous, world class instruction for every student. To accomplish this the district will provide the following components: (1) high quality curriculum and instruction; (2) high quality teaching, learning, leading and support; (3) a network of partnerships: community, family, business and higher education; (4) safe and secure school climates to support learning and working; (5) effective management of buildings and district resources; (6) effective and efficient central office support. Project ASPIRE will focus on component two (2) and will draw its support and sustainability from component three (3). Dr. Gene T. Harris, Superintendent, Columbus City Schools, and the CCS Board of Education recognize that the effects of globalization and rapid advances in technology call for increased rigor in the preparation of students from pre-kindergarten to high school graduation to be life-long learners. Amended Substitute Senate Bill 311, signed into law January 3, 2007, changed the academic requirements for graduation beginning with the class of 2014. The law establishes rigorous high school graduation expectations for all students: 1) Prepares high school graduates to be successful for college or work, 2) Prepares Ohioans to meet demands of the 21<sup>st</sup> century knowledge-based economy, 3) Strengthens the link between high school graduation and college entry, 4) Reduces remediation at the college level. Accordingly, the graduation requirements for students in Columbus City Schools should align to the new law and reflect the rigor necessary

for higher education and workplace standards. Project Aspire is the critical school-based factor that will determine whether CCS is able to prepare all of its students to meet this challenge.

The effectiveness of this project will be evaluated as an urban model with potential for national replication by other urban school districts. Information about this approach will be disseminated statewide through the *Ohio Campus Compact*, a coalition of colleges and universities, and *The Big Eight*, a coalition of Ohio's largest urban school districts. A Board of Regents' emerging infrastructure is our Partner, the Ohio Resource Center that brings research, technology, and resources to bear on the P-16 mathematics and science needs in Ohio. The partnership will continue to expand their capacity and effectiveness by connecting to findings of the Ohio Governor's Commission; the Ohio Partnership for Accountability studying student achievement in reading and math as linked to teacher pre-service preparation; the Ohio Business Roundtable's "Battelle for Kids", that provides research for CCS on value-added accountability; and the CCS Partners in Education business involvement. Discussion and dissemination will occur among consortium partners via devices such as videos, E-School (CD ROMS and web-based activities for 24-hour access to assistance with management skills, lesson planning, cultural diversity, instructional strategies) and *Blackboard* connected by linked websites. Wider dissemination of best practices will occur through each partner at state and national conferences (e.g. Council of Great City Schools, American Association of Colleges for Teacher Education, National Middle School Association and the Association for Supervision and Curriculum Development); and in professional journals and through two highly successful CCS programs: Performance Advancement System (Marzano et al, 2001) and Gainsharing. CCS has recently been recognized by the Broad Foundation as a national dissemination site for both.

A second level of significance in Project ASPIRE is the opportunity to strengthen the

Partner IHE's teacher education preparation and induction program for new teachers and ensure that the connection between the two sites of new teacher preparation, that is, the IHE and the school district, provide for continued growth and deepening of content and pedagogical knowledge and skill. In addition, in this second level of significance is the development of options that will attract and support prospective teachers with strong content backgrounds at Ohio State University and to provide a pipeline of new, diverse teachers into strengthened induction and residency experiences that will increase the likelihood that highly qualified teachers will stay in the classrooms of our high need, hard-to-staff LEA.

In response to Absolute Priority 2, the Teacher Residency model will be developed year 1 and implemented in years 2-5 through the Ohio State and CCS partnership. CCS and Ohio State have a long history of working together collaboratively, and will continue to ensure that the TQP/Project ASPIRE initiative is institutionalized and sustained through substantial CCS financial commitment and efforts such as, the following job-embedded components: a) district defined "reallocated time" of four professional development days and four early release days during the school year; b) use of instructional leadership teams to provide district-defined, building-site professional development; c) extensive after-school, Saturday and summer development opportunities; d) district-sponsored graduate level classes; e) district-supported school day professional development through the use of substitutes; f) provision of teacher coaches for in-classroom modeling, to coach teachers, observe teaching, and provide feedback; g) support of teachers involved in the National Board Certification process

A history of interdisciplinary collaboration with our Colleges of Arts and Sciences at Ohio State continues to grow. At Ohio State, the Vice Provost for Academic Programs and the Dean of the College of Education and Human Ecology (EHE) chairs the University Teacher Education

Council (UTEC), a policy advisory working group. Members include faculty representatives from EHE, the Colleges of Arts and Sciences and other Ohio State colleges where educators are licensed (Agriculture Education, Art, Dance, Music), and our school-based partners.

### **III. Magnitude of Results or Outcomes likely to be Attained, Improvements in Teaching and Student Achievement**

In order to assess the effectiveness of teacher preparation in Project ASPIRE, classroom formative data will guide teaching for student learning, as well as standardized test data that are part of the state-wide assessment systems. Partners Nationwide Insurance and Battelle for Kids (BFK) will provide data for analyzing student performance on standardized tests, and value-added data to assess student growth. Our Nationwide partners have developed reports and data tools to help district personnel understand the data to inform academic decisions at district, school, classroom, and student levels. They are also beginning work on a strategic process that assesses the current academic status of schools, classrooms, and students; and then facilitates the identification of priority areas for improvement within each site. Battelle for Kids also partners with education establishments to facilitate school improvement, and has been instrumental in contributing value-added data to CCS for grades 3-8. As part of Project ASPIRE, BFK will partner with Ohio State and the CCS to establish a value-added metric at the secondary school level for participating Columbus schools. This metric is key to measuring and monitoring the effects that Project teachers have on student academic growth. To do so, BFK will coordinate the administration and analysis of end-of-course high school assessments and will deliver value-added information at the school, program, and teacher levels. This Professional development plan will apply to all future teachers in both the pre-service and the residency programs.

### **IV. Project's Longevity and Partner's Commitment to Sustain Collaboration**

As stated previously, Ohio State has a long-term relationship and commitment to its partner

LEA which will serve to sustain the work of this project far into the future. In addition, this project will facilitate the reform of Ohio State’s existing M.Ed. licensure program and redesign its pre-baccalaureate teacher preparation program. These reforms will be sustained by the overall support of the Institution for its teacher preparation program and its commitment to provide leadership within Ohio and nationally.

**D. QUALITY OF THE MANAGEMENT PLAN**

**I. Plan to Achieve the Objectives of the Proposed Project on Time and Within Budget**

The following base-line management plan provides a detailed design to achieve Project ASPIRE goals for five years (10-01-09 through 09-30-14) with assigned personnel.

Table 13.

Project Objective	Assigned Personnel	Obj.	Major Tasks	YEAR				
				1	2	3	4	5
Design (Y1) and refine (Y2) new standards based pre-baccalaureate program.	Stroot, Kantor, Seidl, Katz, EHE Faculty, A&S Faculty, Program managers	10	<ul style="list-style-type: none"> <li>• Convene working group</li> <li>• Develop new course designs and syllabi.</li> <li>• Develop approach to guided apprenticeship throughout program</li> </ul>					
Design assessment system for Pre-Baccalaureate and residency program	Stroot, Kantor, Seidl, Katz, EHE Faculty, A&S Faculty, YPI, BFK	13 32	<ul style="list-style-type: none"> <li>• Convene Working Group</li> <li>• Utilize current elements of student evaluation within College and enhance design as necessary.</li> <li>• Design longitudinal approach related to student assessment.</li> </ul>					
Design guided apprenticeship program.	Katz, Seidl, Lit. Collab., Math Coaching Project	17	<ul style="list-style-type: none"> <li>• Convene Working Group</li> <li>• Work with LEA partner and A&amp;S colleagues to design system.</li> </ul>					
Develop (Y1) and refine (Y2) coaching model	Gimbert, Katz, Seidl, CCS, Lit. Collab., Math Coaching Project, PAR Consultants	18	<ul style="list-style-type: none"> <li>• Convene Working Group</li> <li>• Utilize existing coaching models in Ohio State and CCS as beginning point.</li> <li>• Aggregate aspects of various models to create a new model particular to Project.</li> </ul>					

Table 13.

Project Objective	Assigned Personnel	Obj.	Major Tasks	YEAR				
				1	2	3	4	5
Develop and Implement Recruitment Strategies	Stroot, Kantor, Program Managers	9	<ul style="list-style-type: none"> <li>• Convene Working Group</li> <li>• Develop recruitment strategies in concert with requirements of LEA partner.</li> <li>• Assure approval of strategies within Ohio State.</li> <li>• Implement Strategies</li> </ul>					
Develop Literacy Training Program	Gimbert, Katz, Seidl, Literacy Collaborative	20	<ul style="list-style-type: none"> <li>• Convene Working Group</li> <li>• Work with Literacy Collaborative and other faculty to Design approach</li> </ul>					
Design (Y1) and Refine (Y2) Teaching Residency Program	Stroot, Gimbert, Kantor, Katz, Seidl, EHE Faculty; A&S Faculty, CCS	21	<ul style="list-style-type: none"> <li>• Convene Working Group to design local model.</li> <li>• Work with ODE/OBR to design core for state residency program.</li> <li>• Integrate state decisions in local model.</li> </ul>					
Design longitudinal data collection system	Stroot, Gimbert, BFK	31	<ul style="list-style-type: none"> <li>• Work with Battelle for Kids to adapt Value Added approach for use in project</li> </ul>					
Implement Pre-Baccalaureate Program	Stroot, Kantor, Katz, Seidl, Program Managers, all faculty, CCS	10	<ul style="list-style-type: none"> <li>• Assure all necessary approvals for program</li> <li>• Assure that all courses and programs are available for Autumn Quarter, 2010 and thereafter</li> <li>• Monitor program on an ongoing basis.</li> </ul>					
Implement assessment system for Pre-Baccalaureate program	Kantor, Program Managers, college personnel	13 30	<ul style="list-style-type: none"> <li>• Implement all additions to existing assessment system</li> <li>• Collect and utilize data for continuous improvement beginning in Autumn Quarter of 2010.</li> </ul>					
Implement guided apprenticeship program.	Gimbert, Katz, Seidl, CCS	17	<ul style="list-style-type: none"> <li>• Assure implementation of guided apprenticeship system across both pre-baccalaureate and residency program</li> </ul>					
Implement coaching model	Gimbert, Katz, Seidl, CCS	18	<ul style="list-style-type: none"> <li>• Assure implementation of coaching model across both pre-baccalaureate and residency program</li> </ul>					
Implement Literacy Training Program	Katz, Seidl, Rodgers, Literacy Collab.	20	<ul style="list-style-type: none"> <li>• Assure implementation of literacy training system across both pre-baccalaureate and residency program</li> </ul>					

Table 13.

Project Objective	Assigned Personnel	Obj.	Major Tasks	YEAR				
				1	2	3	4	5
Implement Residency Program	Stroot, Kantor, Gimbert, Katz, Seidl, Program Manager	21	<ul style="list-style-type: none"> <li>Assure implementation of residency program in autumn of 2010 and thereafter.</li> <li>Assure inclusion of state residency core in local residency model</li> </ul>					
Implement longitudinal data collection system	Stroot, Kantor, Seidl, Katz, YPI, BFK	31	<ul style="list-style-type: none"> <li>Assure implementation of longitudinal data collection system in cooperation with local LEA.</li> </ul>					

**II Procedures Adequate for Feedback and Continuous Improvement in Management Plan**

The project PIs will utilize the advisory committee function described below to assure the appropriate implementation of the project along with formative evaluation data provided by the third party contractor. In addition, pre-baccalaureate and residency participant data will be monitored quarterly beginning in the autumn of 2010 to assure excellent program implementation through continuous improvement based upon participant performance.

**III. Mechanisms Adequate for High-Quality Products and Services**

The partners outlined in **Section A, IV** are uniquely qualified to ensure high quality products and services. Considerable existing resources from the partners have been dedicated to the project as evidenced in the cost sharing budgets. The fact that all project activities are directly tied to ongoing reforms at the LEA, Ohio State, and State level will ensure that reforms resulting from the project are sustained over the long term. Grant funds will enable these efforts to occur much more quickly and systematically and will also provide the opportunity for the project to impact state policy in the area of residency program development. Ohio State’s status as a high-performing teacher education program will assist it in its role of providing leadership in collaboration with its state partners and other Ohio IHEs in this area.

Partner Representatives form an Advisory committee, will govern the Project and meet

quarterly. In addition, partner representatives within working groups will design the various aspects of the project (year one) and continue to meet throughout the project to monitor the Project’s implementation. The proposed staffing approach will ensure the management plan is implemented on time and within budget. The staffing approach is detailed in Table 15 below.

<b>Table 14. PROJECT ASPIRE PERSONNEL AND RESPONSIBILITIES</b>		
<b>Name</b>	<b>Role</b>	<b>Primary Responsibilities</b>
Sandra Stroot	PI, Director	Overall Direction of the Project and Coordination with Partners including potential impact on statewide reform efforts.
Rebecca Kantor	PI, Assoc. Dir.	Implementation and Coordination of Project and its Reform Implications Within the School of Teaching and Learning
Belinda Gimbert	Co-PI	Lead the coaching/mentoring model development and co-lead the state-wide policy reform work with Sandra Stroot.
Laurie Katz	Co-PI	Co-lead the teacher education faculty in the curricular reform
Barbara Seidl	Co-PI	Co-lead the teacher education faculty in the curricular reform
Dennis Sykes	Co-PI	Provide overall direction and management including the oversight of the sponsor and cost sharing budgets.
(TBA)	Program Manager	Provide day-to-day management and coordination of Project Implementation.
Susan Olesik	A&S Faculty	Lead the A&S faculty in the curricular reform.
Tanya Brown	CCS Project Coordinator	Coordinate all project activities within the LEA Partner.
John Farley	Development Director, CCS	Overall liaison for project within LEA Partner
Peggy Kasten	Ohio Resource Center Director	Coordinate creation of and maintenance of an online database of instructional modules and other supporting resources.
Thomas J. Kelsh	Co-Director, YPI	Oversee third party evaluation of project
Philip Uninsky	Co-Director, YPI	Oversee third party evaluation of project

Project mentor teachers, coaches, and faculty participants will receive appropriate stipends or release time as detailed in the budget and budget narrative. Repayment of residency support for those individuals not able to complete their commitment to the LEA partner will be pursued as detailed in the budget narrative. Also, the Teaching Resident’s “Agreement to Serve” is described in the budget narrative.