

Project Narrative

1. **Project Design.** The United States has long battled the issue of high school dropouts. But now, ironically, it's the teachers who are leaving. Almost 25% of new teachers abandon the profession within the first three years (Marvel *et al.*, 2007), and attrition rates are even higher in poorer, urban districts. The monetary price tag for the exodus of educators is over \$7 billion a year (Barnes, Crowe & Schaefer, 2007), and the academic cost to high-need students is incalculable. The research is clear on this issue. Studies reveal that new teacher retention depends in part on a teacher's view of his or her training and preparedness to lead in the classroom (Greiner & Smith, 2009). To combat the instability caused by excessive teacher turnover, especially in poorer schools, urban teachers must be rigorously equipped to immediately meet the needs of their students, and actively encouraged to remain professional educators.

1.1. Goals and Overview. The overarching goal of Old Dominion University's Teacher Immersion Residency (ODU-TIR) is to increase teacher retention and student achievement in five high-need high schools and three high-need middle schools in the Norfolk (VA) Public Schools (NPS) and the Portsmouth (VA) Public Schools (PPS) by rigorously preparing 60 RESIDENTS to teach within critical shortage disciplines. To achieve this goal, the program will meet the following specific objectives (*Table I*):

Table I: ODU-TIR OBJECTIVES
(1) Create a content enriched, urban school-based secondary education teacher preparation program at ODU’s Darden College of Education (DCOE);
(2) Collaborate with broad-based partners, at ODU and in Hampton Roads, VA, who are equally committed to the content enriched, urban school-based model;
(3) Assure relevance, rigor, and responsiveness within academic content, pedagogical induction and RESIDENT mentoring;
(4) Provide support for fifteen RESIDENTS per academic year through intensive on-going induction, mentoring, and professional development over one year pre-service and three years in-service (as required by VA law);
5) Provide appropriate content courses so that the RESIDENTS are eligible to teach the dual enrollment classes offered by the high-needs schools through Tidewater Community College (TCC);
(6) Provide ODU-TIR mentors with high-quality and evidence-based training and professional development; and
(7) Measure progress toward goals and student achievement outcomes as part of an Evaluation Plan for ongoing assessment and improvement.

1.2 *Exceptional Approach.* ODU-TIR’s design starts with well-documented, successful teacher residency models, such as Urban School Leadership Academy (Chicago), Boston Teacher Residency (Boston), and Boettcher Teachers Program (Denver). Like these residency models, the ODU-TIR will recruit highly committed candidates who have bachelor’s degrees in a content field, immerse them in an induction model based in a high-need urban school for an academic year, provide them mentoring and instruction founded on research-based evidence, and continue to provide professional development for three years during their initial employment in a high-need secondary school. But the ODU-TIR will go even further than the models upon which it is founded. Not only will it combine a 9-credit teaching residency with 15 graduate-level credits in integrated professional studies designed to merge theory with the practice of teaching, ODU-TIR will also offer 18 graduate-level hours of content coursework beyond the bachelor’s degree,

including a state-of-the-art Immersion Internship in the content discipline, creating a model that is extremely demanding but also completely appropriate, given the challenges of high-need schools. Immersion Internships will be provided by ODU-TIR partners, in superlative settings such as the Virginia Space Grant Consortium (VSGC), NASA- Langley Research Center, and the American Shakespeare Center (See pp. 28-9 for a full list.)

Table II: CREDIT DISTRIBUTION (42 Credits)

	Residency in School	Education Courses	Content Courses	Immersion Internship
Fall	3 credits	6 credits	6 credits	n/a
Spring	3 credits	6 credits	6 credits	n/a
Summer I	3 credits	3 credits	n/a	n/a
Summer II	n/a	n/a	n/a	6 credits

Through the immersion experiences (Zink, Halaas, Finstad, & Brooks, 2008) RESIDENTS will (a) increase long-term relationships with world-class scientists, practitioners, social scientists and thespians so that they will have an on-going, discipline-based, educational and professional development resource; (b) gain increased competencies in their content discipline; (c) gain more hands-on experiences in the content field, and more understanding of its real-world applications, which will later be shared with high-need students; and (d) develop more content pedagogy (Schulman, 1999), confidence and autonomy. For RESIDENTS who were already working in the field, and are switching careers, the internships provide an opportunity to view their discipline from an education standpoint. Moreover, the additional content for RESIDENTS has another extraordinary benefit. Because 18 hours of graduate-level coursework in a critical shortage subject will qualify RESIDENTS to teach dual enrollment, it will increase

the likelihood that urban high school students graduate. Dual enrollment coursework offerings correlate with higher rates of high school graduation, enrollment in two-year and four-year colleges, and academic performance in college (Harris, 2003; Karp, Calcagno, Hughes, Jeong & Bailey, 2008; Matthews, 2007;), especially for high-need and underrepresented students (Benson, 2009; Hoffman, 2003). In addition, the partner LEAs, NPS and PPS, list dual enrollment course offerings as a critical need. (Needs Assessment, pp. 37-43.) The Immersion Internship and its project requirements will also enable RESIDENTS placed in middle schools to prepare students for high school and their future in post-secondary education.

On graduation, successful RESIDENTS of the ODU-TIR will receive (1) a Master of Science in Secondary Education from ODU with a Post-Graduate Professional License from the Virginia Department of Education (VDOE) in one of the high-need content disciplines; (2) three-years of mentoring post-graduation for new teachers in high-need schools (as required by the VDOE), and ongoing professional development support; and (3) employment, along with their fellow RESIDENT cohorts, as a teacher in one of the high-need schools of NPS and PPS for a period of no less than three years.

1.2.1 ODU-TIR Academics. Each RESIDENT will complete 42-semester hours of graduate study, including teacher residency in a high-need school, and education pedagogy and content courses (Schedule, *Table III*). During the Fall and Spring semesters, the RESIDENTS will enroll in 30-graduate credit hours total, including 12-credit hours in the content field, 6-credit hours for the in-school residency, and 12 credit hours of professional studies that meet VDOE standards for initial licensure as a secondary teacher. During Summer Session I, the RESIDENTS will enroll in 3-credit hours of in-school residency and 3-credit hours of professional studies. During Summer Session II, the RESIDENTS enroll in 6-credits of content immersion.

Table III: PROPOSED SCHEDULE				
FALL & SPRING		SUMMER I		SUMMER II
Mon.- Thurs	Friday	Mon. -Thurs	Friday	Mon – Friday
7 am – 3:30 Residency; <u>3 credits per semester.</u> (6 total)	9 am – 4 pm Education courses; <u>6 credits per semester,</u> (12 total)	7 am – 3:30 Residency; <u>3 credits total</u>	9 am – 4 pm Education courses; <u>3 credits total</u>	8 am – 5 pm Content Immersion Internship/ Courses; <u>6 credits total</u>
4:20 pm – 7 pm, <u>2x per week,</u> Content course, <u>6 credits per semester,</u> (12 total)				

1.2.2. Education Pedagogy. The education courses will be delivered as an integrated block on Fridays in the Fall, Spring and Summer I sessions at the high-need schools where cohorts of RESIDENTS are participating in residency. All education courses will be team taught by ODU-TIR pedagogy teams consisting of ODU Darden College of Education (DCOE) faculty with expertise in urban schools, and PPS and NPS faculty eligible for adjunct appointment to the ODU Graduate School. (Faculty from ODU will be compensated by the ODU-TIR for travel to the high-need schools when ODU is the point of origin.) This staffing will create a synergy between the partners, which will naturally extend to the RESIDENTS.

The courses will be organized in scaffolded, coherent, skill-building progression to facilitate the acquisition of the required competencies for licensure, and sequenced to provide an opportunity for repeated consideration of teaching-related and student learning issues at increasingly higher levels of understanding over the year, so that the intensity and detail of the instruction will increase each semester. A significant portion of the integrated professional

education studies will focus on the needs of the secondary students with special needs. Each RESIDENT will experience teacher preparation for effective secondary level content instruction within the context of an inclusionary program. Moreover, the RESIDENT will be instructed to use interventions which have been found to have a large effect size on students with special needs learning in secondary content subjects (e.g., Scruggs, Mastropieri, Berkeley, & Graetz, 2009). These interventions include study aids, classroom learning strategies, and explicit instruction (Scruggs et. al., 2009).

Education coursework will culminate in the Summer II session, with all RESIDENTS completing an Action Research project, utilizing *teachODU*, an online development program offered by ODU's Center for Learning Technology (CLT). Using technology, *teachODU* addresses several aspects of post-secondary education pedagogy: developing a course; teaching and learning; planning, designing and producing content and assessment; delivering the course; and evaluating effectiveness. RESIDENTS will be responsible to use this technology tool to design a version of the dual enrollment course in their content area as one of the outcomes of the Immersion Internship.

ODU-TIR faculty will assist residents in implementing research within the school setting when completing their Action Research projects. Faculty will also teach the following: how to use required testing data to inform instructional practices in order to meet the needs of the urban youth; how to use formative assessment and student assessment data to improve instruction; and how to teach a student to use formative self-assessment in improving capacity to meet academic learning goals (Keeley, 2008).

Professional Studies Education Courses:

1. Research and Application of the Evolution of Education: History, Issues, and Assessment

(3) (Fall) – Focus includes: foundations of U.S. education system; legal aspects for educational delivery in the U. S. and Virginia; use and contributions of technology integration to learning outcome; and formative and summative assessment for improving learning outcomes of urban children and youth.

2. Managing the Instructional Environment to Affect Behavior Change in a Culturally

Responsive Classroom (3) (Fall) – Focus includes: integration of instruction for positive learning environment: strategies to provide students the opportunity to be successful academically, emotionally, and socially; assessment of and modifying the learning environment; and group and individualized strategies to affect behavior change in order to increase student learning. This course includes units on how to adapt instructional strategies for students with disabilities, ESL students and gifted learners.

3. Developing and Enhancing Literacy with Culturally and Linguistically Diverse Learners

Across the Content Field (3) (Spring) – Focus includes: developing and implementing strategies to accommodate how language and cultural differences affect communication and learning; knowledge of the impact of language-based curriculum skills such as listening, speaking, reading, and writing; instructional techniques to assist individuals identified as culturally, linguistically, and academically diverse in achieving reading and comprehension skills; comprehension strategies and an understanding of reading across the disciplines. With the collaboration of the high-need school principal, highly qualified teachers from the partner schools will be invited to join ODU-TIR faculty as they instruct RESIDENTS on how to incorporate essential elements of reading instruction in secondary core academic subjects.

4. Research and Application of Understanding the Development of Children and Adolescents in Diverse Classrooms (3) (Spring) – Focus includes: understanding children and adolescents’ physical, social, emotional, intellectual, and speech/language development; integrating and incorporating children and adolescent differences (economic, social, racial, ethnic, religious, physical, and mental) into understanding developmental issues as they relate to instruction, including the identification and instruction of students with exceptionalities (developmental delay to gifted) as well as students with substance abuse, child abuse, and family disruptions.

5. Research and Instructional Planning /Strategic Integration in the Culturally Responsive Classroom (3) (Summer I) – Focus includes: fundamentals of lesson design and instructional planning in a culturally responsive classroom; research on effective teaching in culturally and linguistically diverse classrooms; integration of technology, art, music, and literature in instructional strategies; assessment of instruction and student learning. This course will also present extensive units to prepare the RESIDENTS to teach students with disabilities, including instruction in how to participate in Individualized Education Program (IEP) teams as required by the Individuals with Disabilities Education (IDEA) Act.

These five education courses will be offered separately for enrollment purposes only. However, to support our integrated model, instruction in all five courses will be incorporated and occur across all three enrollment periods.

Professional studies instructors will be tenured or tenure-track faculty from four academic departments of the DCOE (Teaching and Learning, STEM Education and Professional Studies, Educational Foundations and Leadership, and Communication Disorders and Special

Education). During the grant, each faculty member will: 1.) Teach the equivalent of one 3-hour course per semester (25% of the usual workload); 2.) Receive one 3-hour release per semester (25% of the usual workload) for planning, and for delivering the course in the school; 3.) Model appropriate teaching strategies in the classroom, when requested and necessary; 4.) Consult with high-need secondary school faculty not included in the ODU-TIR; 5.) Engage in activities that promote a cohesive community of scholars among the RESIDENTS; 6.) Provide professional development activities for RESIDENTS, Resident Coaches, and other teachers and staff in the high-need school; and 7.) Revise the ODU-TIR curriculum in response to RESIDENT and high-need school requirements and in compliance with VA standards. ODU-TIR professional education faculty will, therefore, teach or be teacher of record for only one course per semester and the remainder of their workload will be allocated to ODU-TIR activities (as described above) and their own research and professional services agenda.

1.2.3. Content Areas. Critical shortage content areas were identified by NPS and PPS (Needs Assessment, pp. 37-43), and based on the “Top 10 Critical Shortage Teaching Endorsement Area in Virginia” (2009). Content courses will be taught on the ODU campus by graduate faculty in the content field in the Fall and Spring semesters after the RESIDENTS have completed the school day (Monday through Thursday). RESIDENTS will register for two 3-credit content courses in the Fall and two 3-credit content courses in the Spring. Each course will meet for one 160 minute period once per week (*Table III*, p.5), so that RESIDENTS do not attend “night school” more than two nights per week. The graduate content classes will be “regular” classes in the discipline, thus enhancing networking opportunities with future discipline scholars and practitioners. Content faculty will be provided a course release, and a stipend of [REDACTED] in Spring semesters as compensation for participation in the RESIDENT selection process, required

meetings of the partnership and assessment of RESIDENT content Immersion Internship Projects (explained below). ODU's College of Sciences and College of Arts and Letters have designed an initial listing of appropriate content courses (*Enclosure 2, Appendix D*). Specific course selection will be decided by advisors within the relevant academic content department at ODU, based on each individual RESIDENT'S background and transcripts.

1.2.4. Immersion Internships. During the Summer II semester, each RESIDENT will attend a full time (40 hours per week), seven week, 6-credit Immersion Internship in his or her content area, to include extensive graduate-level participation and the performance of hands-on tasks related to the field of study. This aspect of the ODU-TIR actively calls on the community to be involved in a solution. Several outstanding organizations in Virginia have agreed to host these Internships (list, p. 28-9). This component will be managed by the Immersion Internship Supervisor, (Mary Sandy, Director, VA Space Grant Consortium, an ODU-TIR partner), who will assign RESIDENTS to specific sites, supervise them during Immersion, coordinate with the staff at immersion sites, and collaborate with the appropriate content and pedagogy faculty. The RESIDENT's performance will be evaluated by the content faculty member and the content pedagogy faculty member. In addition to full participation in the Internship, residents must: 1.) Write a graduate level resource paper analyzing how the content knowledge acquired during the Immersion will be applied to enrich the teaching of high-need, students; and 2.) Design a freshman level, dual enrollment course for high-need students using the content knowledge acquired during the Immersion, and during the on-line course *teachODU*. This Immersion Internship project will be juried by a panel comprised of: ODU-TIR faculty in the appropriate content field; ODU-TIR faculty in the content pedagogy field; a faculty member of the community college leadership and teaching programs; and content curriculum specialists from

NPS/PPS. Matrices for judging the project presentations will be developed by ODU-TIR faculty during Year One, which will be a planning year, and revised where necessary in each grant year thereafter.

1.2.5. Academic-Year Residency. The heart of ODU-TIR is its preparation of teachers with in-depth content knowledge who will practice within an urban, high-need secondary school. The program will place RESIDENTS in a yearlong, high-need school-based residency so that they are actively learning within the teaching environment. The RESIDENTS will enroll in 3 three-semester hour graduate residencies (Fall, Spring, and Summer I), spending a normal teacher workday Monday through Thursday in the placement school to earn these graduate credits. Additionally, the residency will be designed to augment and reinforce instructional materials and experiences in classes taught by ODU-TIR educators on each Friday of the school year. ODU-TIR professional education studies will design and modify these courses in consultation with the Resident Coaches, Supervising Teachers, and Principals of the high-need schools. These entities will be in constant communication with RESIDENTS, hearing their feedback, as well as assessing them, thus the program will be inherently responsive and self-improving.

The residency will include: 1.) Grouping of RESIDENTS in cohorts to facilitate professional collaboration and camaraderie (; Teitel, 1997; Wieseman, 2003); 2.) Integration of pedagogy, classroom practice and mentoring; 3.) Development of instructional skills, including those that address issues of diversity, such as reducing the achievement gap among minority and majority students, addressing the learning needs of groups of students of varying grade level readiness, and addressing the learning needs of diverse learners; and 4.) Evaluation of the RESIDENT through observation and formal assessment by ODU-TIR faculty and staff. (For more details, see *Enclosure 3, Appendix D.*)

The designed integration of education pedagogy, content coursework, content immersion and in-school residency will require extensive engagement and study on the part of the RESIDENTS (*Table IV*), but will also respond to their feedback and training requirements, and prepare them to be high-quality teachers in high-need schools.

Table IV: BENCHMARKS FOR RESIDENTS	
REQUIRED ELEMENT	STANDARD OF SUCCESS
Pre-service Residency	Positive evaluation by faculty, school principal and classroom teacher; securing employment in residency school, obtaining tenure with PPS/NPS after 3 years of teaching.
Education Coursework	Education Baseline, Inc. evaluation that exceeds all comparison groups ratings across all factors. Evaluators verify all elements adhere to VA standards.
Action Research Project	Completion of projects with positive evaluation by ODU-TIR faculty.
Content Coursework	Completion of 18-graduate hours with grade of ‘B’ or better in all courses; positive evaluation by RESIDENTS of instruction and content provided in course.
Immersion Internship	Completion of seven 40-hour weeks at Immersion Internship site; positive evaluation from site, content faculty, and content pedagogy faculty. Positive evaluation of immersion internship site by RESIDENT.
Immersion Resource Paper	Positive evaluation by ODU-TIR content pedagogy faculty using matrices developed in Year 1 for jury use in evaluation activities.
Immersion Content Unit	Positive evaluation by ODU-TIR content pedagogy faculty.

1.3. *Pre-Service Mentoring and In-Service Induction.* The RESIDENTS and beginning teachers that the ODU-TIR places in hard-to-staff schools must have support and professional development to be successful in their early years of teaching, and they must also have occasions for networking and relationship building (Berry, Montgomery, Curtis, Hernandez, Wurtzel & Synder, 2008). School divisions in VA are required, under the *Education Accountability and Quality Enhancement Act of 1999* (HB 2710 & SB 1145), to provide mentor teacher support programs for new teachers. To meet that requirement, in June of 2000, the VDOE adopted *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*. Later, in January 2004, using those guidelines, the VDOE sponsored a task force to develop specific mentoring requirements for hard-to-staff schools, ultimately resulting in *The Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools*, a report comprised of 10 program requirements and their respective elements, condensed in *Table V*. In designing the mentor and induction components, ODU-TIR will both abide by the state requirements and expand on them to accomplish its specific objectives and goals, and to reflect the aims of the Teacher Quality Partnership program.

Table V: VIRGINIA GUIDANCE		
	Topic	Key Elements
1	Sponsorship, Administration, and Leadership	Committed, qualified leaders working within an effective, organized structure.
2	Resources	Sufficient resources distributed in a manner consistent with goals.
3	Program Design	Logically sequenced extended preparation and development.

4	Collaboration and Communication	Clearly defined roles and responsibilities within a forum of open dialogue.
5	Mentor Selection and Assignment	Explicit criteria. Fair, well-articulated process.
6	Mentor Professional Development	On-going activities supported by the program.
7	Roles and Responsibilities of K-12 School Organizations	Practices integrated. Structure and support provided.
8	Individual Learning Plan	Individualized support/assistance from mentors integrated with formal offerings.
9	Formative Assessment System	Multiple measures designed to guide and inform beginning teachers.
10	Program Evaluation	Comprehensive accountability designed to inform revision, and ensure quality and effectiveness.

1.3.1. Pre-service Mentoring. The law referenced above specifically targets new teachers, post licensure. However, both NPS and PPS identified deficiencies in the mentoring of pre-service “student” teachers (Needs Assessment, pp. 37-43). In order to address that need, and to enhance the overall cohesiveness, the ODU-TIR will shape both the pre-service mentoring and the in-service induction around the requirements of VA law, using similar criteria and guidelines for both. However, because RESIDENT responsibilities differ markedly from those of a new teacher, in-service mentoring will diverge from its pre-service counterpart where appropriate.

During the pre-service residency period, the professional development of the RESIDENT and the evaluation of the RESIDENT will be interlocked through the mentoring process. Using an adaptation of Danielson and McGreal Track 1 evaluation for beginning teachers (2000), the New Teacher Center Induction Model of the University of California-Santa Cruz (2009), and VA statutory guidance (2004), the RESIDENT will undergo continual formative assessment (*Enclosure 9, Appendix D*). During the residency, the mentoring team involved comprises three

main role models for the RESIDENT: the Resident Coach, the Supervising Teacher and the Principal.

A.) Resident Coaches: ODU-TIR’s mentors, or Resident Coaches, will be ODU-TIR staff, jointly selected and trained by ODU Teacher Education Services (TES), NPS, and PPS. They will be supervised by the ODU-TIR Director of Teacher Education Services (DTES). Each Resident Coach will be assigned three RESIDENTS per year, and paid a stipend of [REDACTED] for his or her 11-months assignment. Selection criteria for Resident Coaches will be demanding (*Table VI*).

Table VI: RESIDENT COACH SELECTION CRITERIA
1. Recognition as an exemplary classroom teacher and excellent professional role model as evidenced by any awards, formal recognition and/or the principal’s recommendation.
2. Current/former classroom teacher with at least three years successful teaching experience and a current VA teaching license.
3. Effective interpersonal and communication skills.
4. Experience working with diverse students.
5. Demonstrated commitment to personal professional growth and learning.
6. Willingness and ability to participate in professional preparation to acquire the knowledge and skills needed to be effective.
7. Willingness and ability to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence.
8. Willingness and ability to work collaboratively and share instructional ideas and materials with beginning teachers.
9. Knowledge of beginning teacher development.
10. Strong subject matter competence re: secondary grades.
11. Successful previous experience as a clinical supervisor in ODU’s secondary education teacher preparation programs.

Resident Coach Duties: 1.) Help RESIDENTS to bridge the gap between educational theory and practice as they develop their electronic teaching portfolios to meet VA Standards of Learning (SOL), participate in evaluations based on the Performance Assessment for California Teachers (PACT), and address the learning, social and behavioral needs of urban youth who attend high-need secondary schools; 2.) Plan, organize and lead periodic seminars for the cohorts, sharing expertise and helping to build a community that can support RESIDENTS during the residency as well as during their beginning years as teachers; 3.) Hold one-on-one conferences with each RESIDENT at least once per week during the residency, providing feedback, and modeling teaching strategies as necessary. 4.) Provide the Professional Education Faculty feedback so as to inform the process of augmenting or altering instructional targets to better meet RESIDENT needs during courses; 5.) Conference with the Supervising Teacher and participate in formal Track 1 evaluation (Danielson and McGeal, 2000) of the pre-service RESIDENT.

B.) Mentor Training and Professional Development. In August of each grant year, Resident Coaches will attend 40 hours of collaborative training conducted by ODU-TIR staff including the TES Director, and ODU Professional Education and content area faculty. (Partners will collaborate in choosing the exact instrument for this training, both coordinating with and enhancing the LEAs existing training models.) Master teachers from NPS and PPS who are experienced and active mentors will also participate in mentor training, leading discussion groups focused on topic such as instructional strategies in the content fields, and the behavioral and social needs of urban youth. In addition, Resident Coaches will receive one day of training and orientation alongside their RESIDENTS. To buttress this initial collaborative training throughout the year, Resident Coaches will participate in regular professional workshops for RESIDENTS, staff, and faculty, sponsored by the DCOE, including the scheduled 09/10 lectures

by Ivory Toldson (“*Breaking Barriers: Plotting the Path to Academic Success for School Age African-American Males*”); Monica Neagoy (“*The Mathematics of Beauty and the Beauty of Mathematics*”); and Michael Kimmel (“*Guyland: The Perilous World Where Boys Become Men*”). Additional lecturers will be invited each year through year 5 of the grant. Training will include skills required under VA law (*Table VII*).

Table VII: VA MENTOR PROFESSIONAL DEVELOPMENT AREAS
1. Identify and respond to diverse needs of beginning teachers.
2. Engage in mentoring conversations about teaching practices.
3. Assist beginning teachers in understanding the local context for teaching, including such components as orientations to the school and the community.
4. Understand school culture and work closely with the entire school community including administrators, parents, veteran teachers, and other beginning teachers.
5. Use formative assessment to assist beginning teachers on the Uniform Performance Standards.
6. Use the evidence from formative assessments fairly and equitably with beginning teachers.
7. Use assessment evidence to develop Individual Learning Plans with beginning teachers.
8. Assist teachers to work with diverse students.
9. Assist teachers to help secondary students access the academic curriculum.
10. Assist teachers to advance the literacy of elementary, middle, and secondary students.
11. Analyze multiple sources of data, including Virginia’s standardized student assessment data, to improve student performance.
12. Work successfully in hard-to-staff schools and in leadership roles with school site administration.

C.) Supervising Teachers. Supervising Teachers are the clinical faculty members at the high-need school and the lead teachers in the classrooms wherein the RESIDENTS will be placed. Selection criteria for Supervising Teachers will be the same as selection criteria 1-10 for

Resident Coaches (*Table VI*, p.15). Criterion 11 (ODU clinical supervisor experience) is the only criterion that will not pertain to Supervising Teachers. Supervising Teachers will undergo the same training as Resident Coaches and will receive a [REDACTED] stipend, as recommended by the LEAs, and release time to attend residency related events.

Supervising Teacher Duties: Supervising Teachers will: 1.) Provide the RESIDENTS daily support and instruction, teaching both by example, and by direct discussion; 2.) Participate in informal observation of the RESIDENT, as well as in formal Track 1 assessment (Danielson and McGrath, 2000), addressing strengths and weaknesses to build RESIDENT competency and confidence; 3.) Act as members of the residency community, attending mentoring activities and contributing to revision of the program; 4.) Supply the Professional Education Faculty feedback regarding the pedagogical needs of the RESIDENTS; and 5.) Conference regularly with Residency Coaches, and provide them weekly written assessments of the RESIDENTS.

(*Enclosure 9*, Appendix D: Evaluation Instruments.)

D.) Principal. The high-need school principal also participates in Track 1 teacher evaluation activities (Danielson & McGreal, 2000), as well as provides summative evaluation of the RESIDENT each semester using metrics of the LEA and ODU-TIR metrics to assess teacher impact on student learning . The Principal also contributes to school residency meetings and focuses on ways to gain support from the school community for the ODU-TIR in her/his secondary school.

E.) Director of Teacher Education Services (DTES). The DTES is a permanent position in the DCOE, currently held by Dr. Leigh Butler. Because of her experience and close working relationships with NPS and PPS in the placement and supervision of student teachers,

the DTES will provide direct instruction to the clinical teachers, Principal and Resident Coaches on the evaluation instruments, DCOE and ODU-TIR goals and policy, and resources. DTES duties include: 1.) Coordination of existing site-based and division-sponsored professional development resources, as well as ODU-TIR RESIDENT focused activities; 2.) Participation in RESIDENT selection and Resident Coach selection, and in all training, professional development and evaluation activities; 3.) Working with the Resident Coach to assure ODU-TIR goal fidelity; and 4.) Supporting Resident Coaches as they mentor the RESIDENTS.

1.3.2. In-Service/ New Teacher Induction. Ingersoll and Kralik (2004) report that the attrition rate among new teachers can be as high as 40-50% during their first five years of employment. Quartz *et al.* (2004) report similar data for urban educators and urge that urban schools like NPS and PPS increase mentoring activities to retain new teachers, which is a primary goal of ODU-TIR.

A.) Principal: Upon the RESIDENT's graduation, the high-need school Principal becomes the professional supervisor of the new teacher, and as such assumes all responsibility for evaluation of the new teacher. The principal will also assure that the school building community supports the mentoring process and the integration of the RESIDENTS into the culture and life of the secondary school.

B.) New Role of the Resident Coach. During the residency, The RESIDENT will experience a year in a triangular model of assessment, support and feedback, but once he or she graduates the program, the triangular model will be replaced by a "V" (*Figure 1*). The Supervising Teacher no longer plays a direct role, and the Principal becomes the new teacher's only professional supervisor. The new teacher remains as the hub, communicating with both the

Principal and the Resident Coach, but the Resident Coach no longer participates in formal assessments of the new teacher, and will maintain confidentiality within the in-service mentoring relationship.

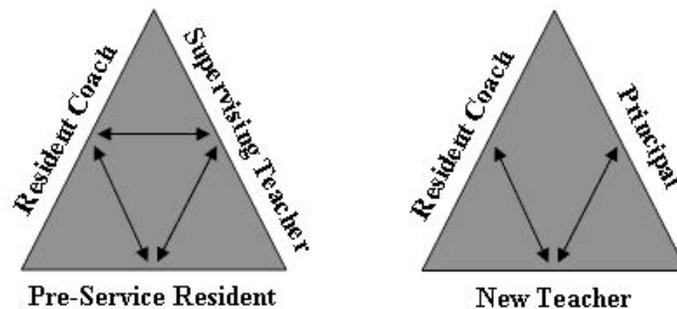


Figure 1: Feedback Models for RESIDENTS and New Teachers

The Resident Coach now focuses on helping the new teacher adjust to the responsibilities of the first years of teaching, facilitating more candid self-reflection and self-evaluation, and the creation of a strong professional learning community (Dunne & Villani, 2007; Villani, 2002;). Although professional assessment is important for new teachers, and has its place in the ODU-TIR, the post-residency role of the Resident Coach both literally and figuratively reflects the fact that the RESIDENT is now a professional educator in need of the support and solidarity of experienced colleagues, such as the Resident Coach, separate from employment evaluations. The Resident Coach will also assist the new teacher as he or she, under VA requirements, implements an annual Individual Learning Plan using formative assessment to strengthen the quality of instruction and classroom management. This fosters a trusted connection between the Resident Coach and the new teacher, wherein the new teacher will have less trepidation about openly discussing, and thus actively solving, issues that affect teacher retention.

C.) Mentor Leadership Team. Quartz et al. (2004) report that mentoring with the intent

to foster an atmosphere of collegiality aids in teacher retention. In that regard, the partners will collaborate extensively. Representatives from each partner will serve on a Mentor Leadership Team, which will be responsible for the overall direction of the mentor component, and will meet regularly to identify strategies to build a sense of ownership among the cohorts. Members of the Leadership Team will also contribute to the ODU-TIR Online Professional Learning Community (Professional Support Portal) where current RESIDENTS and alumni of the ODU-TIR can interact and continue to enjoy a widening society of teachers. Dede, Nelson and Eddy-Spicer (2003) report such an online community effectively augments face-to-face mentoring and other approaches. The ODU-TIR will provide laptop computers (*Table IX, p. 23-4*) with aircards to facilitate the development of this on-line community and to increase timely communication among the RESIDENTS, the ODU-TIR staff, and Resident Coaches.

D.) Activities.

Table VIII: MENTORING ACTIVITIES FOR RESIDENTS	
Pre-Service	In-service
Resident orientation and Book Seminar ¹	New teacher orientation
Weekly meetings with Resident Coach	Weekly meetings with Resident Coach
Diversity training incorporated in	Workshop: <i>VA Guidelines</i> (Chart continues.)

¹ To immediately stress the use of empirically based and inspirational practice, Resident Coaches will host a Book Seminar the first week of the ODU-TIR. RESIDENTS will be placed in three groups; each group will study one of the following books: *Disrupting Class* (Clayton, Christensen, Johnson, Horn, 2008); *Crossing Over To Canaan* (Ladson-Billings, 2001); or *Whatever it Takes* (Tough, 2008). The seminar will close with the groups sharing insights on how empirical studies can be utilized to formulate classroom strategies.

pedagogy courses and in orientation.	<i>for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents</i>
Using data from formative and summative assessment for improvement of instruction and classroom management skills	Using data from formative and summative assessment for improvement of instruction and classroom management skills
Observation by the Resident Coach and content faculty and modeling by content faculty	Observation by Resident Coach with confidential feedback; observation and assessment by Principal
Training in using technology and Professional Support Portals to increase communication and to find resources to respond to student learning needs.	Continued training in using technology and Professional Support Portals to increase communication and to find resources to respond to student learning needs.
Participation in professional lectures and special workshops for the RESIDENTS	Continued participation in lectures/workshops now with provision of feedback to Resident Coach on value of workshops and identification of professional development needs.
See Appendix D Evaluation Instruments	See Appendix D for Evaluation Instruments

1.4 Recruitment. The ODU-TIR will engage its partners actively in the recruitment process by disseminating information in the partner facilities and on partner websites; encouraging partner referrals of potential RESIDENTS; distributing ODU-TIR information at teacher job fairs in Hampton Roads, and on the ODU website; and by broadcasting information on partner public cable stations. The ODU-TIR will also place advertisements in the local newspapers, in free periodicals distributed to military bases in Hampton Roads, on local PBS radio stations, on Google and other appropriate web forums, and on the ‘looping’ feature of the DCOE closed circuit television announcement system. In addition, the Virginia Troops-To-Teachers Program, and ODU Military Career Transitions Program will assist in identifying RESIDENT candidates. This approach casts a broad net, a strategy identified by Hirsch (2001) in *Teacher Recruitment*;

Staffing Classrooms with Quality Teachers. Annually, this approach should yield 1000 information inquiries from the 1.6 million residents of the Hampton Roads, Virginia region, and beyond; 100 completed applications; and 50 resident interviews from which the 15 members of the RESIDENT cohorts will be selected for each academic year beginning in Fall 2010. All recruitment materials will be developed within the first six months of Year One of the grant. (Assessment of the effectiveness of the recruitment strategies is addressed in Section 2, Project Evaluation.) ODU-TIR will also actively recruit RESIDENTS from underrepresented groups by:

- 1.) Advertising on radio stations with predominantly African American listeners;
- 2.) Assuring that all printed materials include representations of diverse students; and
- 3.) Actively recruiting at local Historically Black Colleges and Universities (HBCUs), including Norfolk State University (NSU), Hampton University (HU), and Virginia State University (VSU). We believe the ODU-TIR will attract diverse applicants for three reasons: 1.) The quality of its components, including mentoring, social support, faculty, and superlative immersion internships; 2.) DCOE's ongoing track record of recruiting approximately 200 students annually to an alternate route teacher licensure program that requires Praxis 1, Praxis II and Virginia Communication and Literacy Assessment (VCLA) testing as part of admissions; and 3.) The financial supports and incentives (listed in *Table IX*).

<i>Table IX: ODU-TIR SUPPORTS AND INCENTIVES</i>	
All tuition and fees paid: AY 09/10 in-state	██████████; out-of-state ██████████.
██████████	living wage stipend, paid in 24 equal installments over 12 months.
██████████	textbook allowance per semester (Fall, Spring and Summer). (Chart continues.)

Broadband Card with internet access for 12 months of a 2-year contract ([REDACTED] value). ²
14" Lenovo laptop or equivalent, with ODU student software installed ([REDACTED] value).
Immersion Professional Development Funds for travel/expenses; up to [REDACTED] per student.

Each RESIDENT desiring a stipend must apply, and sign an Agreement to Serve (*Enclosure 4, Appendix D*) indicating he or she will serve as a full-time teacher in a high-need school of the partnership LEAs for no less than three academic years immediately after residency. (RESIDENTS who receive a stipend but do not complete the agreed upon service will be required to repay the stipend.)

Employment of RESIDENTS. NPS and PPS have agreed to employ each graduate of the ODU-TIR and to place them as a cohort in the high-need school in which they spent their residency. Attrition rates in these schools currently exceed 25%, and the ODU-TIR intends to reduce this percentage to the overall division average of 10% attrition over the life of ODU-TIR.

1.4.1. Admission Priorities. Because of the academic rigor and time demands of the ODU-TIR, the admission criteria (*Table X*) is based on empirically valid predictors of success: verified high-levels of academic content knowledge (Galuzzo, Leali, & Loomis, 2000; Peterson & Brady, 2007), communication and literacy skills (Harris & Rutledge, 2007), and high-quality quantitative and verbal aptitudes (Andrew, Cobb & Giampietro, 2005; Ball, 2009;).

Additionally, the BOARD will consider applicants' attitudes, and motives regarding the teaching profession as assessed by TeacherInsight™ of the Gallup Corporation (Gordon with Crabtree,

² Most high-needs schools in the partnership do not have accessible Internet connections in all classrooms, and so the ODU-TIR will create a mobile laboratory for the RESIDENTS to build an on-line professional learning community.

2006), and other metrics designed by the Teacher Resident Selection Board for use in the interview process. (The selection criteria exceed those required by VDOE and address the

TQP's Competitive Preference

Priority 3: Rigorous Selection Process.) Prior to placement in a secondary school, all RESIDENTS must also meet that school's immunization requirements and TB testing standard, and pass a criminal background check. Because the ODU-TIR intends to be an *initial* licensure program that increases the workforce of highly qualified teachers dedicated to teaching in high-need, secondary schools, no one already possessing a license to teach will be admitted.

However, the ODU-TIR is designed to attract highly competent professionals transitioning from other fields; we expect to have a mix of recent college graduates and older, non-traditional students, such as those exiting military service, especially given the fact that Norfolk, VA is home to the world's largest Naval installation.

Table X: SELECTION OF CRITERIA FOR RESIDENTS
Bachelor's degree from an accredited institution in high-need subject.
Undergraduate GPA in major of 3.0 or higher.
Passing scores on the Praxis I, or board-approved SAT/ACT scores as set by VDOE.
Passing scores on Praxis II in proposed critical shortage licensure area as set by VDOE.
Passing scores on VA Communication and Literacy Assessment (VCLA) as set by VDOE.
Score of at least 1,000 combined on the Graduate Record Examination (GRE).
Completion of ODU online application, including supporting documentation.
Minimum passing score of 68 on Gallup's TeacherInsight™ as set by NPS.
Criminal background check.
Evidence of immunizations and TB testing with negative results.
Evidence of successful work or volunteer experience with high-need/urban youth.

1.4.2. Admission Procedures. After completion of an application to the ODU Graduate School, and submission of the required test scores and transcripts documenting an undergraduate GPA of 3.0 in the high need content field major, qualified candidates will be interviewed by the Teacher Resident Selection Board (BOARD). The BOARD membership will include DCOE faculty representing the applicant's proposed teacher licensure area; faculty from the College of Arts and Letters and College of Sciences who represent the content field in which the student will seek licensure; ODU-TIR school personnel (Human Resources, Principal of High-Need School, and/or Curriculum Specialist); and a doctoral student majoring in a program in the DCOE Department of Teaching Learning and/or the Department of STEM Education and Professional Studies.

The metrics for selecting RESIDENTS and used by the BOARD in the interview/selection process will be developed within the first six months of Year One. At least three major studies will be used to guide the development of the metrics by the BOARD and project staff, including *Lessons Learned: New Teachers Talk about Their Jobs, Challenges, and Long Range Plans* (Rocking, Ott, Immerwahr, Doble, & Johnson, 2007), *Effective Teacher Selection From Recruitment to Retention* (Wise, Darling-Hammond, & Berry, 1987), examples of interview questions compiled by the University of Wisconsin-Milwaukee Career Development Center (*Answering Interview Questions*, 2009), and *Teacher Quality and Student Assessment: A Review of State Policy Evidence* (Darling-Hammond, 2000). Additionally, the DCOE has commissioned an Eduventure School of Education-Learning Collaborative study to survey U.S. schools of education to determine best practice using research-based evidence to select

RESIDENTS. This study will be completed by August 2009 for selection metric development by the ODU-TIR.

1.5. Program Partners Roles and Coordination. The following list of 39 partners indicates significant involvement of businesses and community organizations, and thereby addresses *Competitive Preference Priority 4: Broad-based Partners.*

1. High Need School Divisions (LEAs)

- a. Norfolk Public Schools, Norfolk ,VA
- b. Portsmouth Public Schools, Portsmouth, VA

Both LEAs are Major Partners with roles in selection, curriculum development, professional development, evaluation and education/training of ODU-TIR faculty, clinical teachers, resident coaches, and RESIDENTS. LEAs will place RESIDENTs on site in cohorts, and provide ODU-TIR instructional space for ODU-TIR DCOE professional education studies faculty, and employment of RESIDENT cohorts in a high need school in the partnership.

2. High Need Partner Schools

The schools are responsible for RESIDENT cohort placement; selection of Supervising Teachers; instructional, and employment site coordination; and participation in mentoring activities

- a. *Norfolk Public Schools:* Lake Taylor High School, Norview High School, Granby High School, Booker T. Washington High School
- b. *Portsmouth Public Schools:* I. C. Norcom High School, William E. Waters Middle School, Cradock Middle School, Churchland Middle School

3. ODU Required Partners

- a. Darden College of Education (DCOE)

Lead partner with the following responsibilities: Partner and ODU-TIR coordination; day-to-day management; assurance of compliance with ODU-TIR goals and federal guidelines; budget and expenditures management and review; liaison with VDOE regarding RESIDENT licenses and ODU-TIR accreditation; leadership of Professional Education Studies curricular changes; implementation and evaluation; acquiring student achievement data from partner high schools; and coordination and implementation of PACT in residency and first three years of employment.

- b. College of Arts and Letters
- c. College of Sciences

Both of the Colleges above will be responsible for coordination of content courses; participation in RESIDENT selection, mentoring, and professional development; development of Immersion Internships; and evaluating Immersion Internship resource projects.

4. Dual Enrollment Partner

- a. Tidewater Community College

5. Immersion Site Partners

In general, these partners will be responsible for Internship placement of RESIDENTS to enrich their understanding and use of discipline specific technologies and cutting edge issues. They will provide graduate-level curriculum, guidance, instruction and assessment.

- a. Virginia Troops to Teachers (RESIDENT recruiting partner)
- b. ODU Military Career Transition Program (RESIDENT recruiting partner)
- c. ODU Center for Coastal Physical Oceanography
- d. ODU Center for Quantitative Fisheries Ecology
- e. NASA-Langley Research Center

- f. Virginia Space Grant Consortium
- g. Virginia Aquarium & Marine Science Center
- h. Virginia Air and Space Center, Hampton, VA
- i. Old Point Conservancy, Hampton, VA
- j. Tidewater Writing Project
- k. American Shakespeare Center at Staunton, VA
- l. Young Audiences of Virginia-Arts for Learning
- m. City of Norfolk, VA
- n. City of Hampton, VA
- o. National Institute of Aerospace, Hampton, VA
- p. ODU Center for Advanced Engineering Environments
- q. ODU Office of Distance Learning

This office will be responsible to provide *teachODU* to RESIDENTS to assist in the completion of the Action Research project; to plan; to deliver the course; to design and produce content and assessment materials; and to evaluate effectiveness.

- r. Educational Policy Institute, Virginia Beach, VA (evaluator)
- s. ODU Office of Teacher Education and Advising Services

This office of the DCOE will be responsible for training, professional development, coordination and evaluation of all clinical teachers, RESIDENTS, and Resident Coaches; securing placements of RESIDENTS in high need partner schools; providing evaluation information on RESIDENT performance to Evaluators; provide information to Evaluators on academic achievement of RESIDENTS' students in high need schools; and participation in selection, mentoring, and professional development activities.

- t. American Association for Colleges of Teacher Education (ACCTE), Washington, DC
- u. Virginia War Museum, Hampton, VA
- v. NOAA *Monitor* National Marine Sanctuary, Newport News, VA
- w. Nauticus, Norfolk, VA
- x. Joseph F. Bouchard, VA House of Delegates, Virginia Beach, VA
- y. ODU Center for Regional and Global Studies

1.5.1. Coordination. Group effort is the core of the ODU-TIR, and its model will promote communication and collaboration. There are several collaborative boards, described fully in the Section 4.1.2 of the Management Plan (p. 43-9), and regular partner meetings, all supporting a consistent feedback loop between partners, and echoing the feedback loop between RESIDENTS and Resident Coaches, Supervising Teachers, and the faculty. In addition, ODU-TIR will hire a *Program Coordinator* who will synchronize all partner services under the supervision of the Project Director (p. 43-4). The Program Coordinator will be responsible for: 1.) Coordinating all meetings; 2.) Coordinating and establishing schedules for all panels; 3.) Developing and maintaining the ODU-TIR website with its ODU-TIR Online Professional Learning Community (Professional Support Portal) feature; (4) Assuring all university and federal policies are followed; and (5) Providing administrative support to the Project Director (Associate Dean Sharon Judge).

The partners are already operating collaboratively, and integrating existing strategies and activities. For example, the use of the Gallup Teacher INsight™ in the selection of the RESIDENT candidates is in compliance with the hiring policies of NPS, and the amount of Resident Coach stipends was suggested by the LEAs. Also, while the ODU-TIR's mentoring and induction design uses many aspects of *WestEd's Mentoring New Teachers and Collaborative*

Coaching (Dunne & Villani, 2007), the final decisions about mentor training program materials will be made by the Mentor Leadership Team, which is comprised of representative from all partners. Mentoring curriculum, like Pathwise, already in place at NPS and PPS will be incorporated and enhanced in the ODU-TIR. Also, in addition to specific ODU-TIR introductory sessions, RESIDENTS of the ODU-TIR will attend the DCOE's regular student teacher orientation, and complete the same exit evaluation instrument as students in the DCOE's other teacher preparation programs.

1.6. Compliance. All elements of the ODU-TIR are designed to comply with VA educational reforms and laws, including its three year requirement of mentoring of teachers in hard-to-staff schools, its emphasis on content preparation and verification of same by licensure candidate passing VA teacher education admission and licensure examinations, and its definition of the highly qualified teacher, and its definition of professional education studies. The ODU-TIR's also abides by Federal law, including the Higher Education Act (HEA) 204 requirements and the Government Performance Result Act (GPRA) measures (See Section 2. Project Evaluation, below).

2. Project Evaluation

2.1. Evaluator. A rigorous process and impact evaluation will be conducted by Educational Policy Institute (EPI), a national nonprofit research organization with specific expertise in the evaluation of teacher development initiatives. Since its founding in 2002, EPI has provided high-level research and evaluation services to clients including the Iowa Department of Education, the National Council on Disability, the School Board of Osceola County, Florida, and the American Association for the Advancement of Science (AAAS). EPI has also recently conducted studies on behalf of the College of William and Mary, the Southeastern Regional Educational

Laboratory/Alabama State Department of Education, and the Library of Congress. The three key personnel assigned to this evaluation include Dr. Watson Scott Swail, Ms. Patricia Moore Shaffer, and Dr. David Lopez (see *vita* in resume file).

2.2. Methods and Measures. The mixed methods evaluation design for *the ODU-TIR* assesses both program output and impact. Through collection and analyses of qualitative and quantitative data, EPI will determine the extent to which the initiative is meeting its objectives and the required GPRA short-term and long-term performance measures and efficiency measure, compile statistical data to examine longitudinal trends, and provide continuous feedback to the Project Director. The evaluation plan is summarized below; specific data sources/measures/instruments are presented in **boldface**, while the timing of data submission or collection is presented in parentheses following identification of the measure. (The Assessment Logic Model is *Enclosure 7*, in Appendix D.)

2.3. Measuring Outputs. The evaluator will gather descriptive information on ODU-TIR implementation twice annually. The project evaluation will be conducted using both qualitative and quantitative methods of data collection. These multiple methods will produce descriptive information on ODU-TIR outputs, including the means through which program strategies have been implemented, the extent to which the program has functioned as planned, implementation challenges and successes, the nature and extent of institutional-level leadership and support, the efficient and effective use of resources deployed during implementation, the nature of project collaboration, and sustainability issues.

Key data sources for the evaluation of project implementation will include:

- 1) Documentation on project activities, specifically **recruitment materials, strategies, and metrics for selection, course schedules and syllabi aligned for cohort, documentation on pre-service teachers' Action Research projects, placement records, and various documentation associated with the implementation of the mentoring model, internships, and induction mentoring** (January, July).
- 2) Administrative data on project participation, including records of **information inquiries, applications, interviews, and enrollment** and an **implementation log** that project staff will maintain to document project activities (January, July)
- 3) Qualitative data on project implementation, including **bi-annual interviews with project staff, separate focus group discussions with key stakeholder groups**, including the participating cohort, LEA administrators and supervisors, and community partners, and **observations of key program activities**, including integrated courses, pre-service and induction mentoring (January, July, or as appropriate).

2.3.1. Measuring Short-Term Outcomes. As presented in the logic model, there are four key short-term outcomes that will be measured annually throughout the duration of this grant:

- 1) Recruitment of highly qualified cohort, which will be assessed by the evaluator through a **comparative analysis of cohort members' qualifications (e.g., undergraduate GPA, scores on the Praxis I, II, and VCLA, GRE score, TeacherInsight score, and evidence of work/volunteer experience with high-need/urban youth) to the selection metrics** (annual).
- 2) Development by pre-service teachers of evidence-based instructional skills appropriate to high-need schools, which will be assessed through **observation of classroom instruction**

using a prepared rubric designed to collect data on evidence-based instructional skills (annual; April/May).

- 3) The percentage of program participants, who were not scheduled to graduate in the previous reporting period, and persisted in the postsecondary program in the current reporting period, which will be assessed through analysis of the **University's enrollment records** (annual). This is the Department's Short-Term Performance Measure 1.
- 4) The percentage of beginning teachers who are retained in teaching in the partner high-need LEA one year after being hired by the LEAs, which will be assessed through analysis of **personnel data, shared by the two participating LEAs** (annual). This is the Department's Short-Term Performance Measure 2.

2.3.2. Measuring Long-Term Outcomes. As presented in the logic model, there are several long-term outcomes that will be measured annually to provide benchmarks to monitor progress and at the conclusion of the grant period:

- 1) One hundred percent pass rate and improvement in scaled scores on assessments for initial State certification or licensure of teachers by Year 5, which will be assessed through analysis of **assessment data** on student achievement (SOL scores for students of OU-TIR prepared teachers). ODU will collect this information from partner LEAs. This is GPRA Performance Measure 3. This also addresses Competitive Preference Priority 1: Student Achievement and Continuous Program Improvement.
- 2) Percentage of program completers who attain initial certification/licensure by passing all necessary certification/licensure assessments and attain a masters degree within two years of beginning program within six years of beginning the program or a master's degree (residency program) within two years of beginning the program. This outcome will be

assessed through analysis of certification/licensure **assessment data** and **graduation data** obtained/maintained by ODU. This is GPRA Performance Measure 1.

- 3) Percentage of beginning teachers who are retained in teaching in the partner high-need LEAs three years after being hired by the high-need LEA program. This outcome will be assessed through analysis of **personnel data shared by the two participating LEAs**. This is GPRA Performance Measure 2.
- 4) Ninety-eight percent of highly qualified teachers will be hired by high-need LEAs by Year Five. This outcome will be assessed through **personnel data shared by the two participating LEAs**. This is a HEA Section 204(a) requirement.
- 5) Highly qualified teachers hired by high-need LEAs are 100% representative of the local demographics by Year 5, which will be assessed through **personnel data shared by the two participating LEAs**. This is a HEA Section 204(a) requirement.
- 6) One hundred percent of hires by high-need LEAs of highly qualified teachers who teach high-need academic subjects and/or in high-need areas by Year 5. This outcome will be assessed through **personnel data shared by the two participating LEAs**. This is a HEA Section 204(a) requirement.
- 7) One hundred percent of highly qualified teachers hired by the high-need LEAs will teach in high-need schools by Year 5, which will be assessed through **personnel data shared by the two participating LEAs**. This is a HEA Section 204(a) requirement.
- 8) One hundred percent of teachers will be trained to integrate technology effectively into curricula and instruction by Year 5. This outcome will be assessed through **observation of classroom instruction** and **teacher interviews** using a prepared rubric and protocol

designed to collect data on the integration of technology into curriculum and instruction (annual; April/May). This is a HEA Section 204(a) requirement.

- 9) One hundred percent of teachers will be trained to use technology effectively to collect, manage, and analyze data to improve teaching and learning by Year 5. This outcome will be assessed through **teacher and administrator focus groups** and **teacher interviews** using a prepared rubric and protocol designed to collect data on the integration of technology into curriculum and instruction (annual; April/May). This is a HEA Section 204(a) requirement.
- 10) One hundred percent pass rate expected for all students of new teachers by Year 5. This outcome will be assessed through analysis of **teacher-level assessment data** obtained by the University from participating LEAs. This is a HEA Section 204(a) requirement.
- 11) The cost of a successful outcome where success is defined as retention of the teacher in the partner high-need LEA program three years after the teacher is hired by the high-need LEAs. This outcome will be assessed through a comparative analysis of LEAs' annual recruitment costs for hiring a new teacher and the per teacher cost of this project. This is a GPRA Efficiency Measure.

2.4. Validity of Project Developed Measures. In order to enhance content validity, ODU and EPI staff will align all project-developed measures with the grant objectives, content, and strategies. Content validity will be enhanced by expert review using project staff and partner representatives.

2.5. Data Analysis. Descriptive statistical analyses, including calculation of frequency counts, means, and standard deviations, will be conducted on quantitative data. Tests of statistical significance (e.g., repeated measures ANOVAs) will be employed on pre-post data in order to

determine if the degree of change was significant. Qualitative analytical techniques, including coding and summarizing, will be employed to analyze the qualitative data, including from interviews, focus group discussions, and program documentation. At the end of the program, data will be aggregated across years to statistically estimate or describe overall effects of project participation and examine differences by level of participation; these data will be used for primarily summative purposes.

2.6. Reporting. Implementation outputs will be reported twice yearly by the Evaluator to the Project Director. Based on these reports, the Project Director can make any necessary adjustments and continue to observe the results of the adjustment. In-person presentations of findings on project objectives and outcomes will be made bi-annually; these reports will be used by the project staff both to monitor the progress of the ODU-TIR and to guide project implementation. Annual reports of output and outcome data will be made 30 days prior to the deadline for the Annual Performance Report, so that the Project Director may utilize findings for federal reporting.

3. Significance.

3.1. Needs Assessment. Although ODU enjoys long standing relationships of collaboration with both NPS and PPS, including several current grants and projects (*Enclosure 5, Appendix D*) a Needs Assessment questionnaire (*Enclosure 6, Appendix D*) was drafted and submitted to both LEAs for written completion, and an internal evaluation was done of ODU's current teacher preparation programs, to facilitate a thorough and balanced assessment of the partners. The questionnaire was based on research reports (Coalition for Psychology in Schools and Education, 2006; Harris, 2003; Hoffman, 2003; Jordan & Plank, 1998; Karp *et al.*, 2008; Mathews, 2007; Scientific Reasoning Research Institute, 2009; ;). The collective results completely informed

project design.

3.1.1. Current Processes for Teacher Preparation.

A.) NPS: Student (pre-service) teachers are assigned cooperating teachers. All new teachers are assigned a mentor, usually a retired teacher who has maintained teacher certification, and previously taught in NPS. These mentors conduct monthly workshops for beginning teachers. All new teachers attend a four-day New Teacher Orientation, presented by NPS teachers and administrators, designed to prepare them for teaching in high-need, hard to staff schools. Mentors are not compensated.

B.) PPS: Student (pre-service) teachers are not intensely mentored by the district. New teachers work with Central Office Staff during pre-service week, and then they are mentored in school-based programs across the division. New teacher mentors are trained using Pathwise, and are paid a small stipend. The stipend amount varies, based on budgetary requirements. Mentors meet with new teachers on a regular basis; however, due to budget constraints, this mentoring does not start until the second semester.

C.) ODU: As per the current process, candidates must: apply to the program and meet rigorous entry requirements prescribed by the VDOE and ODU's accrediting body; complete the required content courses for licensure in the discipline; complete early observation and practicum field experiences; complete pedagogy course work specific to the discipline; complete all licensure assessments required by the VDOE; and complete a rigorous student teaching experience. At the end of the program, student teachers at ODU currently take a standardized exit survey evaluating the quality of the program. Since 2001, the student teaching component has been the highest rated experience; however, students also consistently say they need more

instruction in the following areas: behavior management, differentiation of instruction through the use of data, and working with parents and other constituents. ODU's Educational Baseline evaluations, which are an effort toward continuous improvement, also revealed room for enhancement in the management of educational constituencies, reemphasizing the latter of the student teachers' stated concerns. This echoes findings of a national survey of teacher preparation programs conducted in 2008/2009 by Eduventures for its members. The areas Eduventure identified for improvement nationally are areas that ODU-TIR is designed to address (Eduventures, July, 2009).

D.) Limitations of current process: Although both high-need LEAs recognize the importance of mentoring in teacher preparation and induction, due to budget constraints, pre-service teachers are not yet provided the necessary intensive support, and what support does exist is not well coordinated with the teacher preparation program at ODU. Budget limitations also adversely affect the support of new teachers. New teachers at NPS are provided orientation and mentors, but the program is not extensive, nor can it be supported by stipends. PPS does provide a stipend for mentors, but it is not a dedicated, reliable amount of money. Neither LEA can afford to provide release time for mentors. In addition, new teachers are not mentored from the beginning of the school year, and therefore do not start their careers with a solid grasp of procedures or support as they grow into the role of the teacher. Due to funding limitations, ODU has been unable to collaborate with NPS and PPS in providing mentoring services.

While ODU's current teacher preparation program is a demanding, high-quality curriculum, and meets all VDOE requirements as well as NCATE standards, it does not yet include the elements that new teachers in high-need schools require, such as the support systems, intensive school-based instruction and sufficient graduate coursework in the core academic subjects. In

addition, as evidenced by EBI results, ODU's has not been as successful as we wish to be in preparing teachers to work with parents of high-need, urban students. However, ODU-TIR will provide an opportunity to develop and implement a strategy based on empirically validated research to remedy this curricular weakness.

3.1.2. Ongoing Training and Professional Development.

A.) NPS: Teachers receive on-going training at the NPS New Teacher Academy, which is held during early-release days.

B. PPS: New teachers meet once per month as a group for seminars in such topics as classroom management, working with parents and classroom instructional strategies. Dual-enrollment teachers participate in TCC's professional development activities.

C. ODU: ODU provides on-going professional development and consultative services through contracted degree programs, including Teachers-for-Tomorrow programs, mathematics specialist programs, reading specialist programs, school library specialist programs, special education content specialist preparation, and earth science endorsement programs. Consultative services include the RALLY/CARE NOW program at Blair Middle School in Norfolk.

D. Limitations of current process: Professional development is limited within the partnership because of funding issues and the necessary emphasis (due to state and NCLB regulations) on meeting staff credentialing requirements and on specific staffing needs generated by performance on state assessments (e.g., the reading specialist and mathematics specialists training programs). ODU-TIR will address these issues by assuring that the high-need schools have teachers in core academic subjects who meet all state requirements for high teacher quality status, by collaborating designing professional development activities with ODU-TIR Partners

that meet the needs of all teachers in the high-need schools and engage them in a process that leads to improved student achievement and increased teacher retention.

3.1.3. Retention of all teachers.

A.) NPS: Strategies to retain teachers in high-need schools include the current mentor program described above, and an online professional discussion groups. Also, teachers are encouraged to network with other beginning teachers at an end-of-year closing event.

B.) PPS: Strategies to retain teachers in the high-need schools include continuous recruitment by Human Resources, and annual awards given to schools that meet their retention goals.

C.) ODU: Other than its professional development activities, ODU does not yet provide focused, active strategies and activities to assist LEAs with teacher retention.

D.) Limitations of current process: Despite a teacher attrition rate of over 25% in the high-need LEAs, the current efforts of the partners to retain teachers are unfocused. Opportunities for new teachers to connect with experienced teachers are quite limited, and the one organized event designed for a new teacher occurs at the end of the year, when a new teacher might already be discouraged. ODU-TIR is designed to overcome these deficiencies. Data will be gathered by ODU-TIR to validate the effectiveness of our efforts.

3.1.4 Critical Shortage Area/ Other Concerns.

A.) NPS: For the last five years, NPS has had critical teacher shortages in English, Mathematics and Earth Science, and has a critical need for teachers qualified to teach dual-enrollment, which they see as vital to the success of students in their high-needs schools.

B.) PPS: For the last three years, PPS has had critical teacher shortages in English, and in dual enrollment Government, Sociology and English. They have also experienced a critical teacher shortage during the last five years in Earth Science.

C.) Limitations of current process: There is currently no focused plan to deal with these critical shortage areas other than offering degree programs after the new teacher has been hired. Both school divisions actively target their recruitment for mathematics and science teachers. However, the shortage remains, and ODU-TIR is needed to help NPS and PPS place and retain the most highly qualified teacher possible.

3.2. Magnitude/ Potential for Change. The Needs Assessments clearly identified dire gaps in teacher professional development, mentoring, and specific content areas, and it highlighted the fact that procedures to address teacher retention are barely in place. The partnership requires the intervention of a program like ODU-TIR.

The ODU-TIR design addresses the gaps, creating a teacher preparation model to specifically suit the needs of particular high-need LEAs. This new alignment of community need and program design will fundamentally alter both the delivery of secondary education programs at ODU and the expectation of all local schools. NPR and PPS, and other districts in Hampton Roads, will quickly come to expect ODU to prepare teachers who can affect the academic achievement of urban youth. This demand will drive change at ODU and in its secondary teacher education programs.

Because the ODU-TIR will provide the LEAs with teachers of dual-enrollment courses, it will positively impact graduation rates in high-need high schools. (Currently neither PPS nor NPS meets the VA average for high school graduate rates in high-need schools.) Placement of the graduates as cohorts in NPS and PPS high-need schools will also reduce the number of core

academic teachers in these schools who hold emergency, provisional or temporary licensure from VDOE. In addition, new teacher retention will improve. Although the attrition rate for teachers in the partnership’s high-need schools is excessive, the differential between current mentoring services and those proposed by the ODU-TIR is also tremendous. The ODU-TIR is a big solution to a big problem. Thus, the potential exists for vast improvements.

3.3 *Continued Support.* Table XI below lists each potential funding source for long-term continuation of ODU-TIR. Another important factor is the likelihood that ODU-TIR will become a part of ODU’s “usual” offerings in teacher education because of the intensive involvement of the partners in the planning, implementation, and evaluation of ODU-TIR and the learned commitment to its goals and awareness of its benefits to youth attending high-need PPS and NPS secondary schools.

Table XI : SUSTAINABILITY	
ODU-TIR ACTIVITY	FUNDING Source Post-Grant
Planning	ODU, NPS, PPS and other VA school divisions through local funds and ESEA Title 1 funds, IDEA, and NSF/NASA funds
Induction	ODU, NPS, PPS and other VA school divisions through local funds and ESEA Title 1 funds, IDEA, and NSF/NASA funds
Mentoring	ODU, NPS, PPS and other VA school divisions through local funds and ESEA Title 1 funds, IDEA, and NSF/NASA funds
Evaluation	ODU, NPS, and PPS
Continual Improvement of ODU-TIR	ODU
Professional Development	ODU, NPS, PPS and other VA school divisions through local funds and ESEA Title 1 funds, IDEA, and NSF/NASA funds
Research on RESIDENT Effectiveness	ODU, NPS, and PPS

4. **Management Plan.** An organizational chart showing the ODU-TIR’s placement within ODU and DCEO appears as *Enclosure 8*, in Appendix D.

4.1. *Main Project Staff.*

4.1.1. Project Director and her Program Coordinator. The ODU-TIR will be housed in the office of the DCOE and managed by the DCOE Associate Dean for Graduate Studies and Assessment, Dr. Sharon Judge, who will also hold the title of ODU-TIR Project Director. The Project Director will have the responsibility to assure all objectives are met on time. Dr. Judge will be aided by the Program Coordinator (duties described on p. 30), an administrative position created expressly for the ODU-TIR. Dr. Judge will work in consultation with the appropriate project and university offices, including the Dean of the Darden College of Education and the Provost of the University. In addition, like all teacher education programs, ODU-TIR will be overseen by the ODU Teacher Education Council, a university level governing body chaired by the Associate Dean of the College of Arts and Letters and staffed by the DCOE. Finally, the ODU-TIR will be also overseen and/or advised by the following bodies:

4.1.2. ODU-TIR Policy and Oversight Bodies.

A.) Governing Council (GC). The purpose of the GC is to monitor the activities of the ODU-TIR so that its seven goals are achieved in a quality and on-time manner and to develop policies that support the achievement of ODU-TIR objectives. The GC will receive all evaluation findings from EPI and charge the ODU-TIR to address the issues identified from the findings. The GC members (*Table XII*) will meet monthly.

Table XII: ODU-TIR GOVERNING COUNCIL MEMBERS	
Chair – William H. Graves, Dean, DCOE	Robert Wojtowicz, Associate Dean for Research, ODU College of Arts and Letters
Christopher Osgood, Associate Dean for Research	Patricia M. Dillard, Executive Director, Office of Human Resources, NPS
Terri Mathews, Assistant Dean, ODU College of Sciences	Patricia Fisher, Associate Superintendent, PPS

NPS High School Principal to be named	PPS Middle School Principal, to be named
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B.) Curriculum Oversight & Faculty Assignment Committee (COFA). The purpose of COFA is to assure that the instructional needs of the RESIDENTS and the students and teachers of the partner schools are being met through the work of the ODU-TIR assigned faculty. The convening chair of the COFA is also the chair of the ODU Teacher Education Council. (For 2009/2010, this is Dr. Janet Katz, Associate Dean, College of Arts & Letters). The convening chair will be assisted by the ODU-TIR Director and her staff. Membership of the COFA includes the chair of each of the academic departments having faculty teaching ODU-TIR graduate courses. The COFA will receive all curricular and instructional evaluation findings from EPI and charge the ODU-TIR to address the issues identified from the findings. COFA will meet bimonthly.

C.) Advisory Council (AC). The purposes of the AC include: 1.) Assisting the ODU-TIR in recruiting the most able RESIDENTS; 2.) Assisting the RESIDENTS' transition from graduate student status to that of a highly qualified and effective teacher serving high need youth in secondary schools in Portsmouth and Norfolk; 3.) Developing community support systems that increase the likelihood that a RESIDENT will continue employment in the partner school beyond the three-year agreed upon period of employment; and 4.) Developing additional sources of funding for the ODU-TIR so it will expand and continue beyond the five-year grant period. Membership of the AC will include at least one representative from each partner. Meeting bimonthly and assisted by ODU-TIR staff, the chair of the AC will be Dr. Mary Sandy, Director, Virginia Space Grant Consortium, an ODU-TIR partner. Ms. Sandy is also acting as the Immersion Internship Coordinator (duties described on p. 10).

D.) Teacher RESIDENT Selection Board (BOARD). (Described on p. 26.)

E.) Mentor Leadership Team. (Detailed on pp. 20-21.)

4.1.3 Other Staff

A.) Director of Teacher Education Services (DTES). ODU-TRI duties described in detail on page 18-9.

B.) Professional Education Faculty.

Table XIII: ODU-TRI PROFESSIONAL EDUCATION FACULTY	
Tami Al-Hazza	Petros Katisoloudis
C.J. Butler	Sue Anne McKinney
Daniel Dickerson	Jack Robinson
Kavonia Hinton-Johnson	Carol Starling

C.) Content Faculty. To be named based on RESIDENT course need and faculty academic preparation and expertise.

4.2. *Partner Roles and Responsibilities:* Detailed in Section 1.5, **Project Design**, p. 27.

4.3 *Timelines, Schedules and Milestones.* Gantt Charts for all five years of the grant, listing major tasks and timelines appear as *Enclosure 13*, Appendix D. The ODU-TIR Director assisted by the Coordinator will monitor all staff, contractor, and council/committee efforts to assure that these timelines are met. Employing Microsoft Office Project™ 2003 software, the Project Director will inform the Governing Council, the ODU Office of Research, and the Office of the Provost monthly on tasks accomplished and progress toward goals. This information will also be provided EPI in its monthly evaluation of ODU-TIR.

In July 2010 and each April thereafter, the Project Director will review and possibly revise the existing Gantt Charts for the management of the next grant year. The July 2010 Gantt ODU-TIR will be reviewed, revised where necessary and approved by the Governing Council by July 31. The April 2011, 2012, 2013 and 2014 Gantt Charts will also be approved in similar fashion by the Governing Council. Each revised Gantt Chart will be submitted to USDOE as a part of ODU-TIR progress report, if requested. ODU-TIR will be dedicated to ongoing improvement.

Below is a listing of Year One planning tasks.

Table XIV: ODU-TIR YEAR ONE TASKS				
TASK	RESPONSIBILITY	START	END	DURATION
1. Refinement Curriculum and Delivery Plan	ODU-TIR Educators and LEA Partners	9/30/09	12/4/09	2 months
2. Refinement of Education Curriculum and Residency Design and Delivery Plan	RESIDENCY LEAs & ODU-TIR Educators	9/30/09	12/4/09	2 months
3. High Need Content Fields Graduate Curriculum Review and Delivery Plan	Director, College of Arts & Letters and College of Sciences Department Chairs	9/30/09	12/04/09	2 months
4. Submission of ODU-TIR Initial Teacher Licensure Plan to VDOE as an informational item since ODU-TIR has VDOE approval.	Director	12/7/09	12/7/09	1 day
5. Refinement of Mentor/RESIDENT Coach Plan	Director and Partners	12/5/09	2/10/10	2 months
6. Resident Coach/Mentor selection, and training	Director and NPS and PPS School Partners	2/11/10	7/30/10	5.5 months
7. Design of and publication of PROGRAM recruitment materials	Director and Coordinator	12/04/09	2/10/010	2 months
8. Refinement of RESIDENT selection metrics and interview process	RESIDENT Selection Board	12/8/09	2/28/10	2.5 months

9. Implementation of RESIDENT Recruitment Plan	Director, Coordinator, Staff, Partners	3/01/10	5/15/10	2.5 months
10. RESIDENT selection interviews selection and notification of acceptance, stipend, technology (laptop and air card award) with alternate list	RESIDENT Selection Board, Director and Coordinator	5/16/10	6/15/10	1 months
11. RESIDENT Notification of Acceptance and terms of award including stipend award, technology award, tuition and fee awards, and text book assistance award	Director and Coordinator	6/16/10	6/25/10	0.25 months
12. RESIDENT (or alternate) acceptance of offer and terms of agreement.	RESIDENT	6/23/10	7/16/10	1.25 months
13. RESIDENT Placement Identification in High-Need Partner School	Staff and NPS & PPS School Partners	7/19/10	7/31/10	0.5 month
14. RESIDENT Orientation to PROGRAM, High Need School and NPS/PPS, Immersion Internship Sites, and RESIDENT enrollment in PROGRAM classes	Director, Coordinator & Staff, and NPS/PPS School Partners, Resident Coaches	8/16/10	8/28/10	0.5 month
15. PROGRAM Fall 2010 Classes Begin	Director & Staff, and NPS/PPS School Partners; Resident Coaches	8/28/10	9/29/10	1 month
16. Partner Quarterly Meetings	ODU-TIR Staff; Partners	11/30/09 02/08/10 05/17/10 8/16/10	12/04/09 02/12/10 05/21/10 08/28/10	1 month
17. RESIDENT Initial Meetings with PARTNERS and Tours of PARTNER Sites	ODU-TIR staff; Partner Site Coordinator and staff	8/16/10	8/28/10	0.5 month
18. Finalization of Appointment of Advisory Board and Agreement to Serve	PROGRAM Director in Consultation with NPS & PPS Superintendents	10/12/09	10/31/09	0.5 month
19. Quarterly Advisory Board	PROGRAM Director,	11/30/09	12/04/09	1 month

Meetings – one day meeting with four days planning and evaluation	Advisory Board Members; PROGRAM staff	02/08/10 05/17/10 8/16/10	02/12/10 05/21/10 08/28/10	
20. Evaluation Plan Refinement	External Evaluation Team; Staff; NPS & PPS , EPI	10/1/09	10/31/09	1 month
21. Evaluation Data Collection	EPI	10/1/09	9/29/10	12 months
22. Evaluation Team meetings PROGRAM Staff and Advisory Board	Director, Advisory Board Members; staff; EPI	11/30/09 02/08/10 05/17/10 8/16/10	12/04/09 02/12/10 05/21/10 08/28/10	1 month
23. Evaluation Team Written Report Delivered to Advisory Council	EPI	9/24/10	9/24/10	1 day

Like all ambitious endeavors, the potential exists for the ODU-TIR to revolutionize teacher preparation and vastly improve student outcomes. Grounded in research and yet responsive to the needs of those whom it serves, the program is both practical and idealistic. It combines several empirically verified strategies into one cohesive model (Berry, 2008), and seeks to involve the community in an innovative solution. New teachers will be prepared in a focused manner rather than in a general sense, because the needs of the schools where they will be placed are a primary consideration. Veteran teachers will be part of the revolution too, developing, sharpening and sharing their advanced skills within the induction process. Most importantly, students in the high-need schools will gain from the skill of new teachers who come to class on day one already experienced with proven approaches, and supported by an encouraging crowd of colleagues and mentors.

