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I. QUALITY OF PROJECT DESIGN

Education Week's 2009 Quality Counts report ranked South Carolina first in the nation for policies and programs to improve teacher quality and fifth in academic standards, assessment and school accountability. State leaders clearly recognize the critical importance of teacher quality which has been identified as the single most important factor in raising student academic achievement (Alliance for Excellent Education, 2008). However, studies indicate the South is the only region in the nation where low income children constitute a majority (54%) of public school students: SC's rate is 52% (SREB, 2007). In fact, statistics show that **in half of all SC schools, more than 70% of students live in poverty**. Our high-need districts continue to struggle with huge gaps between legislative mandates and implementation. Further, high-poverty schools are much less likely to have a stable faculty of qualified teachers (National Academy of Education, 2008). Poor schools are also less likely to have a shared vision, commitment to problem-solving, effective leadership, or engaging professional development. This inferior work environment leads, in turn, to higher rates of teacher attrition which compounds the inadequate working conditions in high-poverty schools, reducing the ability to recruit and retain effective teachers (Miller & Chait, 2008). This downward spiral is clearly evident in South Carolina's high-poverty schools. ❖**Scarcity of Qualified Teachers:** Our poor, rural school districts have extreme difficulties attracting highly qualified, appropriately certified personnel to their schools, and even worse problems retaining them (CERRA, 2008). Areas of need are math, science, special education, and Limited English Proficient (LEP). Some districts resort to hiring foreign teachers; however, three-year visa limits cause this solution to aggravate teacher retention. SC loses new teachers at staggering rates: 17% after one year, 28% after two, and 34% after three (CERRA, 2008). ❖**High-Need School Districts:** Five adjacent school districts in South Carolina (Cherokee, Chester, Fairfield, Lancaster, and Union), are plagued by high-poverty, low academic achievement, and difficulty retaining qualified teachers who migrate to higher paying, more

exciting urban venues. Teacher retention rates decreased from 2006-07 to 2007-08 with teacher turnover rates averaging 12%. The percentage of teachers with emergency or provisional certification in four of the five districts exceeds the State average of 8%. Without intervention, this situation will worsen: recent predictions are SC will need 61% more certified LEP teachers in the next five years due to immigration (Education Week, 2009).

◆ **A Call to Action!** Increasingly concerned by these annual statistics, leaders at the Richard W. Riley College of Education at Winthrop University agreed the time had arrived to rise to this challenge. The extensive qualifications of Winthrop University (WU) to lead an intensive reform effort on behalf of P-16 students in our high-need schools, their teachers, and teacher preparation programs are highlighted in Table 1.

Table 1. Overview of Winthrop University
<p>Background: Winthrop University, established in 1886 for the purpose of training teachers, today offers 41 undergraduate and 24 graduate degree programs serving over 6,500 students. Accredited by the Commission on Colleges of the Southern Association of Colleges and Sciences, WU is one of the few universities in our region to have achieved 100 percent national, specialized accreditation in all eligible programs.</p>
<p>The Richard W. Riley College of Education (COE)</p> <ul style="list-style-type: none"> ◆ 100% of COE graduates are highly qualified to teach in their certificate areas. ◆ The college and its educator preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). ◆ 100% of Winthrop’s educator preparation programs are nationally recognized by their respective specialty professional organizations.
<p>NCATE: The COE’s long history of distinction in the field of teacher education includes accreditation by NCATE for over 35 years.</p> <ul style="list-style-type: none"> ◆ NCATE placed WU’s Institutional Report on their website to exemplify a model report. ◆ NCATE uses the COE as a model training site for examiners nationally. ◆ The COE was featured in the NCATE book, <i>Spotlight on Schools of Education</i>.
<p>The National Network for Educational Renewal (NNER): As a member of NNER, Winthrop’s teacher preparation program is founded on four key principles (Fenstermacher, 1999): (1) Equal access to quality learning for all students; (2) Promoting responsible stewardship of our schools and universities; (3) Improving teaching and learning through pedagogy that nurtures and challenges all learners; and (4) Providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society. NNER’s primary strategy for education renewal is school/university partnerships such as these proposed in this application.</p>

Degree Programs Offered:

- ◆ The COE offers the following Undergraduate Degree Programs: Bachelor of Science degrees in Early Childhood Education (PK-3), Elementary Education (2-6), Middle Level Education (5-9), Physical Education, Special Education: Learning/Emotional Disabilities, and Mental/Severe Disabilities.
- ◆ In cooperation with the COE, the College of Visual and Performing Arts and the College of Arts and Sciences offer the following approved teacher education programs: Art, Grades K-12; Dance, Grades K-12; English, Grades 9-12; Modern Languages, Grades K-12 (French, Spanish); Mathematics, Grades 9-12; Music, Grades K-12; Science, Grades 9-12, (Biology); Social Studies, Grades 9-12 (History, Political Science); and Theatre, Grades K-12.

Winthrop’s COE Dean and other faculty leaders called together: administrators from the five high-need LEAs; the Olde English Consortium, a coalition of nine LEAs (including the target LEAs); and the SC Center for Educator Recruitment, Retention, and Advancement (CERRA). These key partners and their qualifications to implement reforms in our high-need schools are summarized in Table 2. (MOAs in Appendix A provide specific responsibilities of each partner.)

Table 2. Coalition Partners
<p>Olde English Consortium (OEC): The OEC is an educational collaborative founded in 1976 to improve education in its 9 member school districts (the 5 high-need LEAs plus 4 York County districts). The consortium serves over 70,000 students, 7,000 educators, and a regional population of approximately 250,000.</p>
<p>Center for Educator Recruitment, Retention, and Advancement (CERRA): Established by the SC General Assembly in 1985, CERRA guided creation of our state’s nationally celebrated teacher recruitment program targeting middle and high school students, college students, and mid-career professionals for careers in education. The SC Teacher Cadet Program has become a national model for teacher recruitment, adopted by one-third of all teacher recruitment programs nationally. CERRA is responsible for coordinating teacher mentoring, teacher leadership, and National Board Certification programs in SC.</p>
<p>Additional Partners:</p> <ul style="list-style-type: none"> ◆ The Winthrop College of Arts and Sciences (CAS) ◆ The Winthrop College of Visual and Performing Arts (CVPA) ◆ The SC Association of School Administrators (SCASA) ◆ The five high-need LEAs in the OEC (as recipient partners) ◆ The other four LEAs in the OEC (as resource partners)

Under the leadership of Dr. Jennie Rakestraw, Dean of the Winthrop University COE, the group—focused on a vision of improving student academic achievement in grades P-12 in our high-need schools—conducted a comprehensive needs assessment, engaged additional partners,

and worked tirelessly to develop our model program appropriately titled:

**MEETING THE NEEDS OF SOUTH CAROLINA STUDENTS THROUGH NETSCOPE:
NETWORK OF SUSTAINED, COLLABORATIVE, ONGOING PREPARATION FOR EDUCATORS**

A. COMPREHENSIVE PLAN WITH AN EXCEPTIONAL APPROACH TO THE PRIORITIES

NetSCOPE will positively impact student academic achievement in grades P-12 by strengthening and formalizing collaborative school-university relationships to improve preservice and inservice teaching practice. Central to this plan is the successful establishment of a network of Professional Development and Partner Schools in selected high-need locations. The Partner Network will be used for collaborative inquiry into educational topics preparing all faculty (university and public school) to meet the needs of today's diverse learners. School-university partnerships have been shown to simultaneously meet the needs of high-poverty schools and those of teacher education programs (Miller et al, 2005). NetSCOPE will focus on five goals: (1) Improve student academic achievement in our target high-need schools; (2) Improve professional learning for school-university faculty and teacher candidates; (3) Strengthen the pre-baccalaureate education of teacher candidates; (4) Increase support for new teachers in our high-need districts; and (5) Implement ongoing, accessible school leadership programs. Integrated across the NetSCOPE model are the six specific reforms designed to prepare and support teachers for the unique challenges posed by working in high-need schools in our high-need LEAs (Berry, 2007). Our design process involves combining theories and best practices from other teacher quality programs and partnerships, our prior experience in implementing reforms, our comprehensive needs assessment (see Significance section), and nationally recognized, scientifically based research and empirically based practice. The four key strategies we plan to implement are: (1) Establishing a Partnership Network centered on joint school-university faculty inquiry into educational topics; (2) Preparing future educators by strengthening the pre-baccalaureate preparation of teachers through curriculum reform and redesigned, year-long

clinical experiences; (3) Developing and implementing three-year, high-quality induction and mentoring programs serving each cohort of new teachers; and (4) Implementing ongoing, accessible school leadership programs.

EXCEPTIONAL APPROACH: PROFESSIONAL LEARNING COMMUNITIES

NetSCOPE will develop and implement a Partnership Network whose work will create a dynamic, sustained university-school collaboration of professional learning communities to promote renewal and support of P-16 education in our partner counties. This work is based on our vision to improve student academic achievement in grades P-12 in our high-need schools.

Research has affirmed that such school-university partnerships can simultaneously meet the needs of high-poverty schools and those of teacher education programs (Miller et al, 2005). The NetSCOPE design, centered around professional learning communities within the Partnership Network, provides an exceptional approach to the TQP grant priorities. Our collaborative learning community model, involving district and university students and faculty, reflects Reform 1, collaboration outside the teacher preparation program.

➡ REFORM 1: COLLABORATION OUTSIDE THE TEACHER PREPARATION PROGRAM

To ensure coherence and integration among courses and between coursework and clinical work in schools, best practices demonstrate that faculty and school districts plan together and share reform across university divisions and within departments (Darling-Hammond, 2006). To ensure teachers become highly qualified, we have identified strategies to ensure collaboration with other departments and programs at Winthrop University outside the College of Education and with partnering schools and school districts.

Big Idea: Better teachers lead to better classrooms, better schools, and better student achievement; but we will not have better teachers without better teacher education programs. This requires ongoing collaboration of university arts, sciences, and education faculty and public school educators.

1-1. Creation of Winthrop University School Partnership Network: The Partnership Network

will provide an inclusive structure to support ongoing, meaningful collaboration to achieve four shared goals including: (a) improved student achievement; (b) quality teacher preparation; (c) continuing and meaningful professional learning (for teacher candidates, new and veteran teachers, mentor teachers, and university faculty); and (d) research and inquiry to inform teaching practice, school improvement, and teacher preparation. Since Winthrop University is a long-standing member of the National Network for Educational Renewal (NNER), the partnership will be informed and framed by the NNER's *Agenda for Education in a Democracy* promoting ideas such as creating a simultaneous renewal of P-12 education and educator preparation, providing an equitable education for all students, and engaging in nurturing pedagogy to meet the diverse needs of students. The Network will bring about simultaneous renewal of P-12 education and educator preparation through close, ongoing collaborations between Winthrop University and partnering school districts. Through these partnerships, our high-need and resource LEAs will develop highly-engaged Professional Development Schools (PDSs), with sets of Partner Schools (PSs) that will each be networked to a PDS, and additional Satellite Schools (SSs) that are open to participate in partnership professional learning activities. Elementary, middle, and high schools will be carefully selected through mutually agreed-upon criteria and processes to serve as a PDS creating lead schools within a network of PSs and SSs. Through a model of shared governance, the Partnership Council, we will use well-defined structures, roles, and shared resources to develop a multi-dimensional learning community (see details in Management Plan). The partnership will support development of preservice educators (including teachers, school leaders and other school personnel) and the continued development of novice and experienced P-12 teachers with the expressed purpose of impacting student learning at all levels. Although the College of Education (COE) will be the primary coordinating partner, faculty from the College of Arts and Sciences (CAS) and the College of Visual and Performing Arts (CVPA) will be engaged in the partnership to improve teacher preparation and P-12 education. University faculty will also be encouraged to collaborate with P-12 educators to

apply their scholarship to practical, field-based issues faced in the partnering districts. Research-based strategies, school-based inquiry, documentation of outcomes, and accountability measures will inform the work and guide improvements in all aspects of the partnership.

1-2. Joint Professional Development: Through the structure of the Network, joint professional development opportunities will be organized. The Coordinator of Professional Learning will facilitate identifying and arranging professional learning needs through the District and PDS Liaisons; these Liaisons will communicate frequently, identify common needs, and schedule professional development targeted to those needs. Professional development activities will meet the National Staff Development Council's standards and Title II-A criteria for high-quality professional development, therefore will not be "spray and pray" workshops but will be ongoing efforts linked to classroom practice. All professional development will include inservice teachers (new and veteran), prospective teachers who are assigned to any of the involved PDS/PS network schools, and university faculty. The Olde English Consortium will assist with logistical arrangements and communications related to these professional development activities. Through a National Professional Development Program grant administered by the Office of English Language Acquisition (US-DOE), we have provided training for cohorts of teachers each year and involve our faculty (COE and CAS) in some professional development (3-4 days each summer/early fall). An estimated 35 Winthrop faculty members across the university are participating in summer workshops over the three years to enhance the ways they address work with LEPs in our preservice teacher preparation courses and field experiences. Overall, this project is an example of continued training and use of the Network to sustain the program beyond the life of the grant by including it in NetSCOPE professional development plan.

1-3. Teacher Education and Program Advisory Committees: The Teacher Education Committee is a collaborative structure that supports teacher preparation quality with COE, CAS, CVPA and P-12 membership. All curriculum items related to teacher preparation programs go to this committee for approval. This group also discusses general issues related to teacher

education, reviews unit assessment data each year, and makes recommendations to the deans. Each teacher education program area will also have an advisory committee consisting of P-12 educators (teachers and administrators) and the program faculty. These groups will meet at least twice a year to review the program which includes: the courses and clinical experiences; course assignments, key performance assessment data, survey data, recruitment, enrollment, and retention data; and any other information that helps to inform program quality. Recommendations will enable program faculty to ensure program relevance and challenge.

1-4. Secondary Education Content Alignment and Assessment: Secondary education programs are housed in CAS with students earning a BA or BS degree in the content field with certification (English, Mathematics, Social Studies—history and political science majors, Science – biology major). Although the content preparation is challenging, a continuing concern is how to make sufficient links for our prospective secondary teachers with the learning of knowledge and skills in the disciplines to the application of content knowledge and skills in their teaching. In addition to curriculum mapping that will involve P-12 educators, we will bring CAS faculty together with high school content teachers to verify alignment of required content courses with state curriculum standards and develop performance-based course assessments to ensure content competence for teaching at the 9-12 grade levels. The performance-based content assessments include the evaluation of instructional plans for content accuracy and challenge and candidates' teaching effectiveness to improve student content learning in the secondary school setting. This “clinical-focused” approach to curriculum mapping meaningfully connects content learning at the University with teaching opportunities in classrooms with collaborating teachers.

1-5. Co-Teaching: Co-teaching opportunities will involve COE, CAS, and CVPA faculty as well as P-12 teachers. Several models will be developed that will allow faculty to work together within classroom settings (university and school) to prepare teachers. Expertise will be shared and faculty will build expertise in needed areas through immersion in a co-teaching setting. Sample strategies we will implement are provided in Table 3.

Table 3. Sample NetSCOPE Co-Teaching Strategies
◆ Experts (university and school) in areas such as Special Education, LEP, poverty, giftedness, educational technology, literacy, innovative teaching strategies, and assessment will help plan and deliver instruction in their areas of expertise by participating in several class sessions across program areas, not just as guest speakers, but to work with course instructors to integrate the learning into the methods or content course.
◆ Two or more faculty from COE, CAS, CVPA, and/or partnering schools will actually serve as co-instructors for a university course either on the university campus or in a school. The purpose will be to integrate content preparation, core instruction, methods instruction, and/or clinical experiences.
◆ P-12 educators from partnering districts and schools will be invited to teach university methods courses, with a university faculty member assigned to offer guidance and support. This process will allow P-12 educators to bring a fresh perspective and currency to our teacher education program. It will also help in releasing university faculty from part of their teaching load in order to serve as a PDS Faculty Liaison and collaborate in the schools for significant periods of time each week.
◆ Implementation of an “Open Door” program will encourage university faculty to invite P-12 educators to teach a class session on key topics that relate to NetSCOPE goals. This strategy will bring P-12 expertise and insights into our college courses on a regular basis.

NetSCOPE Next Steps for Professional Learning Communities:

The vehicle for change in our high-need LEAs will be establishing Professional Development Schools (PDS). Levine (2006) described the PDS as “a superb laboratory for education schools to experiment with the initiatives designed to improve student achievement.” He also indicated a PDS can “offer perhaps the strongest bridge between teacher education and classroom outcomes, academics and clinical education, theory and practice, and schools and colleges.” ❖Experience: Between 1993 and 2004, Winthrop was engaged in a PDS Program based on a commitment to simultaneous school/university renewal. WU collaborated with six districts to improve teacher preparation and the renewal of six PDS schools. A program highlight was the trained “Corps of Mentors” who taught in the PDS schools and provided supervision and modeling of best practices in the classroom for teacher candidates. We are anxious to move forward with a forward-thinking university-school partnership that will draw from past successes and develop a program to meet current and future challenges. Table 4 describes our proposed network schools.

Table 4. NetSCOPE School Partnership Network	
Professional Development School (PDS)	
<ul style="list-style-type: none"> ◆ A PDS school engages in unique and intense school-university collaboration designed to (1) prepare future educators, (2) provide all current educators with ongoing professional development, (3) encourage joint school/university faculty investigations into education-related issues, and (4) promote the learning of P-12 students ◆ At least a 2/3 majority of the school’s teachers are committed to this five-year partnership ◆ WU faculty will maintain a significant presence ◆ An identified School Liaison (teacher or school leader) will help facilitate partnership-related activities including professional development and technical assistance 	
Partner School (PS)	
<ul style="list-style-type: none"> ◆ PS commits to collaboration, but not necessarily a majority staff commitment ◆ PS sites will not host senior internships but will participate in earlier teacher candidate clinical experiences focusing on LEP, Special Needs, high-poverty students, and literacy development ◆ A Partnership Coordinator will serve as liaison to the PS and help facilitate networking with other PS and PDS sites and WU for shared professional learning and the sharing of field-based research to inform classroom practice ◆ Each PS will have a designated school liaison (teacher or school leader) to help facilitate the partnership-related work including professional development and technical assistance 	
Satellite School (SS)	
<ul style="list-style-type: none"> ◆ Designation for all other high-need schools in the five LEAs ◆ District-wide induction and mentoring programs will be provided for all new teacher cohorts ◆ Educators will be invited to participate in all professional development opportunities 	

❖ PDS and PS Site Selection: The principal must submit a letter of interest describing the following: anticipated benefits to the school’s students and teachers; benefits for Winthrop’s teacher education candidates; and the types of support or involvement desired from the University. Other requirements will include: a self-study rubric based on the PDS Nine Essentials (NCATE, 2001); signed commitments of the administration and faculty; and a copy of the most recent School Improvement Plan. Selection is based on analysis of the applicant’s ability to participate at appropriate levels to accomplish NetSCOPE goals, identification of an educator to serve as PDS/PS Liaison and about to allocate at least 20% time to partnership work, and agreement to provide resources to support work of the network. PDS schools will commit to a five-year relationship and PS sites to three years; both are renewable, and PS sites may interrupt the cycle for upgrade to PDS status.

❖ PDS Implementation: As we establish PDSs, we

will identify PSs for enhanced collaboration between schools. It is important to understand that we have targeted five high-need districts for grant services and also have four additional school districts partnering as resources for NetSCOPE. Of our eleven planned PDS Sites, four will be established in the resource districts—with absolutely no grant funds used for these collaborative partnerships. Also, of our 34 planned Partner Schools, 11 will be in the resource districts (also using no grant funds). Since each PS site will be linked to an established PDS, we will utilize PDSs in resource districts to partner with high-need LEA Partner Schools.

**ABSOLUTE PRIORITY 1:
PRE-BACCALAUREATE PREPARATION OF TEACHERS**

One purpose of NetSCOPE is to redesign the College of Education coursework, methods courses, and field experiences so they are intricately connected to produce teachers with high-quality teaching skills who continue to be highly qualified. Research indicates that Professional Development Schools enable the clinical faculty to inform curriculum changes, learn new ideas and strategies, co-teach, and reflect on practice to share with prospective teachers (Castle, Fox, & Souder, 2006). The basis for our redesign is expressed in required reforms 2, 3, and 4.

➡REFORM 2: TEACHER PREPARATION CURRICULUM CHANGES

Big Idea: Curriculum should be guided by the experiences necessary to develop the knowledge, skills, and dispositions to help all children learn. Once these experiences are identified, the content of the curriculum can then be integrated with the action.

Teacher preparation courses tightly aligned with what occurs in classrooms during field experiences and induction yields new teachers more likely to implement practices they have been taught (Grossman, 2005).

Proposed curriculum changes are based on key guiding principles which include: ensure students see relationships in what they are learning by faculty and school districts collaborating continuously with an intentional focus to interconnect courses and certification; work as a team of faculty from all departments to ensure ample content knowledge, skills, and dispositions needed to teach diverse students; and achieve curricular coherence by faculty in one part of a

program (e.g., content courses) being intimately familiar with the components of other courses and experiences (e.g. core courses, field work) (Blanton & Pugach, 2007). The following teacher preparation curriculum changes will be implemented to improve, evaluate, and assess how well all prospective and new teachers develop teaching skills.

2-1. Use of Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Tool:

ADEPT is a key component of SC’s teacher quality initiative and is designed to be used at all stages of a teacher’s career (beginning with informing teacher preparation programs and preservice, continuing through induction, performance evaluations, and ongoing self-directed professional development). Prospective and current educators in our state must successfully complete all ADEPT requirements to obtain initial teaching certification and maintain professional teaching certification. We will use this tool to provide a common language and framework for assessing teacher quality throughout the continuum of preparation and practice. ADEPT has four broad domains defining effective teaching practices; ten ADEPT Performance Standards (APS) defining what teachers should know and be able to do effectively; and 34 key elements identifying the most important aspects or components for each of the performance standards. Table 5 provides an overview of the ADEPT framework we will use to assess how well all prospective and new teachers develop teaching skills.

Table 5. ADEPT Framework for Assessing Teacher Quality
<p>Domain 1: Planning. Increasing student achievement by using assessment data to help guide instructional planning</p> <ul style="list-style-type: none"> ◆ APS 1: Long-Range Planning of Instruction ◆ APS 2: Short-Range Planning of Instruction ◆ APS 3: Planning Assessments and Using Data
<p>Domain 2: Instruction. Using real-time dynamic processes to match the learning to the learners</p> <ul style="list-style-type: none"> ◆ APS 4: Establishing and Maintaining High Expectations for Learners ◆ APS 5: Using Instructional Strategies to Facilitate Learning ◆ APS 6: Providing Content to Learners ◆ APS 7: Monitoring, Assessing, and Enhancing Learning
<p>Domain 3: Environment. Creating an environment that promotes learning</p> <ul style="list-style-type: none"> ◆ APS 8: Maintaining an Environment that Promotes Learning ◆ APS 9: Managing the Classroom

Domain4: Professionalism. Ethics, responsibility, contributions and continuous growth and development

- ◆ APS 10: Fulfilling Professional Responsibilities

2-2. Curriculum Mapping, Alignment, and Identification of Needs: Curriculum teams of Winthrop faculty, school administrators, and practicing teachers will be formed to identify necessary experiences for teacher candidates. Teams will focus on deciding when each experience should take place within the program and integrate content and methods courses with experiences. Key concepts will be reinforced through a variety of experiences and settings while maintaining the expectation that generalization and mastery will occur prior to graduation. These concepts include: Universal Design for Learning; Response to Intervention; Effective Assessment Practice; Technology Integration; and Working with Diverse Learners (LEP, academically gifted, at risk, and special needs). Teams will identify where each of the concepts are introduced, practiced, and mastered and design common assessments to be used in all courses. Starting the sophomore year, we will provide at least one opportunity for teacher candidates to engage in a teaching activity assessed by ADEPT. ADEPT will be transformed into a rubric illustrating effective teaching skills at beginning, developing, and mastery levels. The rubric will be used each semester to longitudinally assess teacher candidates’ development of effective teaching skills.

2-3. Meet Mapping and Alignment Needs through Expanding Course and Program

Options: While needs will be identified as mapping takes place, our needs assessment (see Significance section) revealed several initial actions steps, many of which have already been initiated. These steps are summarized in Table 6.

Table 6. NetSCOPE Initial Action Steps

- ◆ Require at least one reading course for all program areas; reading courses for Early Childhood (Grades PK-3) and Elementary (Grades 2-6) majors will be redesigned to address a more research-based and balanced literacy approach.

- ◆ Design and offer at least 3, 1-hour electives geared toward current trends in education, e.g., *Spanish for the Classroom Teacher*, *Using Current Events to Engage Students*, or *Developing a Centers-Based Classroom*.
- ◆ Offer two more dual certification options, e.g., Early Childhood and/or Elementary with Special Education or Academically Gifted.
- ◆ Design a model for co-teaching between specialized faculty (reading, special education, assessment, etc.), methods faculty (early childhood, elementary, middle, secondary, and P-12), and/or practicing teachers. This process will include: soliciting volunteers to participate in a pilot collaboration model; balancing course loads to acknowledge co-teaching (i.e., larger class sizes for sections with two faculty co-teaching); exploring flexible scheduling to meet the time constraints of classroom teachers involved in co-teaching; and planning courses to take place in school settings.

◆ **REFORM 3: ADMISSION GOALS AND PRIORITIES ALIGNED WITH LEAS**

Based on recommendations from the College of Education’s Diversity Committee Plan (2009) and our needs assessment, we have developed and piloted a variety of reforms to align the COE’s admission priorities to the hiring objectives of our high-need LEAs.

Big Idea: To produce teachers to meet P-12 district needs, university-school collaboration must address admission, recruitment, and retention priorities and processes.

3-1. On-Going Needs Assessment: Our needs assessment revealed several key hiring objectives of our high-need LEAs. These priorities include teachers for shortage areas of (math, science, special education, and LEP) and from minority populations (African-American, male, and Hispanic teachers). We will also have multiple systems in place to continuously identify LEA hiring needs and priorities which include the following: ◇ CERRA: We will continue to collaborate with the Center for Educator Recruitment, Retention, & Advancement (CERRA) to ensure our priorities are aligned with our targeted LEAs. The purpose of CERRA is to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in our state. We will partner with CERRA to respond to changing needs for teachers from under-represented populations, in teacher shortage areas, and in under-served LEAs. Specifically, CERRA maintains the state database that posts LEA job vacancies. Since the

CERRA Director will serve on our NetSCOPE Partnership Council, she will continuously provide an update on our targeted LEA hiring priorities. ◇Olde English Consortium: The OEC will also serve as a resource for our on-going needs assessment. The Consortium has a committee of district personnel and human resource directors who meet regularly and will provide an excellent opportunity to gather information about LEA hiring needs. The Consortium Director also will serve on our Partnership Council to inform our recruitment and retention efforts. ◇Teacher Education Committee: Our Teacher Education Committee and individual Program Advisory Committees have LEA representatives to periodically provide input into our teacher education program which includes admission, recruitment, and retention.

3-2. Inviting P-12 Educators in the Admissions Process: We want to make sure that what we require for admission is meaningful and aligned with LEA priorities. We will use our P-12 partners from the Network to review our admissions criteria with a focus on the essay assignment, work sample, and “supervised experience with students” requirements to make sure that they are relevant admission criteria for our teacher education program. We will use this resource to evaluate the criteria, process, and effectiveness with P-12 teacher input and make annual adjustments as needed.

NOTE: COMPETITIVE PREFERENCE PRIORITY 3: RIGOROUS SELECTION PROCESS

Description provided in the Priorities Attachment

3-3. Targeted Recruitment to Increase Diversity and Quality of Applicants: Research recommends that to raise the number of quality teacher candidates, institutions take the first step by recruiting prospective teachers with academic promise more aggressively (Alliance for Excellent Education, 2008). Through our current partnership with CERRA and York Technical College, we will collaborate to help increase the diversity and quality of applicants needed by our targeted LEAs. ❖Teacher Cadet Program: The primary goal of the Teacher Cadet Program is to encourage academically able students who possess exemplary interpersonal and leadership

skills to consider teaching as a career. An important secondary goal is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education. The College of Education currently collaborates with this CERRA program, but we will help expand this program to all of our targeted LEAs. Specifically we will focus on students potentially interested in a teaching career, especially under-represented groups. The Teacher Cadet Program offers a variety of hands-on activities and a strong emphasis on observations and field experiences. Winthrop University will give Teacher Cadets who complete the high school program three elective credits when they enroll at the university. ❖Future Educator Association: CERRA promotes two additional recruitment programs: Future Educator Association clubs (a Phi Delta Kappa International program) and the state's ProTeam program for middle school students. Through NetSCOPE, we will work with CERRA to expand these programs to the middle and high schools in our targeted LEAs. We will encourage the implementation of the Future Educators Associations at targeted high schools to encourage more diverse students at younger ages to consider teaching in shortage areas (e.g., math, science). ProTeam is a curriculum-based instructional program that is geared to making middle school students aware of the possibilities of choosing a career in education and working to expand the pool of minority and male teachers available to the public schools of South Carolina. ❖Teaching Fellows: Winthrop also has one of the largest Teaching Fellows programs in the state with a unique focus on teaching LEP students. For example, Winthrop's Teaching Fellows have a service component that works with Hispanic students in local schools and community agencies as well as in Costa Rica during spring break. We will continue to use this program to recruit talented high school seniors into the teaching profession. Teaching Fellows receive up to [REDACTED] a year while they complete a degree leading to teacher certification by agreeing to teach in SC at least one year for every year a scholarship is received. Through NetSCOPE, we will implement strategies to place and eventually employ these students at our target high-need schools. ❖Articulation Agreements and Collaboration with York Technical College: This strategy is

specifically aimed at helping to recruit minority students or students having difficulty in affording university tuition. We will complete articulation agreements with York Tech for all of our teacher preparation programs. This process will facilitate prospective teacher transition to Winthrop to enter our teacher education program. We will offer staff support for advising these students through the process and discuss programs that are high-needs areas for the local school districts to help direct potential candidates to programs where they are most needed.

3-4. Student Support Program to Increase Freshman and Sophomore Success: The COE has had initial success in increasing admission of minority students. Students are admitted at the end of the sophomore year; however, if students do not meet GPA requirements, they simply do not apply for the Teacher Education Program and change majors. A 2005-06 analysis of three years of data on students who had changed their majors revealed the GPA as the impediment to admission. Further, these were typically minority students whom we need to recruit and assist for their success. In 2006-07, a group of 60 minority students who were “at risk” (low SAT or ACT and/or lower high school GPA) were targeted for a pilot project in which they received additional tutoring with advisors who carefully monitored their progress and provided frequent feedback. Through NetSCOPE, we will use our lessons learned in this pilot project to expand our efforts to ensure we are helping meet the hiring objectives of our high-need LEAs. This process will include: delivering an early warning to freshman advisors if a student’s GPA is low in key courses; requiring biweekly tutoring; implementing a mentor program before school starts to build a circle of support; and fostering mentor groups on campus to build community during the academic year (e.g., National Alliance for Black School Educators Winthrop Chapter). Six Winthrop COE faculty advisors possess special training and experience working with freshmen who are at-risk, most from under-represented groups. We will also merge NetSCOPE efforts with the retention efforts underway in Winthrop’s University College.

3-5. Faculty from Under-Represented Groups: To attract minority candidates, the COE Diversity Committee has focused on assessing our faculty diversity needs and developed a plan

to actively recruit faculty from under-represented groups. With this initiative, we will address faculty recruitment needs in light of the needs of our targeted LEAs. Key strategies include: annual review of faculty diversity, including data on mentor teachers and internship supervisors; proactive recruitment of faculty from under-represented groups using multiple recruitment approaches; instigating a university minority faculty support group during the hiring process; and recruitment of members from under-represented groups as mentor teachers and internship supervisors. Through NetSCOPE, we will continue this focus to ensure a diverse faculty to support our student recruitment efforts as well as to address diversity concerns in our programs.

➔REFORM 4: PROGRAM AND CURRICULUM CHANGES TO ENSURE PROSPECTIVE TEACHERS ARE PREPARED TO TEACH COLLEGE-CREDIT COURSES.

Big Idea: Successful preparation of secondary and K-12 educators must include addressing the needs of advanced thinkers and encouraging them to be lifelong learners.

Our needs assessment revealed that our graduates perceive themselves as well prepared in requisite content knowledge, and employers validate this finding. Winthrop's secondary and P-12 education

majors earn a bachelor's degree in a content area from CAS or CVPA with teacher certification (e.g., Bachelor of Science in Mathematics with Certification as Secondary School Teachers). Winthrop's rigorous content-area requirements ensure that our graduates are highly qualified in their fields, as is verified by Praxis II results. Through NetSCOPE, we will enhance our teacher education program to ensure prospective teachers are prepared to teach college-credit courses. We will focus on developing the skills necessary to meet the needs of advanced thinkers which include principles related to Advanced Placement (AP) and International Baccalaureate (IB) programs. The following highlights key action steps to successfully prepare prospective teachers to address the needs of advanced thinkers and encourage them to be lifelong learners.

4-1. Integrate AP/IB Student Characteristics: We will redesign our Diverse Learners course to incorporate IB and AP student characteristics; for example: Thinkers, process critically and

creatively to approach complex problems; Inquirers, use natural curiosity to acquire the skills to conduct inquiry; and Reflective, able to assess and understand their strengths and limitations to support their learning. Teacher candidates will be required to use these characteristics to plan accommodations for advanced thinkers. Sample skills to prepare prospective teachers for AP instruction include: Using engagement, alignment, and rigor as instructional goals; Implementing curriculum mapping, standards-based instruction, and sequencing; Integrating reading instruction into all courses; Designing integrated curricula based on student interest and authenticity; and Increasing rigor to align high school curricula with typical college-level work.

4-2. Provide Intensive AP Training: Our needs assessment revealed recent budget cuts make sending teachers to AP institutes difficult. We will provide AP endorsement training in a two-week summer institute at Winthrop. We will assess the needs of our target districts and focus on AP areas that are priorities such as English, Calculus, and Biology. Winthrop faculty will also attend the AP training so they might integrate concepts in methods courses focused on diverse learners. We will link this training with our content specialists from CAS and CVPA who are interested in becoming AP trainers, leading to sustainability of this reform. Teacher candidates will be provided the opportunity to audit one workshop the summer prior to or after their clinical year and will receive a “certificate of attendance” to include in their professional portfolio.

(A) Program Accountability

To ensure program accountability, the NetSCOPE pre-baccalaureate component was designed with three foci: (1) Advancing strong teaching skills; (2) Applying scientifically based research and empirically based practice; and (3) Preparing prospective teachers to be highly qualified. Our design process involves combining theory and best practices from other teacher quality programs and partnerships; our own experiences in implementation of reforms; comprehensive needs assessments; and nationally recognized, scientifically based research and empirically based practice. (Full citations supporting the research basis of project design in Appendix D.)

(B) Literacy Training

(B)1. Literacy Training: The NetSCOPE vision of teacher preparation for literacy instruction is one that begins in preservice education and continues throughout teachers' careers so they stay up-to-date on research-based knowledge and can effectively apply this conceptual knowledge to instruction (NIFL, 2007). ❖**Implementing Essential Components of Reading Instruction:** Current research-based knowledge, including the work of the National Reading Panel (2000) calls for the explicit, systematic instruction of: phonemic awareness and phonics, guided oral reading to improve fluency, direct and indirect vocabulary building, and use of a variety of reading comprehension strategies in instruction. In 2006, the National Council on Teacher Quality conducted a survey of the texts used in US colleges of education to teach reading. The study found that only 15% of colleges were teaching all five of the scientific foundations of reading identified by the NRP. The Council report identified only four texts as teaching all five key components (Walsh et al., 2006). One of the recommended four (Gunning's *Creating Literacy Instruction for All Students*) is currently used in Winthrop's reading methods course. However, the COE will implement significant curriculum changes in our current core and methods courses through curriculum mapping. For example, our current *Literacy in the Primary Grades* course will be realigned to place a systematic focus on instructional strategies of early literacy and language instruction (Phonemic awareness, phonics, fluency, comprehension vocabulary, diagnosis of reading difficulties). Redesign of the *Literacy in the Intermediate Grades* course will focus on the needs of adolescent students and specific instructional strategies (comprehension, vocabulary, diagnosis, content area reading). Other areas to be addressed in our curricula redesign will include an emphasis on effective writing instruction techniques, especially for adolescent learners, meeting the literacy needs of special student subgroups (at-risk, high-poverty, special needs and disabilities, LEPs), and the use of technology to support Universal Design for Learning. The COE will conduct seminars during teacher candidates'

clinical internship year on the key components of literacy instruction at all grade levels. For current classroom teachers, including our teacher mentors, Winthrop will provide ongoing professional development on these five essential reading components combined with effective instructional strategies to target each component. Professional development participants will learn to tailor instruction for early elementary, elementary, middle, and high-school students to ensure effective implementation of research-based practices into classroom instruction. One professional development delivery method will be the use of study teams in our Partnership Network ((Darling-Hammond et al., 2009).

❖ **Using Assessments to Improve Instruction and Student Literacy Skills:** Preservice instruction and in-service professional development will also focus on the appropriate use of assessments to inform instruction. Our focus will be on real-world applications as teachers learn how to best use and analyze data from screening, diagnostic, formative, and summative student assessments and how to best use them to ascertain student progress, diagnose difficulties, and tailor classroom instruction to address student deficiencies (NIFL, 2007). One specific technique will be the use of Response to Intervention, particularly Tier 1 (Classroom-based interventions) and Tier 2 (Strategic Interventions) and working with IEP teams.

❖ **Individualized, Intensive, and Targeted Literacy Instruction:** Because students come from diverse cultural, linguistic, and socioeconomic backgrounds, teachers need to understand how to best use differentiated instruction to meet students' learning needs (NIFL, 2007). All current reading faculty at Winthrop have graduate degrees or specific training and experience in Special Education. As a result, our preservice coursework places an emphasis on specific instructional strategies for diverse student populations. Currently, preservice students are required to create lesson plans and tutor struggling readers in a seven-week tutoring clinic using skills learned in their reading methods coursework. Changes to our preservice component will include a new required Literacy practicum which will place students in classrooms with LEP, special needs, and high-poverty students. This approach will give our students hands-on practice in utilizing the strategies learned in their coursework in a real-world setting. During their clinical

year, teacher candidates will also serve on Individualized Education Program teams and receive hands-on practice in working with Special Education staff, using data to make instructional decisions, progress monitoring, and how to implement IEP goals in the general education classroom context, including adapting instruction through differentiated instruction.

❖**Integration of Literacy Instruction Across Subject Areas:** As students move through their academic careers, the demands of using oral and written language and text comprehension increases, particularly in the content areas (Valdes et al., 2005). NetSCOPE’s curricula changes and professional development will include an emphasis on literacy instruction beyond the elementary years and how to tailor instruction to the more complex needs of students in the middle and high school years in all content areas (NIFL, 2007). For majors that do not require a literacy methods course, Winthrop currently requires that these students take an intensive week-long “Reading in the Content Areas” workshop; however, a new reading course requirement will be incorporated into all those programs.

(B)2. Technology Literacy: ❖**Effective Integration of Technology in Curricula and Instruction:** Teacher candidates who receive exposure to effective use of technology in their methods courses are more likely to integrate technology into their own instruction (Hare, Howard, and Pope, 2002). In addition to modeling the use of technology within the classroom, Winthrop faculty will also require students to complete problem-based learning assignments using technology in their methods and education core courses. Instead of merely watching a video, teacher candidates will be required to create a video. This approach requires students to learn about technology while also completing a subject-specific assignment (James, n.d.). In technology-intensive methods courses our students will be exposed and/or required to use a variety of technological tools including electronic posting of exemplary student works examples, universally available access to course materials and lesson plans, immediate availability of downloadable audio of class lectures, demonstration and use of software and technology tools that reinforce skills or strategies, photo documentaries of student experiences, and the use and

access of just-in-time training videos (as described in the Invitational Priority), through our partnership with our digital content developer SCETV. While stand-alone technology courses can assist students in developing technological skills, these types of assignments teach students how to know when and why to use them while also developing subject-specific knowledge instructional techniques (Dexter & Riedel, 2003). Students will further use web-portfolios to chronicle, organize, and present their clinical internship and induction experiences which will be shared with professors and supervisors who coach and assess student performance. Also, we will raise our expectations for technology integration in our capstone assessment, the Internship Work Sample (IWS).

❖**Universal Design for Learning (UDL):** Part of the new curricula focus includes an emphasis on the use of UDL principles in the classroom, such as how to design educational environments for all students that reduces barriers while providing rich learning supports for students. Research suggests that all students, not just those with special needs, can be helped with the use of assistive technology in the classroom since it provides the means to differentiate and scaffold student learning and build proficiency (Sencibaugh, 2007; Edyburn, 2006). Our curricular changes will include correlation and use of the Center for Applied Special Technology UDL Learning Guidelines for Educators (CAST, 2008) which provides guidelines on classroom integration of techniques to create (a) Knowledge Networks that provide multiple means of representation, (b) Strategic Networks that provide multiple means for action and expression; and (c) Affective Networks for multiple means of engagement in the classrooms. Although UDL was included in the content of a required education core course, we will infuse UDL in a much more purposeful and integrated manner.

❖**LiveText:** Winthrop University has implemented the LiveText content management system which will be used for a variety of NetSCOPE purposes including training candidates how to use analytic or holistic rubrics and scoring guides in assessment. Candidates can also access a database of lesson plans, streaming videos, and other online instructional tools. We use LiveText to generate student-level reports that track the degree to which prospective teachers meet program competencies, which will be

particularly useful with ADEPT Performance Standards in teacher preparation, induction, and evaluation components. ❖ **Using Technology to Collect, Manage, and Analyze Data to Improve Teaching and Improve Student Achievement:** Technology integration for analysis of student-level data in the P-12 classroom is discussed in Reform 6 (PP 34-38). Although our candidates use Internship Work Sample assignments to assess student learning for the purpose of informing instruction in a formative way, we will expand the data collected and used for these purposes; and in the process, our candidates will replicate what districts expect their inservice teachers to do. A primary instructional assessment tool in SC is Measures of Academic Progress (MAP), a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. This tool enables teachers to diagnose instructional needs of students, make data-driven decisions to guide differentiated instruction, and facilitate goal-setting and student learning plans. Winthrop's candidates will use the MAP assessment for pre and post assessments, a similar yet scaled-down use of MAP as implemented in our targeted high-needs LEAs.

(C) CLINICAL EXPERIENCE

NCATE recently announced a major redesign of accreditation intended to help close the gaps between theory and practice (coursework and classroom) in teacher preparation. NCATE is promoting the placement of teacher candidates in year-long internships that wrap coursework around a central focus of clinical practice. We propose to implement this approach and, specifically, we will use successful components from the Tennessee Board of Regents Teacher Education Redesign model recently highlighted by NCATE. Strategies include the engagement of prospective teachers in year-long clinical internships during their senior year; the preparation for pedagogy primarily taking place in actual school settings under collaborative supervision of college faculty and cooperating mentor teachers; teacher preparation structured around authentic experiences to attain learning outcomes; and prospective teacher assignments aligned with

identified school priorities rather than being linked to traditional coursework (Cibulka, 2009). Following are the key components of our proposed improvements to ensure prospective teachers develop strong teaching skills.

(C)1. Year-Long Opportunities for Enrichment: ❖Clinical Learning in Classrooms: Our needs assessment (see Significance Section) revealed that we have strong freshmen and sophomore service learning requirements, but most programs lack experiences in the junior year and provide only minimal experience in the semester prior to internship in the senior year. In our secondary and P-12 education programs, only half (53%) have an early field experience in the content area before the senior year, and less than half who actually analyze P-12 learning from lessons. Clinical placements are not ensuring that our candidates are given adequate experience with low income or culturally diverse student populations, especially with LEP students. Through NetSCOPE we will address these needs and strengthen our teacher education program by ensuring: (a) Strong coherence and integration among courses and between course work and clinical experiences; (b) Extensive and intensely supervised clinical practices that is integrated with coursework to ensure application of theory to practice; and (c) Interconnected relationships with schools that serve diverse learners and provide an avenue to model good teaching (Darling-Hammond, 2006). With implementation of the Partnership Network of PDS and PS clinical sites, teacher candidates will engage in a variety of field experiences prior to their senior year and then participate in a full year internship in a partnering school. This model, in contrast to the traditional semester-long student teaching, allows for a deeper understanding of the role of development and assessment (Castle, Fox, & Souder, 2006). Further, this extension provides prospective teachers additional time to observe student growth and to gain a broader repertoire of instructional, differentiation, assessment, and management strategies from expert teachers. This redesign will also help ensure our teacher candidates have clinical experiences that allow them to be a part of the beginning and end of the school year. To allow time for feedback and refinement, we will implement a phased-in strategy to implement the year-long clinical program beginning

with Early Childhood, Elementary, and Special Education programs. ❖ Closely Supervised Interactions: Each intern will participate in a professional team providing opportunities for extended, collaborative practice under the guidance of experienced professionals from local schools and Winthrop; the team will include the candidate (intern), an experienced mentor teacher, the school principal, and a university supervisor. The goals of the year-long internship will be P-12 student learning and the quality preparation of the teacher candidate. Secondary, collaborative internship support will be provided by the COE Dean and respective department chairs; the COE Director of Student Academic Services, Field Placement Coordinator, and Internship Coordinator; and a District Liaison.

(C)2. Clinical Experiences Tightly Aligned with Coursework and Integration of Pedagogy, Classroom Practices, and Effective Teaching Skills in Content Areas:

Research indicates that when preservice courses are aligned with what occurs in classrooms during field experience and induction, new teachers are more likely to implement the practices they have been taught (Grossman, 2005). The strongest teacher education programs require students to devote extensive time in the field throughout the entire program while applying concepts they are simultaneously learning in their coursework (Darling-Hammond, 2006). In addition to a year-long internship, prospective teachers also have the opportunity to further develop effective teaching skills, classroom practices, and integration of pedagogy through targeted field placements before their senior year. This process will enable Winthrop to increase field experiences in the sophomore and junior year by having prospective teachers "doing" as they are learning and learning as they are "doing." Academic content areas and methods courses will be redesigned to ensure content is integrated with clinical experiences (e.g., teaching reading, teaching math, methods for teaching students with disabilities). Through NetSCOPE, instruction will go beyond solely the campus classroom and will occur on campus, at the PDS and Partner Schools, with school-based faculty co-teaching. The PDS/PS model also enables prospective teachers to better integrate theory and practice in a more "real-world" setting rather than having

coursework prior to student teaching (Castle, Fox, & Souder, 2006). To help students make links between general principles in coursework to specific instances of teaching and learning, Winthrop faculty will analyze samples of P-12 student work, their teachers' assignments and plans, videotapes of teachers and students, and cases of teaching and learning (Hammerness, Darling-Hammond, & Shulman, 2002). Winthrop will also continue to use the Internship Work Sample (IWS) which provides candidates with a structured experience in documenting the impact of teaching on students in their classroom.

(C)3. High-Quality Preservice Mentoring: Studies show mentoring supports the development of the types of practical skills and knowledge that empowers new teachers to promote student academic achievement and learn key instructional strategies (Loeb & Haskins, 2007). To ensure high-quality preservice mentoring, we will select teachers to serve as mentors based on these criteria: (1) Model excellence in teaching including strong teaching skills; (2) Be "highly qualified," certified, and have current content knowledge; (3) Demonstrate an ability to use empirically based practices and scientifically valid research; (4) Exhibit high expectations for students; (5) Ability to model effective instructional strategies to meet all students including LEP, disabilities, low literacy levels, and gifted and talented and differentiate instruction; (6) Can effectively manage a classroom and use positive behavioral interventions; (7) Communicate and work with parents and involve them in their child's education; (8) Have received an outstanding performance evaluation for the last two years of teaching; and (9) Commitment to the time and effort needed to serve, including observation and feedback sessions with student teachers and specialized professional development for mentoring and PDS models. In addition, CERRA will provide the teachers, as well as University faculty supervisors, with intensive mentor training that is based on New Teacher Center guidelines.

(C)4. Prospective Teachers Learning in the LEAs in which They Will Work: To help our teacher candidates better understand the school context for teaching, our focus will be to broaden the clinical experiences of prospective teachers by encouraging them to be actively involved in

all aspects of school function from support services to parent meetings (Darling-Hammond, 2006). Our redesign of clinical experiences can provide the opportunity for prospective teachers an entire year to learn the instructional initiatives and curriculum of the LEA in which they will work. Based on our needs assessment, NetSCOPE has identified the unique needs of our targeted LEAs. When prospective teachers are being placed in field experiences or year-long internships, we will help match students to schools in LEAs in which they would potentially seek to work. For instance, if a high-needs school has a teacher shortage in math and we have a teacher candidate who is preparing to teach in that field and indicates interest in working in the LEA after graduation, we will facilitate the match.

(C)5. Training and Experience to Enhance Teaching Skills to Meet Unique Needs of High-

Needs LEAs: One focus of our clinical program is to prepare prospective teachers for the unique challenges posed by working with high-needs schools; our assessment (see Significance section) confirmed key needs of our target LEAs. We will continue our focus on: classroom management; teaching reading; in-depth knowledge of state standards; differentiating instruction; and working with diverse learners such as LEPs. The internship and field experiences will provide intentional, targeted opportunities to work with a variety of students, age groups, instructional materials, and curricular models, focused on providing high-quality experiences in poor and rural settings with LEPs, students with disabilities, gifted and talented students, and students with low literacy levels. Field work experiences will include students with disabilities (e.g., adapting instruction and implementing IEPs in general education settings) while information is embedded in methods courses in the content areas.

(D) Support for Program Participants

Program participants will be supported in multiple ways via our Partnership Network: (a) Candidate Mentoring: Teacher candidates will receive placements with trained mentor teachers and will be supported by a team of trained education professionals. They will also receive travel

support when placed in high need schools that are in rural areas distant from campus. (b) Release Time for First-Year Teachers: Induction teachers will be granted at least six days per year of release time to observe other expert teachers or attend professional development to support improved teaching and learning through the application of empirically based practice and scientifically valid research. (c) Stipends for Mentors: Mentors for induction teachers will receive an annual stipend of [REDACTED] per year, Years 1-3. (d) Receipt of Credit and Compensation for Winthrop Faculty: Winthrop faculty will provide a variety of professional development, training, and mentoring for educators in the partner schools through all five years of NetSCOPE. In addition, faculty will be devoted to their own professional learning. Course workload credit and compensation for time teaching will be carefully monitored and compensated appropriately on an ongoing basis to ensure our faculty members maintain their enthusiasm, support, and preparation for improving teacher quality in the five surrounding counties.

COMPREHENSIVE INDUCTION AND MENTORING COMPONENT

NetSCOPE's major component for Induction and Mentoring Component reflect Reform 5.

► **REFORM 5: DEVELOPING AND IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM**

No matter how well new teachers were prepared in college, learning to teach requires guidance and time to transition from being a student to having one's own students (Dexter, Berube, Moore & Klopfenstein, 2005). In 2006,

BIG IDEA: Becoming a highly effective, master teacher is a developmental process that takes place over time. Progression from novice to expert should be guided by a more knowledgeable other through a supportive, non-evaluative program.

SC legislation required school districts to implement teacher induction and mentoring programs for new teachers to improve the quality of teaching, reduce teacher attrition, and raise student academic achievement statewide. Due to the current national and state economic situations, this unfunded mandate has yielded little: some new teachers are never mentored, and those with mentors have no release time for substantial mentor interaction or collegial discussions of

effective teaching practice. ❖ Partner Capacity and Collaboration: NetSCOPE is committed to implementing and sustaining a high-quality induction and mentoring program through every aspect of a teacher's career using the Birth-to-Five model, i.e., from the "birth" of their teaching career (clinical internship) to age five (year four of classroom teaching). This approach will ensure our teacher candidates experience a seamless transition as they move from the teacher preparation experience to the first five years of their teaching careers and successfully span the bridge between teacher quality (aptitude, professional preparation, licensure, certification, and prior work experience) and teacher effectiveness (student outcomes and engagement) (Strong, 2009).

❖ Design and Implementation of a High-Quality Teacher Induction Program: In Year 1, induction programs will be implemented for new teachers and teacher candidates in the high-need schools of the Lancaster and Chester LEAs; in Year 2, Union, Fairfield, and Cherokee will complete planning; and by Year 3, high-need schools in all five target LEAs will be served. NetSCOPE will assist partner LEAs in developing state-required induction plans that meet the following criteria: (1) developing teacher capacity; (2) improving student achievement; (3) using formative assessment practices to guide support; (4) documenting professional growth over time; (5) modeling and encouraging ongoing self-assessment and reflection; and (6) fostering collaboration and leadership among teachers. We will use *SC Mentoring and Induction Program Guidelines* (2006), jointly developed by CERRA, the SC-DOE, and the New Teacher Center (University of California at Santa Cruz). This guide is based on nationally recognized, research-based mentoring models and prescribes how to plan, implement, and evaluate new teacher induction programs. NetSCOPE mentees will spend at least 1.25-2.0 hours per week with their mentor as recommended by experts (NTC, 2007), and Winthrop faculty will continue as part of new teachers' mentoring teams through Year 3. As teacher cohorts move through the Birth-through-Five induction process, they will receive differentiated mentoring and induction. For example, in Year 2, new teachers will be required to produce a Unit Work Sample as part of the evaluation process. In Years 4 and 5, the focus will be on developing leadership capacity in

content and teaching as well as mentoring teacher candidates and new teachers. Throughout the induction process, mentors will guide and support the work of mentees by observing them in the classroom, offering them feedback, demonstrating effective teaching methods, assisting with lesson plans, and helping teachers analyze student work and achievement data to inform instruction (Alliance for Excellent Education, 2006). This type of intensive, multi-year ongoing mentoring positively impacts teacher practice, improves student achievement, and reduces teacher attrition by 50% or more (NTC, 2007). ❖ Mentor Training: Certified teachers chosen as mentors must have demonstrated expertise in classroom instruction and in improving student academic achievement. They should also have prior success working with linguistically and ethnically diverse students, and be both willing and able to participate in professional preparation to acquire the knowledge and skills needed to become an effective mentor (NTC, 2007). Mentors and mentees will be matched by close grade level proximity or by subject as this is critical to beginning teachers’ learning of content (Wang, Odell & Schwille, 2008). Training for both Winthrop and our school-based mentors will be provided by CERRA, responsible for all SC mentor training in partnership with the nationally recognized New Teacher Center (Santa Cruz). Based on New Teacher Center materials adapted to align with SC teacher performance standards, summer training will offer three six-hour days as outlined in Table 7.

Table 7. Three Phases of Mentor Training

	<i>Description</i>	<i>Sample Topics</i>
Initial Training	Initial training for all new mentors in South Carolina. This proven, three-day training will be provided by CERRA.	<ul style="list-style-type: none"> ◆ Foundations of Mentoring ◆ Coaching and Observation Strategies ◆ Establishing Roles and Relationships ◆ Identifying Beginning Teacher Needs ◆ Role-Playing, and Selective Scripting
Advanced Training	For mentors who completed Initial Training and served at least one year as a mentor. Completing this training qualifies mentors to serve as co-trainers in Year 1 Initial Training.	<ul style="list-style-type: none"> ◆ Coaching in Complex Situations ◆ Mentoring for Equity ◆ Mentoring for English Learner Success ◆ Cognitive Coaching Skills

Continuous Training	For mentors completing Initial and Advanced Trainings plus at least one year as a mentor. Completing training qualifies mentors to conduct Year 1 Initial Mentor Trainings in South Carolina.	<ul style="list-style-type: none"> ◆ Designing and Presenting Professional Development for Beginning Teachers ◆ In-depth Exploration of the Professional Growth Continuum ◆ Mentoring Special Education, Out-of-State, International, Alternative Licensure Teachers
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Mentors completing the Initial Training may receive up to 20 recertification credits and up to 60 credits for Advanced (Year 2) and Continuous (Year 3). Additional support and compensation was previously described under (D) Support for Program Participants (PP 34-38).

5-1. Professional Development for Mentors and Mentees Supporting the Integration of Empirically Based Practice and Scientifically Valid Research into Teaching Practices.

Professional development has the strongest effects on practice when it focuses on enhancing teachers’ knowledge of how to engage in specific pedagogical skills and how to teach specific kinds of content to learners (Darling-Hammond et al., 2009). NetSCOPE professional development will be based upon the four domains of the ADEPT Teacher Standards (introduced previously), meeting all requirements for highly qualified professional development; and ADEPT will inform induction oversight. We will provide four full-day, inservice professional development and at least four three-hour workshops per year for our LEAs. New teachers, mentors, and other teachers will be surveyed to determine the professional development topics most useful for them.

5-2. Regular, Structured Observation and Evaluation by Multiple Evaluators: Formative

Coaching Assessments for Mentees: Throughout the year, mentors will work with candidates to identify each teacher’s strengths and challenges in their instructional practice. This cyclical process allows mentors to use information gathered to provide the mentee with appropriate assistance and guidance. Mentoring support will not be intermingled with teacher evaluation or employment decisions, but it will serve to inform each mentee’s professional development plan. The process for formal assessments used for evaluation and employment decisions are outlined

in more detail in Section II while Table 8 describes the formative assessment cycle.

Table 8. Formative Assessment Cycle	
Step 1	Objective performance data is collected from multiple sources that may include direct observation of the teacher’s classroom performance and examination of their lesson plans, classroom assessments, and samples of students’ work.
Step 2	The teacher collaborates with their mentor to analyze collected performance data and reflects on them in terms of the ADEPT Performance Standards.
Step 3	The beginning teacher and their mentor work together to develop the teacher’s professional growth and development plan.
Step 4	Implementation of the teacher’s professional growth and development begins, after which the formative assessment cycle begins again.

This feedback loop will provide districts with in-depth information about the needs of both new and experienced teachers which will also better inform curricula modifications for Winthrop COE. Our enhanced three-year induction will provide a much needed continuum of ongoing support, technical assistance, and professional growth opportunities for teachers as they transition from preservice preparation into their own classrooms.

(E) Teacher Recruitment

(E)1. Teacher Recruitment: ◇ Pre-Baccalaureate Program: As previously described in Reform 3, we want to ensure our admission requirements are meaningful, relevant and aligned with LEA priorities. We will employ targeted recruitment strategies to increase diversity of applicants. Through our partnership with CERRA and York Technical College, we will collaborate to increase the diversity and quality of applicants needed by our targeted LEAs. Planned strategies include: expanding the Teacher Cadet Program to all target LEAs; continued collaboration with the Future Educator Association and the SC ProTeam program for middle school students; increased support for Teaching Fellows a scholarship/service program with an LEP focus; and complete articulation agreements with York Technical College. ◇ School Districts: CERRA is committed to serve as a critical support mechanism to increase teacher recruitment for individuals from under-represented populations (e.g., minorities, males), rural communities,

teacher shortage areas, and paraprofessionals; and to provide leadership and consultation to high need LEAs on promoting teacher retention and advancement through existing State mentor training provided by CERRA.

(E)2. Teacher Retention: The primary retention challenges for rural schools are: lower pay, geographic and social isolation, difficult working conditions, and No Child Left Behind requirements for highly qualified teachers (Collins, 1999; Jimerson, 2004; Reeves, 2003). The 14 strategies for placing and keeping high-quality teachers in rural classrooms identified by Hammer, et al., (2005) include: collect state and local data on teacher supply and demand; base recruitment efforts on data analysis; increase the pool of candidates by expanding or refining recruitment efforts; include all vital partners in collaborative efforts; offer targeted incentives; evaluate efforts regularly; invest in grow-your-own initiatives to develop teachers; encourage universities to customize teacher education programs; include building-level staff in the hiring process; institute formal, sustained induction programs; offer incentives for staying past the first year; improve the school’s culture and working conditions; involve the community in welcoming new teachers; and invest in leadership development.

An overarching tenet of our program is the integration of empirically based practice and scientifically valid research at every possible juncture. Reform 6 provides validation.

➔ REFORM 6: USING EMPIRICALLY BASED PRACTICE AND SCIENTIFICALLY VALID RESEARCH

Big Idea: Simultaneous improvement of the development of teachers and of student learning in schools is based on the degree to which scientifically valid research is applied to practice. Systemic changes and enduring structures are needed to allow for review of research and best practices, collaborative field-based inquiry, sharing of findings, and application in instructional settings.

We designed NetSCOPE by first informing ourselves as to the empirically based practices and scientifically valid research that address key aspects of teacher quality and the development of

effective teaching skills. Example sources of this research base include the American

Association of Colleges for Teacher Education (AACTE), Center for Teaching Quality, Center for Comprehensive School Reform and Improvement, National Council on Teacher Quality, as well as specific works such as Marzano's *What Works in Schools* (2003) and Tomlinson's *Differentiated Instruction* (2001), and peer-reviewed journals such as the *Journal of Teacher Education* (full endnote citations supporting our research basis are provided at the end of this narrative). Winthrop faculty has significant experience with the incorporation of empirically based practices and scientifically valid research in teaching and scholarship. ❖ **Connecting Research to Teaching Practices:** The NetSCOPE Partnership Network is designed to promote the application of research to instructional practice—by prospective teachers, new teachers and their mentors, by other veteran teachers, and by WU faculty in the PDSs and Partner/Satellite Schools. The Partnership Network will allow teachers, teacher candidates, and university faculty to come together to focus on identifying and integrating empirically based practice and scientifically valid research into classroom instruction in both school and university settings. For example, teacher candidates, veteran teachers, and university faculty will participate in professional development including study teams and seminars using scientifically based literacy theory that can then be implemented in the classroom. Results on student learning are shared with the study team. Similar approaches will be used in addressing the special needs of students within the general education classroom, LEP instruction, and technology. Studies confirm that this type of PDS/PS model enables participants to turn research and analysis into action and application via curriculum plans, teaching applications, and other performance assessments (Darling-Hammond, 2006). ❖ **Course Revisions to Ensure Research-Based Teacher Preparation:** Winthrop will assess all courses and revise them accordingly to ensure the most relevant and scientifically based research and empirically proven practice informs what is taught. For NetSCOPE, this assessment will focus in the areas of content preparation, teaching and behavior management methods, clinical practice, LEP, Special Education, Reading/Literacy, poverty and technology use. As courses are linked to clinical experiences in the teacher

preparation program, application of the research to clinical experiences will be addressed. Examples include revising reading courses to promote a balanced research-based approach (rather than one single approach) and classroom practices using repeated oral readings with feedback and guidance. Understanding the science of reading and linking the science to classroom instruction is a critical competency for effective reading instruction (Walsh, Glaser, Wilcox, 2006).

❖ **Connecting Practice to Field-Based Research:** The NetSCOPE model is also designed to promote scientifically valid research activity through the collaborations of teachers, school leaders, and university faculty. Inquiries will be made into real problems or concerns that arise in the schools or in the teacher preparation program. This field-based research will then inform and build upon current research findings to address school problems related to teaching and learning while also informing the teacher preparation curriculum and instruction at the university level.

❖ **Skills to Analyze Student Data and Modify Instruction:** Dr. Susan Green, a Winthrop COE faculty member and co-author of the recently released book *Assessment is Essential* (2009), offers a practical approach that encourages students to think critically about designing the appropriate assessment for a wide range of teaching situations. Our Partnership Network collaborations will center on using data analysis to inform instruction with Dr. Green's guidance. For instance, the MAP assessment tool (previously mentioned) will provide candidates with practical experience in student data analysis and modifying instruction and provide the mentors information to determine the impact of each candidate on student learning.

❖ **Participation in Individualized Education Program (IEP) Teams:** Winthrop's teacher candidates will serve on IEP teams as "junior faculty members" with the guidance of their preservice mentor teachers. Serving on IEP teams, they will learn how to use data to make instructional decisions and how to implement IEP goals in the general education classroom context, including adapting instruction (Castle, Fox, & Souder, 2006). The COE Special Education program coordinator, Dr. Brad Witzel, recently co-authored the USDOE Institute for Education Sciences' What Works Clearinghouse Practice Guide entitled *Assisting Students*

Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (2009). As an expert on teaching math to students with disabilities and at-risk concerns and a reviewer of the final National Mathematics Advisory Panel report, Dr. Witzel will guide our teacher candidates in developing inclusion practices including how to effectively implement IEP goals in general education classrooms. ❖ **Knowledge of Student Learning Methods:** As espoused by Linda Darling-Hammond (2006), NetSCOPE will provide candidates and inservice teachers who are working in the target schools with professional training on strategies to address knowing how children learn, how diverse students learn differently, and how to connect learning to learners through the application of contemporary, research-informed strategies. ❖ **Teaching Skills and Instructional Strategies to Meet Needs of Diverse Learners:** NetSCOPE will use several strategies to systematically integrate skills and strategies within the teacher preparation program and the Partnership Network to meet the needs of diverse learners including LEP, special needs, and students in poverty. These include: (1) Curriculum Mapping Process which will infuse instruction and prepare teacher candidates in sequential courses and field experiences to use appropriate instructional strategies and differentiate instruction to meet the needs of diverse learners including how and when to introduce concepts, skills and strategies (Darling-Hammond, 2006). One key strategy will be use of Response to Intervention (RTI) strategies which integrate assessment and intervention to identify learning difficulties and disabilities, inform instruction for, and maximize children's outcomes (American Institutes for Research, 2006). (2) Winthrop's Teaching Teachers WELL grant (USDOE), which provided training for area teachers and university faculty on LEP instruction, will inform NetSCOPE regarding how to apply research into classroom settings and appropriate assessment techniques for LEP students. Resident experts Dr. Elke Schneider and Dr. Kelly Costner will help redesign Winthrop curriculum and lead teacher professional development efforts in this area, including stages of sequential acquisition of second language (e.g., telegraphic and formulaic speech) (Tabors, 2008); linguistically responsive pedagogical practices for LEP students such as learning about

language and academic backgrounds, identifying language demands inherent in classroom tasks, and scaffolding learning (Lucas, Villegas, & Freedson-Gonzalez, 2008); and meaningful instructional strategies for LEPs such as buttressing verbal communication and upping the ante (Tabors, 2008). (3) Differentiation: WU Special Education faculty, Dr. Deborah Leach, has been co-teaching with two Elementary Education faculty in science and math methods courses to help demonstrate to teacher candidates how to differentiate instruction for special needs learners. This pilot project will inform expansion of this model to other program areas for NetSCOPE. (4) Poverty: Faculty trained in poverty issues, such as Dr. Mark Dewalt, will work with our LEAs and university faculty to address the special needs of students in poverty, a particular concern in the rural areas of SC. Through our Partnership Network we will also address inservice professional development needs and include teacher candidates and university faculty.

COMPETITIVE PREFERENCE PRIORITY 2: EFFECTIVE SCHOOL LEADERSHIP PROGRAM

The NetSCOPE School Leadership Program will serve all five high-need districts. Although only three of these LEAs (Cherokee, Chester, and Union) qualify as rural (see Appendix A), the high-need schools in all five of our high-need LEAs are predominantly rural. The districts acknowledge a culture of isolation between schools and neither formal nor informal leaders have sufficient opportunities to interact with leaders from other schools—much less from other districts. Our School Leadership Program will serve cohorts from the five districts, thus providing participants with a collegial network. Each cohort will include a cadre of twenty school leaders who are preparing to serve in high-need schools in the target areas. As a cohort, they take all classes together and form a professional support network among themselves. Each cohort will share one advisor who oversees their program of study, monitors their success, and intervenes when problems occur. Because the five target counties do not house any institutions of higher learning and participation in a leadership program is often prohibitive due to distance

and time, we will establish two locations within the adjoining LEAs for delivering courses.

A. Preparation of School Leaders: During planning sessions, the districts expressed need for two strands of school leadership development: **Educational leadership** for current and aspiring school administrators; and **Instructional leadership** for teachers in high need schools who need to develop leadership and coaching skills as “teacher-leaders,” also considered integral to successful school improvement. Our plan focuses on assessing and developing opportunities along these two paths and includes both professional development and degree/licensure opportunities. Track 1: Educational Leadership: This leadership strand has two components: one leads to state licensure and a Master’s degree (M.Ed. in Educational Leadership) and the second provides targeted professional development for already-licensed school administrators (principals and assistant principals) in the target high-need schools. Both the M.Ed. in Educational Leadership program and the professional development courses will be geared towards the districts’ identified needs including literacy, cognitive coaching, assessment, and supporting teachers to better serve diverse learners (e.g., students identified as at-risk, special needs, or English language learners). Track 2: Instructional Leadership: Winthrop will offer a Teacher-Leader endorsement for the completion of four specially designed courses. Upon successful completion, students will earn 12 graduate credit hours and could opt to continue in Winthrop’s M.Ed. Curriculum and Instruction program (with a Teacher-Leader concentration). To meet the needs of our partner districts, we are proposing a four-part, graduate-level series on educating diverse learners with a specific focus on literacy and students who have special needs, are Limited English Proficient, and are designated at risk. **(A1) Building Strong Leadership Skills:** The purpose of our School Leadership Program is to (a) reinforce current school/district leaders who are serving the targeted high need schools, considered to be most critical to the participating LEAs; (b) prepare a new cadre of school leaders for our target high-need schools in rural SC; and (c) develop strong teacher-leaders who can provide instructional leadership support to improve student learning in their schools. All aspects of the leadership program—both

professional development courses and the M.Ed. program—will be designed and delivered through close collaboration with the LEAs. In developing an innovative school leadership program focused on individual school/district improvement, NetSCOPE seeks to establish a pipeline for future school leaders from within the districts as well as provide continued development of current administrators and teachers. Our expectations are this will lead to increased student learning in the high-need schools and greater retention of highly qualified leaders and master teachers. School Leadership Program Components are outlined in Table 9.

Table 9. Key Components of the School Leadership Program
<ul style="list-style-type: none"> ◆ Collaborative efforts to recruit and select participants ◆ Integration of district personnel into coursework at Winthrop University ◆ Rigor throughout the coursework and the internship ◆ System support for participants to engage in leadership activities within the district ◆ Major focus on research-based knowledge, skills and dispositions of successful school leaders ◆ Balanced curriculum of theoretical and practical content ◆ Assignments aligned with real school problems and issues ◆ Using assessment to inform decisions ◆ Extensive school-based experiences in both coursework and internship

(A1a) Creating and Maintaining a Data-Driven, Professional Learning Community Within the Leader’s Schools: NetSCOPE school leadership components will occur through cohort models promoting shared knowledge and collegiality within and between district teachers and administrators. Because courses can be tailored to address unique situations and initiatives in target area schools, participants will be exposed to multiple means of effective school leadership. These tailored courses, regardless of content, will have four common strands: technology; data collection, analysis, and interpretation; oral and written communication skills; and ethical leadership. Practical application will be linked to theoretical foundations through activities such as using data to identify curricular problems in a school or district, reviewing existing research to support improvement strategies, and designing a plan for implementing change. All information will be shared at the NetSCOPE Best Practices Conferences through which cohort participants

can receive feedback from current administrators and school leaders. **(A1b) Providing a Climate Conducive to the Professional Development of Teachers with a Focus on Instructional Improvement for Student Achievement:** Not only will participants develop knowledge and skills in supervision techniques, they will be trained in high quality mentoring and cognitive coaching, thus adding continuity of preparation for all NetSCOPE participants. New teachers being observed by school leaders developed through the program will experience feedback in a consistent, non-threatening format. Through models such as Marzano's *Classrooms that Work*, school leaders will examine best practice and integrate the theory with action as they utilize the ADEPT evaluation system. Leaders will be encouraged to assist teachers in reflecting on their own teaching by collecting objective data on which improvement plans can be built. **(A1c) Supporting Successful Classroom Instruction through Data-Driven Assessments of Teaching:** The collaborative nature of NetSCOPE promotes alignment between preparing preservice, inservice and potential leaders to develop expertise in literacy, teaching students with diverse needs, and mentoring based in cognitive coaching. Potential leaders will coach a teacher or group of teachers to collect data on their teaching through self-observation, peer observation, and observations by teacher leaders and administrators. Using principles of adult development, leaders will assist teachers in identifying instructional needs then use the ADEPT observation system to gather data and analyze impact. Observations and feedback will occur at least four times during the aspiring leader's clinical internship with a final conference summarizing teacher growth over time. **(A1d) Managing Resources and School Time to Promote Achievement and Safety:** School leaders will develop skills in budgeting (basics, activity accounts, improvement plans, etc.), facilities management, and school/community relations. A special focus will be on ethical behaviors of administrators and safety of staff and

students. Dr. Mark Mitchell, a Winthrop Educational Leadership faculty member, will provide all participants with training in the “Darkness to Light” program aimed at recognizing and stopping child sexual abuse. **(A1e) Engaging and Involving Parents and Community:** Because composition of the Educational Leadership Advisory Committee includes parents and community members, integration of how to engage these constituents has been a program goal for three years. Participants in NetSCOPE will have extensive opportunity to observe and develop community-based programs. For example, during one of the three internships, participants will analyze data on parent- and community-involvement categorizing activities then making suggestions on how to improve collaboration. An activity during the second internship will require participants to conduct a parent meeting to share accountability data and issues. **(A1f) Understanding How Students Learn:** An entire course in the educational leadership program will be devoted to educating students with special needs. Participants will engage in diversity training, study how to close the achievement gap, and explore issues with promotion and retention. A separate course in curriculum leadership requires participants to study content standards, models of instruction, and integration of literacy and technology. Monitoring curriculum reform through data analysis will be essential to becoming an instructional leader.

A2. Providing a Sustained, High-Quality Preservice Clinical Experience: In preparing school leaders, the internship is the cornerstone of the program. Participants in Track 1, Educational Leadership, will engage in three internships with one being a year-long opportunity. **(A1a) Year-long Opportunities for Enrichment:** (a) **Clinical Learning in High Need or Rural LEA:** Leaders from the targeted LEAs will work with university faculty to assign each participant to a strong principal mentor within the same or other partnering high need LEA for a year-long internship. (b) **Closely Supervised Interactions:** Principal mentors will attend leadership mentoring orientations conducted by the university. The intent of the internship is to develop the

expertise of a principal candidate in problem-solving and instructional decision-making necessary to provide effective leadership in high-need schools. Reflection and sharing will be critical internship components, and interns will meet regularly with the principal mentor to receive direction for their work and feedback on their efforts. Periodically, the interns will gather with faculty and target area leadership to discuss their internship activities, following a protocol for professional dialogue. Schools will provide each intern with a minimum of four weeks' substitute coverage if they currently serve in a classroom setting. This time will allow the intern to "walk the walk" of an administrator full time for a month. Interns will be supervised by Winthrop faculty and trained adjunct faculty from the target schools. **(A2b) Integrating Pedagogy and Practice and Promoting Effective Leadership Skills:** Although internship activities will be designed to meet the demands of a rigorous leadership program accredited by national Educational Leadership Constituent Council (ELCC) Standards, content will align with other NetSCOPE programming to meet the needs of high-need and rural LEAs. For example, when building expertise in data-based decision-making in EDUC 640, *Educational Research, Design, and Analysis*, participants will design and conduct a research project investigating the longitudinal impact of a recent school initiative such as integrating literature circles. **(A2c) Providing Mentors for New School Leaders:** As described under induction, we will provide continuity for our new leaders by providing high quality mentors. These mentors will be selected from current members of an already existing Advisory Committee (superintendents, principals, personnel directors and curriculum supervisors).

A3. Creating an Induction Program for School Leaders: Not only does SC fail to fund leadership induction, it does not even require one. The one available program is limited to new principals (not assistant principals or teacher leaders) and requires an enrollment fee. Because the program is conducted state-wide, it does not provide high quality mentoring, rather offering what is best characterized as professional development. We plan to change this via NetSCOPE. Not unlike new teachers, new school leaders, should be afforded a scaffolding entry experience into

the administrative role. Principles of adult development and cognitive coaching remain consistent regardless of the role one is assuming. The Educational Leadership Advisory Council and CERRA will develop guidelines for an Induction Program for School Leaders that can be used statewide. While this program shares some characteristics with new teacher induction (orientation to new role, specific feedback from a more experienced other, and time for reflection), it will be essential to design specific components to meet the needs of school leaders.

A4. Ensuring Participants Receive 3 Components: ❖**Preservice Preparation:** Prospective school leaders will complete a 42-hour accredited M.Ed. program through Winthrop University, qualifying them for certification as school principals. Rigor of the program is guided by ELCC standards that are required by both the university and the school districts—standards that must be met by the university’s degree program for **accreditation** purposes and standards that guide the hiring and evaluation of principals in South Carolina. ❖**Mentoring:** An induction plan for mentoring new school leaders will be developed in collaboration with CERRA and The Educational Leadership Advisory Council. Although school leaders will not complete NetSCOPE programs until, at the earliest, year 3, the Advisory Council, including Winthrop faculty and current public school leaders, will develop relationships with new leaders hired into the partnering districts in years 1 and 2. New leaders will be invited to join the Council and programs such as “E-Mentoring” can be a resource for those needing feedback on work products or answers to quick questions. ❖**State Licensure:** Once participants complete the required 42-hour program and pass the Praxis exam (Educational Leadership, Administration, and Supervision), they will fulfill requirements for certification as school principal and supervisor.

A5. Recruiting Qualified Leaders: To recruit both highly qualified leaders prepared to work in rural and difficult-to-staff schools and leaders from underrepresented populations, we will use a “tapping system.” Current school and district leaders will participate in an identification and selection process for leadership candidates based on need as well as potential which may include mid-career professionals. Each fall, principals and superintendents in the target area will be

asked to nominate potential candidates for the Educational Leadership program (initial preparation) and the Instructional Leadership program. Nominees will possess: the potential to master a thorough knowledge of curriculum and instruction; the ability to communicate effectively; the skill to work in team environments, involving all stakeholders in the school setting; and a passion to improve student achievement. Superintendents and principals will be provided with *Intent to Apply* forms and asked to personally distribute them to educators in their school/LEA whom they deem capable and ready for a career move into school leadership or who could serve the school best as a trained teacher-leader. Tapping potential participants in this manner is a process with the goal of ensuring an outstanding applicant pool. Further, administrators will be reminded of the positive impact on student achievement created by parallel demographic distributions between students and administrators.

B. Selection Process: ❖**Participant Requirements:** All participants in the NetSCOPE School Leadership Program must be: (1) enrolled in or preparing to enroll in an IHE and (2) be a recent graduate of an IHE, a mid-career professional with appropriate experience and credentials, a current teacher interested in school leadership, or a current school leader interested in professional development to attain a Master’s degree in Educational Leadership. ❖**Application to IHE:** Once potential leaders are “tapped,” they will submit an application through the Winthrop University Graduate School fulfilling the requirements of having a professional certificate in education with at least three years experience (one in anticipated level of administrator certification), hold an undergraduate GPA of at least 2.75, submit an acceptable score on the Graduate Record Examination (900) or Miller Analogy Test (392), and present three letters of recommendation. A collaborative review process will include: an interview with Winthrop faculty from Educational Leadership and district directors of human resources; a ten-minute applicant presentation on a strategy they successfully implemented to raise student achievement; and an on-demand writing sample addressing integrity in leadership. Twenty aspiring school leaders will be selected to participate in the M.Ed. Leadership Cohort. Our

thorough, demanding process will successfully identify high-quality participants. A similar process will be used for the Instructional Leadership endorsement program. All principals and assistant principals in participating high needs schools will participate in the collaboratively designed professional development courses that will be adapted to school needs.

INVITATIONAL PRIORITY PARTNERSHIP WITH DIGITAL EDUCATION CONTENT DEVELOPER

1. Video Resources: The use of technology better enables participants to gain knowledge, transfer skills and develop reflective practices when they can experience teaching and learning concepts in authentic settings and from multiple perspectives with the assistance of technology tools (Williams, Foulger & Wetzel, 2009). Therefore, NetSCOPE will partner with South Carolina Educational Television (SCETV) to produce a digital video series in model classrooms from our partner LEAs to demonstrate best instructional practices. These videos will be available via on-demand download on our dedicated website or via SCETV's closed-circuit satellite system. Program participants, including preservice teacher candidates, P-12 teachers and administrators, and WU faculty will be able to use these videos as a resource to inform and improve their own instructional practices.

2. Video Topics: NetSCOPE will produce an average of four videos per year. In Year 1, our efforts will focus on producing a series on Effective Literacy Instruction Practices (at all grade levels and across the curricula) in topics such as facilitating oral language development, innovative writing instruction, and adaptations for LEP learners. A second series will focus on Utilizing Technology in the Classroom including the integration of Universal Design for Learning (UDL) principles in the classroom. Topics will include how to design technology-rich educational environments for all students that reduce barriers while providing rich supports for learning. UDL research suggests that all students, not just those with special needs, can be helped with the use of Assistive Technology in the classroom as it provides the means to differentiate

and scaffold student learning and build proficiency (Sencibaugh, 2007; Edyburn, 2006). Another series will feature Collaboration to illustrate co-teaching practices (e.g. special education teachers collaborating with general education teachers), integrating caregivers into the classroom, student/student collaboration, and celebrating and using diversity in the classroom. A fourth series will focus on Mentoring practices. Topics covered will include Coaching Conversations and the plan, teach, reflect cycle, the use of formative assessments in mentoring observation, and the continuum of teacher development. LEP and Special Needs: Each series that is produced with SCETV will focus on the unique needs of LEP students, students in poverty, academically gifted, and Special Needs students in all key content areas. Studies show that the use of digital records of effective instructional or mentoring practices allows participants the opportunity to reflect upon specific events while providing the opportunity to focus on specific topics (Sherin, 2000).

3. Real-Time Virtual Communication: Through the cooperation of SCETV, real-time, end-to-end video conferencing will allow participants to talk to, observe, and collaborate with each other and other program partners without having to leave their own school. For example, a beginning teacher wanting to see a teaching behavior (e.g., higher order questioning) in which the mentor teacher does not feel confident demonstrating can use the video technology to observe another mentor participant from a different school or district or communicate with CERRA or Winthrop faculty. For example, participants can communicate with Winthrop's Arts and Sciences faculty regarding curricular strands in science that are challenging to teach and assess. Faculty can conduct demonstrations for participants and allow them to "sit-in" on a university class. Conversely, this technology would also allow instructional staff in our partner LEA schools to be guest speakers at Winthrop.

NetSCOPE's innovative partnership with SCETV will enable our teacher education program to integrate technology across the curriculum for both our teacher candidates and P-12 teachers and administrators in our partnering LEA's. Studies show that such integration provides participants

with realistic models to emulate in their own teaching while also enhancing conceptual understanding and enriching the learning environment (US Department of Education, 2007).

B. IMPACT OF SERVICES ON INTENDED RECIPIENTS

In the participating high-need schools within the five high-need LEAs, NetSCOPE will establish a dynamic university-school Partnership Network to facilitate shared responsibility for teacher preparation and P-12 student learning. Within the university-PDS/PS professional learning communities, Winthrop will share with school educators their resources and expertise for the improvement of their teaching and their students' learning; and likewise, the school educators will share with Winthrop students and faculty the resources of their schools and classrooms and their invaluable practitioner expertise for the improved preparation of teachers for work in their schools. Winthrop faculty will spend more time in P-12 schools, updating their knowledge and experience base, assisting teachers and teacher candidates, and applying their scholarship to practical school-base issues. Teachers and leaders in the partnering schools and districts will gain the potential to implement School educators will implement empirically based practices and scientifically valid research to improve the quality of teaching and learning in their schools. They will also play a major role in the design and delivery of Winthrop's Teacher Education Program, through participation in the admissions process, in curriculum redesign, in course instruction, and in mentoring of teacher candidates in more intensive and prolonged clinical experiences. The university partnership will provide on-going, targeted, and challenging professional learning for practicing teachers while collaborative field-based research helps improve instructional practice to positively impact student academic achievement (Klinger et al., 2004). Findings from highly developed Professional Development Schools indicate that collaborations between university schools of education and public schools ultimately produce an increased number of preservice teachers who are more competent and confident, better prepared, and less likely to leave the profession (Ridley et al, 2005). We expect no less.

B1. Effect on Participants and Student Achievement: The impact and effect on program participants are by design strongly linked to improvement in student achievement. We anticipate improvements in P-12 students to include: early literacy increases (K-1 students); increased student achievement and growth; and improved student academic achievement. Specific detail on the anticipated, measureable impacts for participants and P-12 students are described in the Evaluation Section. Research supports our assertion that our strategies will positively impact student achievement as follows: ❖Pre-Baccalaureate Teacher Candidates: Research indicates the most critical factor of schools that drives student achievement is teacher quality (Haskins & Loeb, 2007). Anticipated outcomes include: enhanced quality of student applicants, increased content knowledge of graduates in chosen areas, increased developmentally related pedagogical skills of graduates, increased content pedagogical skills of graduates, and increased pedagogical skills of student interns. ❖New Teachers: Just as new doctors are required to complete residencies before practicing medicine without supervision, new teachers also benefit from on-the-job training (Wong, 2005). As previously described, our three-year induction and mentoring program for all new teachers in our high-needs schools will provide them with sustained, enduring support. Induction programs have been identified as an effective way to improve teacher quality and student academic achievement (Thompson et al., 2005). Further, comprehensive mentoring and induction programs have been shown to reduce teacher attrition by as much as 50% (Breux & Wong, 2003). Teacher retention and poor academic achievement have a cyclical relationship: research indicates that the students of teachers who leave a school (or the profession) have lower achievement rates than teachers who remain in the same school; however, lower achieving students is cited as a primary reason why teachers leave schools or the profession (Rivkin, Hanushek, & Kain, 2004). Here, we anticipate enhanced teacher effectiveness ❖All Teachers: In a three-year longitudinal study, researchers linked increased student scores on three standardized reading tests to the curriculum innovations including flexible grouping and professional development at a PDS school. The changes facilitated teacher

learning which altered teaching practice, contributing to the academic gains of the students (Castle & Rockwood, 2002). A similar study of a PDS partnership between Kansas State University and five public districts found PDS implementation in partnership with a University resulted in student academic gains as evidenced by increases in state standardized mathematics tests (Yahnke et al, 2003). Programs with similar design elements have proven to be highly effective in providing the clinical training necessary to build a strong professional development community (Wong, 2005). We anticipate improving teacher perceptions of efficacy. ❖School Leaders: Research on 30 years of evidence on the value of principals (Waters, Marzano, & McNulty, 2004) determined effective principals can increase school test scores 10-19 percent if leadership: (1) directs, provides for, and monitors a professional development program creating effective teachers; and (2) provides for a learning community with a culture of collegiality.

C. TRAINING AND PROFESSIONAL DEVELOPMENT TO IMPROVE TEACHING PRACTICES

C1. Quality, Intensity, and Duration of Services: The core of our program is the Professional Development Schools (PDS) model (NCATE, 2001), although extended by networking PDSs with small groups of Partner Schools. Winthrop will partner with our high-need LEAs to jointly focus on improving teacher education and the professional development of practicing teachers to increase student achievement and conduct research (Castle, Fox, & Souder, 2006). Findings from highly developed PDSs show that teachers who graduate from these programs feel more knowledgeable and prepared to teach and are rated by employers and supervisors as better prepared (Darling-Hammond, 2006). ❖Support Inservice Professional Development (PD): NetSCOPE will provide high-quality professional development and technical assistance to our partner districts utilizing a variety of delivery methods. For example, our induction program will ensure that new teachers receive three years of mentoring, coaching, professional development, and technical assistance. All instructional staff in our various school sites will receive regularly scheduled, job-embedded PD as outlined in Table 10.

Table 10. Enhanced PD Delivery Methods and Intensity			
Type of PD	PD Schools	Partner Schools	All Other Schools
Study Groups	Weekly 2 Hours	Twice a Month 2 Hours	N/A
Inservice for all Instructional Staff	8 per Year 6 Hours	4 per Year 6 Hours	N/A (Pre-Existing Only)
Saturday All-Day	4 per Year 6 Hours	2 per Year 6 Hours	Invited to PDS and PS Saturday PD Days
Summer Symposiums	3 Days each Summer 6 Hours per Day	3 Days each Summer 6 Hours per Day	N/A

❖ Engaging Winthrop Faculty with Highly Qualified Teachers in High-Needs Schools: Faculty from Winthrop University will maintain a significant presence in our target schools. The University’s Coordinator of Partnership Network Operations will be an education instructor who has extensive experience in working with schools and in the university environment, serving as facilitator and conduit between the University and the schools involved in NetSCOPE. The full-time Coordinator will oversee the PDS and PS sites, supporting their Liaisons (school or district-based personnel) who will be responsible for coordinating activities such as professional development and technical assistance provision at their schools, as well as facilitating communication and collaboration among PDSs, PSs, and the Satellite Schools. PDS Faculty Liaisons (Winthrop COE Faculty) will have a 50% workload commitment to their respective PDSs, serving as the conduit between the University and the PDS and overseeing professional development activities at their PDS. In addition, these liaisons will serve in a critical capacity as a PDS liaison to the affiliated Partner Schools and lead monthly study teams, facilitate provision of professional development to all instructional staff, and provide or coordinate additional professional development (e.g., study groups, Saturday workshops, and Summer Symposiums).

❖ Provide High-Quality Professional Development to Strengthen Content Knowledge and Teaching Skills: NetSCOPE professional development will center on four identified domains (planning, instruction, environment, and professionalism) of the SC ADEPT Performance Standards for Teachers. Intensive professional development applicable to teachers’ planning and

instruction is most likely to positively impact instructional practices in the classroom and academic achievement gains in students (Darling-Hammond, 2009). Teachers in our partner districts will be surveyed to determine what specific topics would be most useful. This approach will inform districts about the needs of both new and experienced teachers, while informing Winthrop's COE curricula and instruction for prospective teachers. This will ensure a much-needed continuum of ongoing support, technical assistance, and professional growth opportunities for teachers, centered on improving content knowledge and teaching skills, a critical engagement in teacher retention and recruitment (Hamner et al, 2005).

❖ Training Classroom Teachers to Implement Literacy Programs: As described earlier, professional learning in literacy instruction should be a continuous, ongoing progress throughout a teacher's career as knowledge evolves in the literacy field (NIFL, 2007). We will ensure all participant teachers receive current scientific knowledge conducive to optimal literacy development in students and understand the application of these concepts in the classroom through explicit, systematic instruction (NRP, 2000). At least one of the six-hour inservice or Saturday workshops each year will be devoted to literacy, tailored to use of effective instructional strategies at the elementary, middle, and high-school levels.

❖ Enhance teaching skills of prospective teachers to better prepare teachers to meet unique needs of high need LEAs: Professional development will emphasize developing instructional skills, using data to inform instruction, and strategies for working with diverse student subgroups. Programs with similar design elements have been shown to improve teacher quality as new teachers are provided with the job-centered skills necessary to positively and consistently improve student achievement while also reducing teacher attrition by half (Alliance for Excellent Education, 2006).

C2. Expected Improvements in Teacher Practice: Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement (Darling-Hammond, 2009). NetSCOPE will provide the type of intensive, high-quality professional development for both new and current classroom teachers recommended by

research. We will create an effective professional learning system, where teachers learn from experts, mentors, and their peers and are empowered to become instructional leaders in the classroom. Working collaboratively, instructional staff will assist each other in continuous improvement on understanding students' learning needs, making data-driven decisions regarding content and pedagogy, and assessing students' learning. Such intensive professional development has been identified as critical in ensuring teachers are knowledgeable about student learning, academic content areas, instructional skills, and working with diverse learners including students which has been shown to positively impact student academic achievement (Yoon et al., 2007).

D. COLLABORATION OF PARTNERS

D1. Maximizing Effectiveness of Project Services: ❖ **University-School Collaboration and**

Support: Participation in collegial environments has been shown to reduce teacher attrition and have more positive long-term impact on instructional practices than typical one-day workshops (Wong, 2004; Wang, Odell, and Schwill, 2008). NetSCOPE participants will have numerous means for sharing information, ideas, and suggestions on teaching within our supportive, collaborative environment including: (a) Study Teams: Beginning teachers, mentors, and more experienced teachers, along with university faculty members will meet monthly in school-based study teams as part of our Partnership Network. Teams will discuss book readings, recent research articles, and publications related to instructional concerns. They will analyze student data and reflect upon effective instructional strategies. Analysis of multiple student data sources and collective reflection has been shown to contribute to student academic achievement (Strahan, 2003). (b) A NetSCOPE Website will house best practices filmed in conjunction with partner SCETV (as described in the Invitational Priority) in university or school classroom settings so participants can see strategies implemented in real-world applications. (c) The site's E-Faculty feature will allow teacher candidates, P-12 teachers, and mentors to ask questions and receive answers from University faculty and P-12 teacher leaders in partner LEAs. (d) Peer-to-Peer

Message Boards will allow Winthrop students, faculty, and graduates to discuss instructional issues and experiences. (e) Video Conferencing: will partner with SCETV to produce both educational content and provide real-time end-to-end video conferencing which will allow participants to talk to, observe, and collaborate with one another in classroom observations, mentoring sessions, and long-distance professional development.

❖ **Coordination of Strategies and Activities with Other Teacher Preparation or Professional Development Programs:** Our COE teacher education programs are approved by the State Board of Education and the SC Commission on Higher Education. The college is accredited by NCATE. Its bachelor programs in early childhood, elementary, middle level, special education, physical education, and the various secondary and P-12 certification fields, as well as the M.A.T. (graduate-level initial teacher preparation) and the M.Ed. degree programs are all nationally recognized by their respective specialized professional associations (AAHPERD, ACEI, ACTFL, CEC, NAEYC, NCTM, NCSS, NCTE, NMSA, and NSTE). The M.Ed. Educational Leadership program is nationally recognized by the Educational Leadership Constituent Council (ELCC). CERRA will provide mentor teacher training; and Winthrop, along with CERRA and the OEC will work with our identified high-need LEAs to determine topics of teacher professional development and provide technical assistance to the schools.

❖ **Aligning Pre-Baccalaureate Program with Student Standards and Academic Content Standards using ESEA:** SC mandates that all educators teaching core academic subjects meet the requirements for highly qualified teachers. A highly qualified teacher must: a) have a bachelor's degree, b) demonstrate content knowledge in each core content area taught, and c) be state-certified for their teaching assignment. For state certification, all teachers at the elementary and early childhood levels and all special education teachers must demonstrate content and pedagogical knowledge required in those fields by passing the Praxis II examination. Teachers in SC middle and high schools must either pass a state-approved certification exam (Praxis II) in the core academic subject taught or have either an undergraduate major or graduate degree in that subject area. Winthrop ensures that its teacher

candidates meet high performance-based standards, are competent in the academic content, and are well prepared to meet the Praxis II testing requirements for teacher certification and for “highly qualified” status.

2. Role, Commitment, and Responsibility of Each Partner: Dean Jennie Rakestraw of the COE and Dean Debra Boyd of the CAS at Winthrop University will serve as Co-Principal Investigators for NetSCOPE. Specific partner commitments are listed in the MOAs (Appendix A) Table 11 highlights partner roles and responsibilities.

Table 11. Summary of Key Stakeholders	
Partner	Responsibilities
Winthrop University Richard W. Riley College of Education	<ul style="list-style-type: none"> ◆ Serve as Lead Partner, assume fiscal responsibility ◆ Recruit, hire, & supervise project management team with 3 FT staff ◆ Recruit, select and provide ongoing support for PDS and PS sites ◆ Provide 1 faculty member as Liaison to each PDS (11 total) ◆ Convene Management Team & Partnership Advisory Councils; ◆ Design/provide PD meeting LEA identified needs ◆ Redesign COE curriculum and clinical experience ◆ Collaborate with independent evaluation team
Winthrop University College of Arts and Sciences and College of Visual and Performing Arts	<p>Deans of the CAS and CVPA will:</p> <ul style="list-style-type: none"> ◆ Participate on Management Team and Partnership Advisory Council ◆ Participate in recruitment, selection, and support, including PD and TA for high-need schools ◆ Provide faculty to serve as content experts in our PDS and PS sites ◆ Collaborate with COE to redesign teacher prep curriculum and clinical experiences in both colleges
Olde English Consortium	<ul style="list-style-type: none"> ◆ Orient LEA faculty, staff, and administrators about the vision, partners, and implementation plan for NetSCOPE ◆ Provide logistical support in arranging professional development ◆ Secure ongoing input to assist in the effective implementation of key program initiatives
CERRA	<ul style="list-style-type: none"> ◆ Provide mentor training and technical assistance for the induction and mentoring program ◆ Secure ongoing input to assist in the effective implementation of key program initiatives

<p>Five High-Need LEAs and Four Resource LEAs</p>	<ul style="list-style-type: none"> ◆ Provide two district-level administrators to serve on Management Team and Partnership Advisory Council ◆ Identify school leaders and teachers willing to commit to development of enhanced professional learning communities within their schools ◆ Implement 3-year induction/mentoring program for all new teachers ◆ Conduct surveys to identify teacher PD needs ◆ Coordinate provision of PD ◆ Identify candidates for leadership training opportunities
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II. QUALITY OF PROJECT EVALUATION

A quality evaluation is guided by asking quality questions (Patton, 2004). The questions in Table 12 will be used to analyze implementation and measure performance of NetSCOPE.

Table 12. NetSCOPE Evaluation Framework		
	Component	Primary Evaluation Question
Formative	Program Fidelity: Pre-Baccalaureate	What changes have been made in Winthrop’s Pre-Baccalaureate program (admissions, core curricula, clinical experience, and graduation requirements) that significantly contribute to the enhancement of teacher quality?
	Program Fidelity: Induction	What changes have been made to teacher induction programs in the high-need schools that significantly contribute to the development and retention of quality teachers in these schools?
	Program Fidelity: Professional Development	What changes have been made in the professional development provided to teachers in the high-need schools that significantly contribute to the enhancement of teacher quality?
	Program Fidelity: Ed Leadership	In what ways and to what extent are participants engaged in SC Partner’s Educational Leadership program?
Summative	Outcomes: Teacher Quality	What is the impact of NetSCOPE on teacher’s knowledge, skills and practices?
	Outcomes: Ed Leadership	What knowledge and skills do participants in NetSCOPE school leadership program acquire in the following areas: promoting a PLC, enhancing school climate, improving pedagogy, allocating resources, engaging the community, developing and sustaining clinical internships; promoting an induction program; training of future leaders; and recruiting future leaders from diverse backgrounds?
	Outcomes: Student Achievement	<p>What is the impact of NetSCOPE on student achievement?</p> <p>How do NetSCOPE student achievement scores compare to similar scores of students whose teachers did not participate in NetSCOPE?</p>

Our evaluation design is quasi-experimental with a focus on direct analysis. Efforts will be directed toward both formative and summative evaluation. The extent to which any program achieves its desired outcomes is clearly linked to the fidelity of implementation (Rossi, Freeman, & Lipsey, 2002). Thus, in the formative evaluation, we will assess the type, quality, and quantity of activities being delivered (expressed in terms of frequency, intensity, and duration); the extent to which targeted participants engage in these activities; and the reactions of key stakeholder groups (such as Winthrop administrators and the LEA teachers, administrators, faculty, and students) to these activities. Our summative evaluation will determine progress toward outcomes, or the effects that can be reasonably attributed to the initiative, by tracking our progress according to valid and reliable objective performance measures.

INTRODUCTION AND SUMMARY TO THE EVALUATION DESIGN

1. Selected Independent, Objective Evaluator: The Evaluation Group (TEG) will serve as the independent third-party evaluator. TEG is an independent South Carolina-based evaluation firm with more than 19 years of demonstrated experience in planning, implementing, and evaluating large education grant programs funded at the federal, state, foundation, and corporate levels. TEG's evaluation team consists of eight experienced evaluators (three Ph.D. and four Master's level professionals and one bachelor's level evaluator) plus three support staff (Ph.D. and MSW graduate students). Staff has expertise in all areas of evaluation, including research design, measurement, benchmarking, test and survey construction, data analysis, and reporting.

❖ Experience in Evaluating Educational Programs: TEG has evaluated grant programs in 60% of South Carolina school districts and is currently conducting independent evaluations in 55 LEAs and 225 schools throughout the Southeast. These program evaluations include Smaller Learning Communities (Federal, high school reform initiative); Early Reading First (Federal: pre-literacy skills for preschool children); Mentoring (Federal: school-based mentoring for preadolescents); Teaching American History (Federal: professional development for elementary teachers); and

Full Service Community Schools (Federal: providing one-stop services in high schools). TEG is led by Dr. Joel Philp, who has more than 15 years of evaluation experience, including tenure as a senior evaluator and as a research assistant professor at the University of South Carolina.

❖ Evaluator Will Take an Active Role in Program Design and Development: TEG will be involved in the design and development of our project from inception to conclusion to ensure that the evaluation is logical, feasible, and directly related to the proposed outcomes of the project. TEG will employ a logic model to provide all stakeholders with an understanding of the crucial components of our plan and the extent to which activities have targeted their intended audience(s). Participation in the evaluation process affords key stakeholders more ownership, increasing the likelihood results will be used to improve the program and ultimately to achieve positive outcomes. Thus, TEG will facilitate our stakeholder group to build consensus on the critical evaluation questions, methods, instruments, data collection protocols, and reporting formats that will define the evaluation. To avoid program drift, TEG will revisit the logic model with stakeholders semi-annually to assess fidelity between NetSCOPE in theory to the program in action. TEG will help ensure that program activities are planned with a sufficient level of frequency, intensity, and duration to produce desired outcomes.

2. Commitment to Cooperating with National Evaluation Contractor: Winthrop University and NetSCOPE entities agree to cooperate with the National Evaluation Contractor. Responding to Data Requests: Winthrop will promptly respond to requests for data and information from the National Evaluation Contractor and the US Department of Education. We will offer reports, instruments, or other supporting documents upon request, as well as information such as GRE or SAT scores and contact information for program participants.

THE LOGIC MODEL

The main components of the evaluation design can best be depicted via our Logic Model which will be utilized to help guide the design and development of the program from beginning to end.

The model provides a logical base from which to conduct the program evaluation, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, activities, outputs, and the extent to which activities have targeted their intended audience (Kellogg Foundation, 2004). (Figure 1, illustrating the first iteration of the NetSCOPE Logic Model is provided in Appendix D.)

A. OBJECTIVE PERFORMANCE MEASURES CLEARLY RELATED TO INTENDED OUTCOMES AND PRODUCING QUANTITATIVE AND QUALITATIVE DATA

A1. Evaluation Methods Include Objective Performance Measures Related to Intended

Outcomes: Our objective performance measures and their link to our intended outcomes are provided in Table 13.

Table 13. Overview of Performance Measures Links to Program Outcomes			
Objective Measure	Description and Purpose	Intended Outcome	Indicator of Success
Winthrop University College of Education Pre-Baccalaureate Students			
Praxis I* *(Praxis Series, 2009)	Administered to students entering Winthrop COE; measures basic skills in reading, writing and math	Enhance quality of student applicants	Annual increase in average Praxis scores
Cumulative Grade Point Average(GPA)	The cumulative GPA is the average academic performance of a student within the given academic year.	Increase academic performance across WU courses	Annual increase in cumulative GPA
Praxis II* Subject	Administered to students seeking teaching certification; measures content knowledge in chosen subject area	Increase content knowledge of WU graduates in chosen areas	Annual increase in average Praxis scores
Praxis II* Principals of Learning and Teaching (PLT)	Administered to students seeking teaching certification; measures basic pedagogy skills in 4 grade levels	Increase developmentally related pedagogical skills of WU graduates	Annual increase in average Praxis scores
Praxis II* Teaching Foundation Exams	Administered to students seeking teaching certification; measures basic pedagogy skills in 5 subject areas	Increase content pedagogical skills of WU graduates	Annual increase in average Praxis scores
Internship Work Sample (IWS)	Measures performance on 8 dimensions aligned with SC performance standards to assess extent to which student interns apply coursework to classroom teaching	Increase pedagogical skills of student interns	Percentage of interns scoring <i>exemplary</i> status per cohort
All Teachers Participating in any NetSCOPE Component			

ADEPT Formal Evaluation of Classroom Teachers (ADEPT, 2007)	ADEPT is SC’s systematic process to promote teacher effectiveness through continuous quality improvement and quality assurance; ADEPT combines multiple data sources to measure teacher performance across 4 domains and 10 standards	Enhance teacher effectiveness	Percentage of teachers meeting standards by cohort
Induction Teachers			
Perceptions of Success Inventory for Beginning Teachers (PSI-BT; Corbell, Reiman, & Nietfeld, 2008)	Measures beginning teachers’ perceptions of success related to: mentor, colleague, and administrative support; classroom management; student success; instructional resources; assignment/workload; parental contact; satisfaction; & commitment	Teacher perceptions of efficacy	Annual increase in PSI-BT scores by cohort
School Leadership Participants			
Vanderbilt Assessment of Leadership in Education (VAL-ED; Porter et al., 2006)	VAL-ED is a research-based evaluation tool measuring the effectiveness of school leaders in 6 key skill areas (plan, implement, support, advocate, communicate, monitor) known to improve school & student performance	Enhance Leadership Skills	Annual increase in VAL-ED scores, within and between cohorts
Praxis II Ed Leadership	Designed to assess candidate’s knowledge and functions of an administrator or supervisor in five content areas.	Enhance Leadership Skills	Annual increase in Praxis scores by cohort
Student Achievement			
Dynamic Indicators of Basic Early Literacy Skills (DIBELS, 2009)	DIBELS measures 5 early literacy components: phonological awareness, alphabetic principle, vocabulary, comprehension, and fluency with connected text; administered 2 times/year to students in grades K-1	Early literacy increase K-1 students early literacy	Annual increase in DIBELS scores within and between cohorts
Measures of Academic Progress (MAP, 2009)	Computer based assessment measuring student progress (up to 4 times a year) in Math & ELA for grade 2-10 students. Yields growth scores (in Rasch units), percentile scores, & achievement scores.	Increase student achievement and growth	Increase in average growth scores, within and between years
Palmetto Assessment of State Standards (PASS, 2008)	SC’s annual standardized test (math, ELA, science, & social science) for students in grades 3-8	Increase Student Achievement	Increase percentage of students scoring proficient/above by cohort

End-of-Course Tests	EOC Tests are required for SC high school students grades 11-12 in 4 core subject areas	Increase Student Achievement	Increase the percentage of students passing EOC tests by cohort
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A2. Evaluation Methods Produce Quantitative and Qualitative Data: Our evaluation plan incorporates a mixed-methods approach that will triangulate our data and significantly contribute to the validity of the evaluation process (Creswell and Clarke, 2007; Tachakkori and Teddlie, 2003). Sources of quantitative data include: Praxis Test Scores; Winthrop Internship Work Sample; ADEPT Formal Evaluation of Classroom-Based Teachers; Measures of Academic Progress (MAP: grades 2-10); Palmetto Assessment of Student Standards (PASS: grades 3-8); DIBELS (grades K-1); EOC Tests (grades 11-12); Perceptions of Success Inventory for Beginning Teachers (PSI-BT); The Vanderbilt Assessment of Leadership in Education (VAL-ED); and LEA administrative data. Qualitative data include interviews, focus groups, open-ended survey questions, minutes from project meetings, and documents and artifacts such as teacher logs, lesson plans, and videotaped recordings of classroom lessons. Combining qualitative and quantitative methods will increase the depth of our information and provide feedback that will enable us to make critical mid-course corrections and program adjustments in a timely manner.

A3. Collection of Output and Outcome Data with Benchmarks to Monitor Progress: Our performance measures have been written in the “SMART” format (Specific, Measurable, Attainable, Realistic, and Timed) to maximize the validity of the data reported in the annual performance reports. Annual benchmarks have been added to enable us to monitor our progress, and they reflect the annual increases we anticipate as our project matures and service delivery becomes more refined. Ceiling levels indicate the upper limits of expected performance on the measures. All project objectives reflecting GPRA requirements and related to both output and outcomes specific to NetSCOPE are listed in Table 14.

Table 14. NetSCOPE Goals and Objectives
GPRA Performance Measures
<p>a. Performance Measure 1: Graduation. Increase the percentage of pre-bacc students who pass initial certification assessments and attain a bachelor’s degree within 6 years of beginning the program by 2 percentage points per year or until 80% of all students are certified with a baccalaureate degree within 6 years of enrollment (5-year increase of 10 percentage points above current baseline of 67%). <i>Measure: Winthrop administrative data, compiled annually</i></p>
<p>b. Performance Measure 2: Employment Retention. Increase the percentage of beginning teachers who are retained in teaching in the target high-need LEAs 3 years after being hired by 5 percentage points per year, or until 75% of beginning teachers in high-need LEAs are retained 3 years(5-year increase of 25 percentage points above current baseline of 50%). <i>Measure: District administrative data compiled annually</i></p>
<p>c. Performance Measure 3: Improved Scores. Increase the average scale score on assessments for initial State certification of teachers by 2 scale score points per year, or until teachers attain an average scale score of 185/200 or above. <i>Measure: Praxis II SC certification test compiled and compared annually</i></p>
<p>d. Efficiency Measure: Employment Retention. Reduce the cost of a successful outcome (where success is defined as retention of the teacher in the target high-need LEA three years after the teacher is hired by the high-need LEA) beginning in Year 2 by X percentage points over Year 1 baseline (X% below baseline costs by Year 5). <i>Measure: Project budget and district retention data, compiled and compared annually</i></p>
<p>e. Short-Term Performance Measure 1: Persistence. Increase the percentage of program participants, who were not scheduled to graduate in the previous reporting period, and persisted in Winthrop University’s Teacher Education program in the current reporting period by 2 percentage points per year, or until the persistence rate reaches 80% (5-year increase of 10 percentage points above current baseline of 67%). <i>Measure: COE student retention data, compiled and compared annually</i></p>
<p>f. Short-Term Performance Measure 2: Employment Retention. Increase the percentage of beginning teachers who are retained in teaching in a target high-need LEA one year after being hired by 3 percentage points in Year 1 and 4 percentage points per year thereafter, or until 80% of beginning teachers in target high-need LEAs are retained 1 year post hiring date (5-year increase of 19 percentage points above current baseline of 64%). <i>Measure: District data collected in collaboration with CERRA, compiled annually</i></p>
Project-Specific Measures of Progress on Goals and Objectives
Goal 1: Improve student academic achievement in our target high-need schools.
<p>Outcome Objective 1. Of the students in grades 2-10 taught by teachers candidates, 70% will meet or exceed the expected typical growth score in Year 1, increasing by 3 percentage points per year in Years 2-5 (5-year increase of 12 percentage points above Year 1 baseline) or until the percentage of students meeting typical growth or more exceeds 90% percent; disaggregated by subject and WU/non-WU teachers. <i>Measure: Measure of Academic Progress (MAP), administered in the fall and spring to grade 2-10 students</i></p>

Outcome Objective 2. Of the students taught by induction teachers, 65% will meet the grade level standard in Year 1, increasing by 3 percent in each LEA per year beginning in Year 2 (5-year increase of 12 percent above each LEA’s Year 1 baseline) or until the percentage of students meeting grade level standard meets or exceeds 90%; disaggregated by subject and WU/non-WU teachers).

Measure: PASS, administered annually to students in grades 3-8

Outcome Objective 3. Of the students in grades K-1 taught by induction teachers, 70% will advance at least one level (Deficit” to “Emerging” or “Some Risk” to “Low Risk”) in Year 1, increasing by 3-5% points over Year 1 baseline or until the percentage of students achieving Low Risk meets or exceeds 90%; disaggregated by WU/non-WU teachers.

Measure: DIBELS to students in grades K-1, administered fall and spring annually

Outcome Objective 4. Of the students in grades 11-12 taught by induction teachers, 70% will pass their EOC test in Year 1, increasing by 3 percentage points per year in Years 2-5 (5-year increase of 12 percentage points above Year 1 baseline); or until the percentage of students passing EOC tests exceeds 85 percent; disaggregated by subject and WU/non-WU teachers.

Measure: End-of-Course Tests for grade 11-12 students

Goal 2: Improve professional learning for school-university faculty and teacher candidates.

Outcome Objective 5. At least 60% of targeted teachers will be trained to effectively integrate technology into curricula and instruction in Year 1, increasing by 3 percentage points per year starting in year 2 (5-year increase of 12% above Year 1 baseline) or until 80% of all teachers meet the Performance Standard annually

Measure: For pre-bacc: IWS, % scoring acceptable or above on Dimension 6, Indicator 3 (technology integration); for induction teachers: % passing state-mandated technology exam

Outcome Objective 6. At least 60% of target teachers will be trained to collect, manage, and analyze data in Year 1, increasing by 3 percentage points per year starting in year 2, (5-year increase of 12% above Year 1 baseline) or until 80% of all teachers meet the Performance Standard annually

Measure: For pre-bacc: IWS, percent scoring exemplary on Dimension 3 (pre assessment and planning) and Dimension 7 (post assessment and results); for induction teachers: ADEPT, percent meeting APS standard 3 and 7

Output Objective 7. Establish Professional Development Schools in high-need school sites as follows: 2 in Year 1, 2 in Year 2, 1 in Year 3, and 2 in Year 4 (5-year total of 7 PDSs).

Output Objective 8. Establish Partner Schools in high-need school sites as follows: 4 in Year 2, 7 in Year 3, 4 in Year 4, and 8 in Year 5 (5-year total of 23 PSs).

Goal 3: Strengthen the pre-baccalaureate preparation of teacher candidates.

Outcome Objective 9. At least 60% of preservice students will receive an exemplary rating on each of the 8 dimensions of the Internship Work Sample (IWS) assessment on the first attempt in Year 1, increasing by 5 percentage points per year beginning in year 2, or until 80% of preservice student achieve 8 exemplary ratings on their first attempt..

Measure: Internship Work Sample, completed by student teachers and graded by faculty at the end of the clinical internship year

Goal 4: Increase support for new teachers in our high-need districts.

<p>Outcome Objective 10. At least 60% of induction teachers will report a teaching self-efficacy score of 80% or above in Year 1, with the number of teachers reporting this score increasing by 5 percentage points per year (5-year increase of 20% above Year 1 baseline), or until 80% of all induction teachers score 80% or more; disaggregated by WU and non-WU teacher graduates.</p> <p><i>Measure: Perceptions of Success Inventory for Beginning Teachers (PSI-BT), administered at the end of each academic year</i></p>
<p>Outcome Objective 11. At least 70% of all induction teachers will meet the SC Teaching Performance Standard in Year 1, increasing by 5 percentage points per year, (5-year increase of 20 % above Year 1 baseline), or until 90% of all induction teachers meet the SC Teaching Performance Standard annually; disaggregated by WU and non-WU teacher graduates.</p> <p><i>Measure: ADEPT Formal Evaluation of Classroom-Based Teachers, administered annually each fall and spring</i></p>
<p>Outcome Objective 12. At least 70% of newly hired teachers in the high need LEAs will be highly qualified teachers in Year 1, increasing by 3 percentage points per year starting in year 2, (5-year increase of 12% above Year 1 baseline), disaggregated by subgroups (under-represented groups, high-need subjects, Special Ed, ESL, and school).</p> <p><i>Measure: District administrative data collected, compiled annually</i></p>
<p>Output Objective 13. Provide the following 3-day Mentor Trainings annually: one Initial-level in Years 1-5; one Advanced-level in Years 2-5; and one Continuous-level in Years 3-5 for all cohort induction mentors.</p>
<p>Goal 5: Implement ongoing, accessible school leadership programs.</p>
<p>Outcome Objective 14: At least 70% of all school leadership participants will report a mean increase of .3 or more on a Leadership Skill Inventory in Year 1, increasing by 4 percentage points per year in Years 2-5 (5-year increase of 16 percentage points above Year 1 baseline), or until 85% of all participants report an average increase of .3 or more.</p> <p><i>Measure: Vanderbilt Assessment of Leadership in Education (VAL-ED), Key Process Scores, administered in fall and spring annually</i></p>
<p>Output Objective 15. Conduct 5 trainings and provide 12 courses for school leadership participants per year in Years 1, 2, and 3.</p>
<p>Output Objective 16. Enlist 40 new participants into school leadership program per year in Years 1, 2, and 3.</p>

A4. Project Collection and Reporting of GPRA and Other Measures: The NetSCOPE Program will collect and report data on GPRA measures as well as other project-level objectives for the Annual Performance Report (APR).

B. METHODS ADDRESS SECTION 204(A) OF THE HEA REQUIREMENTS

As presented in Table 14 (GPRA and Project-Specific Measures of Progress on Goals and Objectives), our evaluation plan contains objectives and performance measures designed to

assess required measures as highlighted in Table 15.

Table 15. Addressing Section 204(a) of the HEA Requirements		
Required Measure	Objective	Performance Measures
1. Achievement for all prospective and new teachers	GPRA (c), 11	Praxis II, ADEPT
2. Achievement of students taught by teachers who have participated in <i>Partners</i>	1, 2, 3, 4	MAP, PASS, DIBELS, End-of-Course Tests
3. Assessment of the impact of the NetSCOPE Program on student achievement	2	PASS comparing participant and non- participant teachers
4. Teacher retention in the first three years of a teacher’s career	GPRA (b), GPRA (f)	District administrative records
5. Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers	GPRA (c)	Praxis II
6. Percentage of highly qualified teachers hired by high-need LEAs, disaggregated by subgroups including: underrepresented groups, high-need subject areas, high-need ‘need’ areas (including special ed, ESL), and school level (elementary/secondary)	12	District administrative records
7. Percentage of teachers trained to integrate technology into curricula and instruction	5	IWS, ADEPT
8. Percentage of teachers trained to collect, manage and analyze data to inform teaching for the purpose of improving student academic achievement	6	IWS, ADEPT

C. PERFORMANCE FEEDBACK AND PERIODIC ASSESSMENT

C1. How Evaluation Methods Provide Performance Feedback: Timely, useful feedback is critical if we are to make informed decisions that will ultimately improve the program and produce the desired outcomes. The Evaluation Group (TEG) will provide ongoing quarterly feedback to key informants and decision-makers by monitoring progress, identifying program adjustments, providing information on accountability, and encouraging positive program outcomes. TEG will take a utilization-focused participatory approach to ensure that data collection, data analysis, and dissemination efforts are timely, relevant, and answer the questions most relevant to enhancing performance. TEG will have regular, ongoing communications with the project director and other key informants (such as task forces, committees, and district or

school personnel) through a variety of mediums, including face-to-face meetings, telephone calls, and e-mails. Following the utilization-focused framework, TEG places a high priority on effectively communicating evaluation results, using interim reports, end-of-year or final reports, survey briefs, snapshots, and in-person briefings. Contained in these reports are the most up-to-date evaluation results, including progress on objective performance measures.

C2. How Evaluation Methods Permit Periodic Assessment of Progress toward Intended

Outcomes: Short-term performance indicators will be used to assess progress towards long-term intended outcomes. Annual benchmarks are established and embedded within our performance objectives and will be used to graphically chart our actual progress against our targeted progress. Evaluation methods including surveys, interviews, and focus groups will be used to assess short-term changes in teacher's knowledge, attitudes, skills, and perceived self-efficacy aspirations that are logically linked to long-term outcomes. Administrative data and enrollment records provided by a variety of sources (Winthrop, CERRA, school districts, State online ADEPT system), will be examined periodically to determine the presence of emerging trends.

C3. Collect, Analyze and Use Data on Retention of All Teachers in High-Need Schools in the Area Served to Evaluate Effectiveness of the Teacher and Educator Support System:

Teacher retention rates in all high-need schools will be compiled, analyzed and reported annually. A mid-year questionnaire will be administered to all induction teachers that will identify those highly qualified teachers at-risk of leaving the high-need school. Prevention efforts can then be tailored to individual needs. This will be combined with year-end surveys, interviews, and focus groups that will be conducted with induction teachers. This data will be used to determine the number, strength, and type of *barriers and facilitators* that contribute to a teacher's decision to return to (or leave) the high-need school. Each year, this information will be used to make programmatic changes that will help maximize (or minimize) the number and saliency of retention facilitators (or barriers).

**COMPETITIVE PREFERENCE PRIORITY 1:
STUDENT ACHIEVEMENT AND CONTINUOUS PROGRAM IMPROVEMENT**

We will collect and use data on student achievement to assess the effect of teachers prepared through pre-baccalaureate program on student learning in classrooms of high-need schools in which they work. Data from a variety of sources specific to grade level will be collected and used to assess the effect of teachers prepared through the pre-bacc program on student achievement. MAP (Measures of Academic Progress; grades 2-10) testing will be conducted four times annually, in early fall, late fall, early spring, and late spring. Because MAP is computerized and administered on-line, growth scores, achievement scores, and percentile ranks are produced immediately that can be reviewed, compared and correlated with indicators of teacher quality (Praxis II; IWS) at the pre-baccalaureate level. Results from the DIBELS, PASS (grades 3-8), and End-of-Course tests (grades 11-12) will be compared annually. ❖We will demonstrate capacity to include longitudinal data capturing student achievement by teacher from year to year: Our nine partnering school districts (both five high-need districts and four resource districts) have the capacity to capture student achievement data by teacher from year to year, thus allowing our assessment of longitudinal data by teacher from year to year. In our district MOAs (Appendix A), the districts agree to “Ensure access to teacher and student data” which grants our evaluators and program administrators the necessary access. Additionally, Winthrop University’s investment in the LiveText system (described earlier) as well as the planned purchase of an additional, customized software system will provide an enhanced capacity for program managers to store and analyze data and to provide evaluators and partners with immediate and ongoing feedback. ❖Relevant data to be collected includes both teachers in the program and teachers not in the program: The relevant data will compare outcomes on recent Winthrop graduates participating in the induction program with non-Winthrop graduates also participating in the induction program. Outcomes related to teacher quality (ADEPT) perceived efficacy (PSI-BT) and student achievement (MAP, PASS, DIBELS) will be used as dependent measures to conduct

the comparative analysis. ❖ We will provide for continuous improvement of the participating teachers and of the pre-baccalaureate program: Both formal and informal feedback will be provided to pre-baccalaureate and induction teachers. This includes results from qualitative assessments including video-taped lessons, ADEPT classroom observations, and classroom artifacts (teaching logs, lesson plans). Direct analysis of MAP growth scores will provide real-time feedback to teachers by linking modifications to instruction with clear indicators of student improvement. ❖ We will use collected data to assess both effectiveness of the project and to improve project's impact on student achievement: Quantitative data collected both within and between student cohorts will be analyzed using Hierarchical Linear Modeling (HLM) and other advanced multivariate statistical techniques to determine the impact of the program on student achievement, specifically as measured by MAP growth scores. The percentage of GPRA and project performance objectives achieved annually will be critical to determining project effectiveness.

III. SIGNIFICANCE

A. LIKELIHOOD OF SYSTEMIC IMPROVEMENT

A1. Needs Assessment Process: Under the leadership of the Dean of the Richard W. Riley College of Education at Winthrop University, NetSCOPE planners gathered data and input from a variety of sources and stakeholders. This process enabled our partnership to conduct a comprehensive needs assessment to determine our priority areas and guide the development of our project design. Our committee identified key needs in the areas of teacher preparation, professional development, technical assistance, teacher and principal retention rates, and the needs of LEAs in our region. Assessment Teams were formed to systematically identify needs, areas of improvement, and strategies to address each identified need. Stipends were provided to team leaders to direct this analysis. Each team was responsible for examining one key focus area (induction, recruitment, curriculum reform and experiences, educational leadership, data

collection, and resources). Table 16 provides an overview of our extensive assessment process.

Table 16. Overview of Assessment Process
<p>2008-09 Audits from the NCATE Standards Committees: Audits conducted to determine Winthrop’s compliance with NCATE standards including Unit Assessment, Clinical and Field Experiences, and Diversity. Information includes commendation or strengths, potential concerns, and areas to watch for the future.</p>
<p>Teacher Preparation Surveys: We used three key surveys to assess teacher preparation of Winthrop students and graduates.</p> <ul style="list-style-type: none"> ◆ The <i>2006-2008 South Carolina Teacher Preparation Survey</i>, administered to graduating seniors each semester, ascertains their preparedness in areas such as content standards, state assessments, planning instruction, classroom climate, etc. ◆ In the <i>2008 Graduate Follow-up Survey</i>, Winthrop graduates from the last three years were asked to rate their preparation and provide feedback to the College of Education’s program. ◆ The <i>2009 Employer Survey</i> was administered to area school administrators to determine the preparedness of Winthrop graduates (rather than all teachers in their schools) in such areas as classroom management, impact on student learning, working with diverse groups of students, and using assessments, among others.
<p>2009 High-Need LEA Assessment: This tool was developed to assess the teacher quality needs of our target high-needs LEAs (Cherokee, Chester, Fairfield, Lancaster, and Union County Schools). Assessment items included information regarding teacher and leader shortage areas, recruitment and retention, teacher preparation, and professional development needs.</p>
<p>2008-09 Mentor Teacher Feedback Survey: This tool solicits feedback from mentor teachers of Winthrop Graduates. Key questions included: What aspects of our program most directly enable interns to be successful in the classroom? What aspects of our program could change to better prepare our students for the demands of the classroom setting?</p>
<p>2009 Advisory Councils: Councils consisting of school faculty, administrators, and COE graduates represent each of our teacher preparation programs. The councils study special issues (e.g., elementary education field experience) and made recommendations used in our assessment.</p>
<p>2005-2007 Internship Work Samples: This tool was completed during the internship in which teacher candidates provide documentation of assessment of P-12 learning (pre-post testing) of the students in their class and made decisions on student data. Data was collected on the total number of P-12 students that our interns worked with and recorded the number who made progress from pre to post testing.</p>
<p>2004-2007 ADEPT Teacher Evaluation Reports: This tool provides evaluation results for SC teachers at each contract level (Induction, Provisional, Continuing, Annual).</p>
<p>Praxis II: This tool measures general and subject specific knowledge and teaching skills.</p>
<p>Fall 2008 Teacher Supply and Demand Survey: CERRA’s annual survey determines the percentage of new teachers hired in our state, from where, and in what area.</p>

A2. Specific Needs Identified: Table 17 summarizes the needs identified in our comprehensive assessment, based on synthesis of the tools and stakeholder information outlined above.

Table 17. Identified Needs for Program Focus Areas
Preparation
<ul style="list-style-type: none"> ◆ Graduates report being unprepared in these areas: educating gifted and talented students and students with special needs and/or disabilities ◆ Districts report deficits in: preparation for leadership roles, working effectively with diverse groups, communicating effectively with families, integrating knowledge and practice derived from research, and using effective strategies that promote literacy throughout the curriculum ◆ Field experience is very limited in working with students with disabilities, LEP, gifted and talented, and low literacy levels ◆ Interns need more time to observe other teachers at an earlier time during the internship ◆ Interns lack intensive field experiences with struggling readers with limited opportunities to give a range of diagnostic instruments and to work with children from a variety of ages individually as well as in groups ◆ Limited coursework and knowledge base of second language acquisition and ability to design strategies to support the learning of students whose first language is not English ◆ Classroom management does not receive enough focus in the preservice curriculum ◆ Preservice Mentor teachers report improvements are needed in reading preparation, working with LEPs and children of poverty ◆ State standards are not always addressed in general education content classes
Ongoing Technical Assistance
<ul style="list-style-type: none"> ◆ 12% of new teachers in SC did not meet ADEPT standards in 2006-07 ◆ 13% of teachers under annual contracts failed to meet ADEPT standards in 2006-07 ◆ 23% of new teachers in SC failed to meet ADEPT standards in 2006-2007 ◆ 30% of teachers with continuing contracts in SC failed to meet APS standards in 2006-07 ◆ 13% of teachers with annual contracts in SC failed to meet GBE informal evaluation standards in 2006-07
Professional Development
<ul style="list-style-type: none"> ◆ Special education teachers need more tools in working with general education teachers ◆ General education teachers need more tools in working with special needs students included in the regular classroom ◆ Teachers, especially Special Ed teachers, need more training in differentiation strategies ◆ Lack of in-depth knowledge in the five areas of literacy instruction, especially phonemic awareness and phonics instruction; also diagnosis & intervention (direct instruction) and contemporary approaches to literacy ◆ Limited knowledge base regarding characteristics and instructional needs of students identified with disabilities, LEP, gifted and talented, and low literacy levels ◆ Lack of knowledge and experience in contemporary models, e.g. RTI and curriculum-based instruction to enhance instruction for all learners ◆ Limited skills in implementing IEP goals in the general education context
Teacher Recruitment
<ul style="list-style-type: none"> ◆ The number of teachers hired from in-state teaching institutions in 2007-08 was much smaller than last year ◆ Recruitment of male and minority teachers remains a challenge ◆ Over the past two school years, the greatest share of teacher vacancies at all grade levels was

Table 17. Identified Needs for Program Focus Areas
in Special Ed. At the middle and high school levels, the largest proportion of empty teacher positions was in math, English language arts, and science
Retention of General Education and Special Education Teachers
<ul style="list-style-type: none"> ◆ Many communities in our target districts have a scarcity of attractive or affordable housing opportunities and few amenities, making it difficult to recruit and retain teachers and leaders ◆ More experienced teachers leave high-need schools to work in less challenging, non-high need schools ◆ Target LEAs are near two metro areas with higher salaries, incentives, and amenities ◆ Signing bonus incentives have been eliminated due to state budget cuts ◆ There is an approximately 12% teacher turnover rate in our targeted LEAs ◆ Retention is difficult as new teachers cannot find a job right out of college so they take jobs in our high-needs school and then switch to more affluent areas ◆ There is a shortage of Special Education, Science, and Math teachers in our target LEAs
Retention of Principals
<ul style="list-style-type: none"> ◆ In target LEAs, the average Superintendent’s tenure is 2.6 years and average Principal tenure is 3.6 years; National Superintendent tenure is 6-7 years (Natkin et al, 2000) ◆ Issues with middle/high school principals quitting due to stress of school performance ◆ In target LEAs, a leadership shortage in assisting/mentoring new principals; training academic coaches how-to lead teachers in working with peers; and lack of assistance in sustained professional development of current principals and assistant principals
Unique Needs of Target High-Need LEAs
<ul style="list-style-type: none"> ◆ Large numbers of high-poverty students make it very difficult to recruit high-quality teachers ◆ LEAs located in economically distressed, poor, rural areas ◆ 18% of teachers in one district are emergency/provisional (3 times the state average) ◆ LEP student population is increasing dramatically ◆ Limited opportunities for student teachers to work with teachers who are masters at differentiating instruction in a classroom that contains a wide variety of learners ◆ New teachers lack the following skills: classroom management; field experience with rural, poor, minority students; teaching reading; in-depth knowledge of state standards; differentiating instruction; ability to write an appropriate lesson plan ◆ Lack support in the following: additional student teachers; ongoing staff development (not one-shot); facilitating professional learning communities; seminars in classroom management and multiculturalism; assistance with induction, mentoring, and mentor training; training on instructional strategies and differentiating instruction

A3. How Program Will Address Identified Needs: NetSCOPE planners reviewed the numerous assessment results within the framework of their shared vision of improving student achievement in our high-need LEAs. After conducting extensive research, we developed the four key strategies for achieving our vision while best addressing identified needs which are to: (1) Provide educators in our high-need schools with sustained, engaging professional development

through a collaborative school-university relationship centered on joint school-university faculty inquiry of education-related topics; (2) Prepare future educators by strengthening the pre-baccalaureate preparation of teachers through curriculum reform and redesigned, year-long clinical experiences; (3) Develop and implement three-year, high-quality induction and mentoring programs serving each cohort of new teachers; and (4) Implement ongoing, accessible school leadership programs. As cited throughout the narrative, scientifically based research indicates that the activities we will pursue will address the identified needs of our high-need schools which focus intensely on teacher quality.

B. BUILDING LOCAL CAPACITY TO MEET TARGET POPULATION NEEDS

B1. Commitment to Build Local Capacity: NetSCOPE was created to improve student achievement in our high-need schools. Grant funds are intended to: (1) Improve the quality of teachers graduating from Winthrop; (2) Create longer, stronger induction programs for new teachers; (3) Offer enhanced professional development and technical assistance for Winthrop faculty and all teachers in our high-need LEAs, and (4) Provide strong educational leadership programs. NetSCOPE is focused on the advancement of the education profession and improvement of P-12 learning in high-need LEAs and is conceived as a broad-based partnership between Winthrop University and five high-needs and four resource LEAs. Based on the unique needs of our targeted school districts, our coalition will ultimately build a university-school Partnership Network with 11 Professional Development Schools and 34 Partner Schools to strengthen local capacity. This strong commitment is described throughout the program narrative and specifically in the MOAs in Appendix A. This commitment includes viable partners such as the Olde English Consortium (OEC), the Center for Educator Recruitment, Retention, and Advancement (CERRA), the SC Association of School Administrators (SCASA), and collaboration with other colleges of Winthrop University (College of Arts and Sciences and College of Visual and Performing Arts). The MOA highlights various resources such as time

commitments and faculty participation. These commitments also bring a variety of resources available to NetSCOPE which include examples such as discounted tuition rates, professional learning resources and classroom and instructional supplies, as well as stipends paid to teachers that work with interns (see documentation of match in the Budget Narrative for more detail). NetSCOPE's capacity is also built from the integration of funds from other resources. This integration will provide an estimated [REDACTED] in funding that aligns with NetSCOPE vision and program plans. Some examples include: Winthrop COE has four active USDOE grant programs; COE faculty have received three University Research Council Awards; CERRA receives annual State Appropriation and has six active DOE grant programs (federal or state); the North Central Region SMART Center (formerly the Math and Science HUB) receives appropriations and three active grants from federal and state DOE funds as well as four grants from private funders; and our targeted LEAs receive Title I and Title II funds, Ed Tech, and other small state and local support.

B2. How Capacity Building Will Be Achieved: Continuous capacity building will be achieved through our Winthrop Partnership Council. The council will provide coordination, communication, and oversight of the school-university Partnership Network with a focus on the increasing the capacity our teacher education program and producing highly qualified teachers with strong teaching skills. Establishing our Partnership Network will also provide high-need LEAs with intensive, ongoing professional development for current teachers focused on student academic achievement. This relationship is reciprocal: COE faculty will receive "real-world" feedback on the effectiveness and usefulness of their curricula and instruction and will use this knowledge to refine and improve the pre-baccalaureate educational program for teacher candidates at Winthrop. Studies indicate long-term professional development, focused on student learning, helps increase academic achievement (Yoon et al., 2007). Professional development will focus on topics identified as high-need priorities such as: literacy instruction and meeting the needs of diverse students, including LEP and the special demands of teaching students living in

rural poverty. Legislated one-year induction programs have been an unfunded mandate in many of our high-need LEAs. NetSCOPE will not only fund these programs; it will create a cadre of trained teacher-mentors in the high-need LEAs, a basis for sustainability. Digital education content will be used to enhance professional development and classroom instruction in the LEAs and COE. Online availability of this content will illustrate real-world application of scientifically based knowledge in the classroom.

C. MAGNITUDE AND SIGNIFICANCE OF OUTCOMES

The most important factor in student academic achievement is teacher quality (Rivkin et al., 2005). The Partnership Network and the variety of reforms implemented through NetSCOPE empower five high-need LEAs in rural, high-poverty areas to achieve significant outcomes in teaching and student achievement. Our comprehensive university-school partnership will help transform our rural area via 11 high-quality Professional Development Schools and 34 Partner Schools. A study found that such university-LEA partnerships produced teacher candidates who are more competent than non-PDS candidates in classroom instruction, management, and assessment. Establishment of the Partnership Network in our high-need districts will help ensure that specific groups of teachers identified as most likely to leave the profession, such as special education teachers and non-minority teachers who teach in schools with large populations of minority or poor students, receive adequate support and preparation in dealing with these special student populations (Strunk & Robinson, 2006). We anticipate improvements in P-12 students to include: early literacy increases (K-1 students); increased student achievement and growth; and improved student academic achievement. Specific details on the magnitude of our outcomes for P-12 students are described in the Evaluation Section. Table 18 highlights *examples* of the significance of key outcomes in teaching.

Table 18. Improvements in Teaching	
◆ Enhanced quality of prospective teacher applicants	◆ Increased developmentally related pedagogical skills of graduates

Table 18. Improvements in Teaching	
<ul style="list-style-type: none"> ◆ Increased academic performance across coursework ◆ Stronger content knowledge of graduates in chosen areas ◆ Increased percentage of prospective teachers who pass initial certification assessments ◆ Increased percentage of teachers who become highly qualified ◆ Raised percentage of new teachers who are retained in the target high-need LEAs ◆ Strengthened skills to understand and use research and data to modify instruction ◆ Enhanced teaching skills to promote literacy throughout the curriculum ◆ Improved teaching skills to meet the unique needs of high-need LEAs ◆ Enhanced skills to teach college-credit courses 	<ul style="list-style-type: none"> ◆ Increased pedagogical skills of student interns ◆ Enhanced teacher effectiveness and leadership skills ◆ Heightened teacher perceptions of self efficacy ◆ Raised percentage of teachers that meet the SC Teaching Performance Standard ◆ Developed skills to effectively integrate technology into curricula and instruction ◆ Improved teaching skills in working with diverse learners ◆ Increased ability to use empirically based practice and scientifically valid research

D. POTENTIAL FOR CONTINUED SUPPORT

The timing of this TQP funding opportunity is perfectly aligned with Winthrop’s plans for restructure, especially in regards to continued program support. The COE restructure of its departments will better facilitate collaborative work to deliver quality teacher preparation programs. One identified component is the development of a new center, the *Institute for Partnership and Professional Learning*, which is expected to become operational in fall 2010. The Institute’s primary goals will be to: (1) Facilitate formal and informal collaboration and cooperation among program areas and schools for the purpose of ensuring cohesive, quality programs; (2) Provide leadership for school/community partnerships to support teacher/leader preparation programs and simultaneous renewal efforts which includes coordination of Winthrop’s Partnership Network, as well as service learning and clinical placements in schools; (3) Promote a well-integrated experience for education majors that addresses the issues and ideals related to the social, moral, and political implications for living and teaching in a democracy (NNER focus); (4) Coordinate and support cross-disciplinary program and field-

based initiatives, including grants, research, and outreach that serves to impact professional practice which includes providing a structure that will allow grant-initiated reform activity to be sustained past the life of the grant; and (5) Facilitate and support collaborative professional development activity, including joint professional learning with P-12 educators in the Partnership Network to maintain faculty and program currency and connectedness with P-12 issues. The Center will operate under the leadership of an Institute Director (this may eventually be NetSCOPE's Coordinator of Partnership Network Operations) and an administrative assistant (clerical and budget). Additionally, Winthrop faculty and possibly school district personnel will be affiliated with the Institute based on the leadership and coordination needed to support ongoing collaborative initiatives.

IV. QUALITY OF THE MANAGEMENT PLAN

1. Management Team: Winthrop University College of Education (COE) will serve as the lead for NetSCOPE, assuming fiscal responsibility and overall project management duties to ensure student achievement in our high-need schools is improved. Meeting on a monthly basis, the Project Management Team will be led by the Dean of the College of Education and includes three full-time staff members including the Project Director, Coordinator of Partnership Network Operations, and Coordinator of Professional Learning; Dean of the College of Arts and Sciences (CAS), Associate Dean from the College of Visual and Performing Arts (CVPA); one district-level administrator from each LEA; and the Directors of CERRA and OEC. The Management Team will oversee the following areas: recruiting, selecting, and providing ongoing support for our network of PDS (professional development school), PS (partner school), and SS (satellite school) sites; convening the Partnership Council; designing and offering coursework and professional development activities to meet each district's identified needs; redesigning curriculum, including the clinical experience to better align with NetSCOPE priorities; and collaborating with our identified independent evaluation team to ensure program accountability.

2. Partnership Council: The Winthrop Partnership Council will provide coordination, communication, and oversight of the school-university Partnership Network with a focus on the networking of schools. The Council will include representatives from each PS and PDS (Liaisons and Principals); the Coordinator of Partnership Network Operations; Coordinator of Professional Learning; PDS Faculty Liaisons; Deans of the COE and CAS, and Associate Dean of CVPA; and Superintendents' designees. The Council will establish subcommittees to focus on specific aspects of the Partnership Network especially as it relates to planning professional development, selection of schools as PDS/PS/SS, planning inquiry projects, and evaluating the overall program and individual PDS and PS programs. To support and provide consistency for the partnership over time, commitments of participating districts and the university will be formally stated and agreed upon through the use of a Memorandum of Agreement (see Appendix A).

3. Key Project Staff: Table 19 summarizes the qualifications, responsibilities, and time commitments of NetSCOPE key personnel.

Table 19. Key Project Staff	
Position: Name, Descriptor (Time), Q: Qualifications and R: Responsibilities	
Co-Principal Investigator: Dr. Jennie Rakestraw, Dean, College of Education (.20 FTE)	
Q: Ed.D. Curriculum and Instruction with major in Elementary Education and concentrations in Research, Reading, and Social Studies; awarded over [REDACTED] in grants and sponsored programs; published and presented on a variety of topics such as criteria for highly qualified teachers, content area rubrics, improved learning for all, university-school partnerships and induction, and retention and student achievement	
R: Provide strategic direction and responsible for project oversight and accountability to ensure fidelity of project implementation; lead the Management Team; provide leadership for the implementation of the Partnership Network, including the PDS and PS collaborations; oversees Project Director	
Co-Principal Investigator: Dr. Debra Boyd, Dean, College of Arts and Science (.10 FTE)	
Q: Ph.D. English with focus on Renaissance literature; served as professor in schools participant for 2 years and chair of department with largest secondary education program; helped administrate [REDACTED] in grants such as National Institutes of Health and National Science Foundation; and served as principal investigator for National Writing Project grant	

<p>R: Serve on Management Team and Partnership Council; provide leadership in the college for the implementation of the partnership, including the PDS and PS collaborations; participate in the recruitment, selection, and ongoing support, including professional development and technical assistance for the high-need LEAs; provide faculty members to serve as content experts; and collaborate to redesign curriculum aligned with project priorities</p>
<p>Collaborator: Dr. Alice Burmeister, Associate Dean, College of Visual and Performing Arts (.10 FTE)</p>
<p>Q: Ph.D. Art History; served as teacher trainer in the Liberian Educational Assistant Project to train P-12 teachers at Cuttington University in West Africa; secured a variety of grants such as the West African Research Association Research Grant, Fulbright Hays Doctoral Fellowship, and Winthrop Research Council grants</p>
<p>R: Serve on Management Team and Partnership Advisory Council; provide leadership in the college for the implementation of the partnership, including PDS and PS collaborations; provide faculty members to serve as content experts in our PDS and PS sites; and collaborate to redesign curriculum aligned with project priorities</p>
<p>Project Director: Dr. Lisa Johnson, Senior Associate to the Dean (1.0 FTE)</p>
<p>Q: Ph.D. in Curriculum and Instruction with concentration in Mentoring, Supervision, and Instructional Technology; served as senior project manager for NC Quest/SUCCEED grant which included mentoring and integration of technology; written and reviewed a variety of publications including topics such as dispositions of mentors and beginning teachers, use of data-based formative assessments for instructional decision-making, and impact of teacher candidates on P-12 learning during internships</p>
<p>R: Convene monthly Management Team meetings, oversee project operations, provide fiscal oversight, work closely with evaluators to analyze project impact; oversee Coordinators of Partnership Network Operations and Professional Learning</p>
<p>Coordinator of Partnership Network Operations: <i>Winthrop staff</i> (1.0 FTE)</p>
<p>Q: At least 5 years' successful teaching experience in schools; experience in P-12 administration and with educators across schools or districts; excellent organizational, planning, and communication skills; effective interpersonal skills; works well in a team environment</p>
<p>R: Oversee effective operations; act as facilitator and conduit between university and various PDS and PS schools to build network; lead process for selecting schools; strengthen linkages among partners (e.g., CERRA); solicit university faculty involvement in research or other types of investigation that will help inform school practice; report to the Project Director</p>
<p>Coordinator of Professional Learning (PL): <i>Winthrop staff</i> (1.0 FTE)</p>
<p>Q: At least 5 years' successful teaching experience in schools; extensive experience organizing and providing PD for teachers; preferred experience working with higher education faculty and teaching college courses; excellent organizational and communication skills; effective interpersonal skills; works well in a team-oriented environment</p>
<p>R: Coordinate with LEAs on professional learning needs; gather information on staff development needs and organize professional learning opportunities among the networked partnership schools and university; assist with field placements, supporting interns and mentor teachers; coordinate activities on curriculum reform; work with partners on content to expand induction/mentoring; and collaborate with high-need LEAs to expand ed. leadership</p>

<p>PDS Faculty Liaison: One per PDS, <i>Winthrop Faculty</i> (.50 FTE)</p> <p>Q: Faculty member in the COE, CAS, or CVPA, engaged in teacher education and supervise teacher candidates in the schools; demonstrated involvement in schools in a variety of capacities and interest in working in P-12 settings; excellent teaching and scholarship skills; effective organizational/communication skills; works well in a team-oriented environment</p> <p>R: Serve as a conduit between university and school; work with Principal and School PDS Liaison to coordinate evolving staff development needs of teachers and interns; monitor intern progress; support needs of mentor teachers; engage in collaborative research to inform school or teacher preparation practice; work with PS networked to the PDS to disseminate information and establish joint staff development opportunities</p>
<p>School PDS Liaison: <i>Site-based P-12 teacher or school leader</i> (.20 FTE)</p> <p>Q: Highly respected master teachers in the school who are engaged in mentoring and professional learning activities; experience with Winthrop (e.g., mentor teacher for our teacher candidates, adjunct instructor, served on Teacher Education Council); excellent organizational and communication skills; works well in a team-oriented environment</p> <p>R: Serve as conduit between university and school with focus on classroom teachers; address PD needs of PDS teachers; work with network stakeholders to determine research needs, use of data, and dissemination of findings; identify teachers to serve as mentors; serve as adjunct instructors and guest speakers in university classes; facilitate work between school and university faculty to ensure alignment between course content and sound pedagogical practices; assist in networking of affiliated PS with the PDS</p>
<p>District Liaison: <i>P-12 district office employee</i> (.25 FTE)</p> <p>Q: Staff (Associate Superintendent or Personnel Director) have already been identified from each LEA based on superior qualifications and experience in roles such as instructional accountability, recruitment, training, and retention</p> <p>R: Oversee Partnership Network; ensure alignment of partnership initiatives to the school improvement process and district strategic plan; help maintain district-level awareness, commitment, and support for partnership initiative</p> <p style="text-align: center;">* CVs for Drs. Rakestraw, Boyd, and Johnson provided in Appendix D</p>

A. ADEQUACY OF PLAN TO ACHIEVE OBJECTIVES

Table 20 provides an overview of the NetSCOPE implementation plan which highlights key project milestones, activities, annual timelines, and staff and partners responsible.

Table 20. Proposed Project Timeline (October 2009 – September 2014)		
Vision: To improve student achievement in our high-need schools.		
Activities	Timeline	Person Responsible
<i>Milestone 1: Implement the phased roll out of Partner Development Schools (PDS) and Partner Schools (PS) in targeted high-need LEAs and resource LEAs</i>		
Develop 1 PDS in Chester, Lancaster, and York school districts	Year 1	Partnership Coordinator All Liaisons

Identify possible PS to collaborate with PDS; begin site selection process	Year 1	Partnership Council Partnership Coordinator
Develop 1 PDS in Chester, Lancaster, York and Clover school districts	Year 2	Partnership Coordinator All Liaisons
Develop 2 PS in Chester, 2 PS in Lancaster and 3 in York school districts	Year 2	Partnership Coordinator All Liaisons
Start identifying PS in Union, Cherokee, and Fairfield school districts; begin site selection process	Year 2	Partnership Council Partnership Coordinator
Develop 2 PS in Chester, 2 PS in Lancaster, 3 in York school districts, and 1 in each of Union, Cherokee, and Fairfield school districts	Year 3	Partnership Coordinator All Liaisons
Develop 1 PDS in Chester, 1 PDS in Lancaster, and 1 PDS in York school districts	Year 4	Partnership Coordinator All Liaisons
Develop 1 PS in Chester, 2 PS in York, and 3 in Union, Cherokee, or Fairfield school districts	Year 4	Partnership Coordinator All Liaisons
Develop 2 PS in each of Chester and Lancaster, 3 PS in York; 4 in Union, Cherokee, or Fairfield school districts	Year 5	Partnership Coordinator All Liaisons
<i>Milestone 2: Ensure collaboration with units of Winthrop University outside the teacher preparation program to ensure teachers become highly qualified</i>		
Create Winthrop University School Partnership Network	Year 1	Management Team Partnership Council
Provide joint professional development through Network	Ongoing	Coordinator of PL
Use Teacher Education and Program Advisory Committees to support teacher preparation quality	Years 1-5	Management Team
Engage in secondary education content alignment and assessment to ensure links to teaching	Ongoing	Program Advisory Com.
Encourage co-teaching opportunities which include COE, CAS, and CVPA faculty and P-12 teachers	Years 2-5	Management Team Deans, District Liaisons
<i>Milestone 3: Develop admission goals and priorities aligned with hiring objectives of high-need LEAs</i>		
Continue on-going needs assessment to continuously monitor LEA hiring objectives	Ongoing	District Liaisons, CERRA, OEC Teacher Education Com.
Invite P-12 educators in the admissions process	Years 1-5	Partnership Council Partnership Coordinator
Target recruitment to increase diversity and quality of applicants (i.e., Teacher Cadets, Teaching Fellows)	Years 1-5	CERRA, York Tech, Partnership Coordinator
Provide student support to increase freshman and sophomore success (i.e., biweekly tutoring)	Years 1-5	Winthrop Faculty
Attract and recruit faculty from under-represented groups	Years 1-5	Management Team
<i>Milestone 4: Implement teacher preparation curriculum changes and sustained and high-quality clinical education program to further develop teaching skills</i>		

Use ADEPT as tool to provide common language and framework for assessing teacher quality	Ongoing	Management Team Program Advisory Com.
Curriculum mapping and alignment for Elementary and Early Childhood Education	Year 1	Management Team Program Advisory Com.
Revise courses and submit curriculum action	Year 1	Project Director Teacher Education Com.
Implement curricular changes in junior year to prepare for year-long clinical experience in Elementary and Early Childhood Education	Year 2	Management Team Program Advisory Com.
Curriculum mapping and alignment for Middle Level and Special Education	Year 2	Management Team Program Advisory Com.
Revise courses and submit curriculum action	Year 2	Project Director Teacher Education Com.
Begin year-long clinical experience for Elementary and Early Childhood Education	Year 3	Coordinator of PL Project Director
Implement curricular changes in junior year to prepare for clinical experience in Middle Level and Special Education	Year 3	Management Team Program Advisory Com.
Curriculum mapping and alignment for Secondary and K-12	Year 3	Management Team Program Advisory Com.
Revise courses and submit curriculum action	Year 3	Project Director Teacher Education Com.
Fine tune and continue year-long clinical experience for Elementary and Early Childhood Education	Year 4	Management Team Coordinator of PL
Begin year-long clinical experience for Middle Level and Special Education	Year 4	Coordinator of PL Project Director
Implement curricular changes in junior year to prepare for clinicals in Secondary and K-12	Year 4	Management Team Program Advisory Com.
Fine tune and continue year-long clinical experience for Elementary and Early Childhood Education, Middle Level, and Special Education	Year 5	Management Team Coordinator of PL
Begin year-long clinical experience for Secondary and K-12	Year 5	Coordinator of PL Project Director
<i>Milestone 5: Implement program and curriculum changes to ensure prospective teachers are prepared to teach college-credit courses successfully</i>		
Integrate AP/IB student characteristics to redesign Diverse Learners course	Year 1	Management Team Teacher Education Com.
Provide intensive two-week AP summer institutes based on needs of targeted LEAs	Years 1-5	Coordinator of PL
<i>Milestone 6: Develop and implement an induction program</i>		
Identify Mentors in districts	Ongoing	School Districts District Liaisons
Implement Initial Mentor Training for 1 st Teacher Cohort	Year 1	CERRA Coordinator of PL

Provide Initial Mentor Training for WU faculty	Year 1	CERRA
Implement Advanced Mentor Training for 1 st Teacher Cohort, Mentors for 2 nd Teacher Cohort receive Initial Mentor Training	Year 2	CERRA Coordinator of PL
Provide Advanced Mentor Training for WU faculty	Year 2	CERRA Coordinator of PL
Implement Continuous Mentor Training for 1 st Teacher Cohort, Mentors for 2 nd Teacher Cohort receive Advanced Mentor Training, Mentors for 3 rd Teacher Cohort receive Initial Mentor Training	Year 3	CERRA Coordinator of PL
Provide Continuous Mentor Training for Winthrop Faculty	Year 3	CERRA Coordinator of PL
Implement Continuous Mentor Training for 2 nd Teacher Cohort, Mentors for 3 rd Teacher Cohort receive Advanced Mentor Training, Mentors for 4 th Teacher Cohort receive Initial Mentor Training	Year 4	CERRA Coordinator of PL
Begin Mentors from 1 st Teacher Cohort to serve as Certified Mentor Trainers	Year 4	CERRA Coordinator of PL
Implement Continuous Mentor Training for 3 rd Teacher Cohort, Mentors for 4 th Teacher Cohort receive Advanced Mentor Training	Year 5	CERRA Coordinator of PL
Provide Initial Mentor Training for 1 st Cohort of Teacher Mentees	Year 5	CERRA Coordinator of PL
Begin Mentors from 2 nd Teacher Cohort to serve as Certified Mentor Trainers	Year 5	CERRA Coordinator of PL
<i>Milestone 7: Provide sustained, engaging professional development for all teachers in our high-need schools</i>		
Conduct Professional Development Needs Surveys	Ongoing	Partnership Coordinator
Host two-week Summer AP Seminar at Winthrop COE	Years 1-5	Partnership Coordinator
Conduct Teacher Cohort meetings for monthly PD	Years 1-5	Coordinator of PL All Liaisons
Conduct Weekly Study Team meetings at PDS sites	Years 1-5	Coordinator of PL, All Liaisons
Implement in-service professional development for all instructional staff at PDS sites (8 per Year)	Years 1-5	Coordinator of PL All Liaisons
Provide Saturday Professional Development Seminars for all instructional staff at PDS sites (4 per Year)	Years 1-5	Coordinator of PL All Liaisons
Conduct Summer Professional Development Symposiums for PDS and PS sites	Years 1-5	Coordinator of PL All Liaisons
Conduct Study Team meetings (2 per Month) at PS sites	Years 2-5	Coordinator of PL All Liaisons
Implement in-service professional development for all	Years	Coordinator of PL

instructional staff at PS sites (4x per year)	2-5	All Liaisons
Conduct Saturday Professional Development Seminars for all instructional staff at PS sites (2x per Year)	Years 2-5	Coordinator of PL All Liaisons
<i>Milestone 8: Strengthen literacy skills of prospective and new teachers</i>		
Implement curriculum changes to incorporate essential components of reading instruction and focus on diverse learners	Years 1-5	Management Team Program Advisory Com.
Provide teacher candidate seminars during internship and on-going professional development for current teachers (i.e., study teams)	Years 1-5	Coordinator of PL
Provide pre-service instruction and in-service professional development to use assessments to improve instruction and student literacy skills	Years 1-5	Coordinator of PL
Refine pre-service component to include a required Literacy practicum	Years 2-5	Management Team Program Advisory Com.
Make curricula changes and offer professional development to include emphasis on literacy instruction beyond elementary years	Years 1-5	Management Team Program Advisory Com.
Enhance collaboration between reading specialists at COE and methods faculty at CAS and CVPA	Ongoing	Project Director
Increase technology literacy through curricula changes that develop skills in effective integration of technology in instruction	Ongoing	Management Team Program Advisory Com.
Implement curricula changes to correlate and use the Center for Applied Special Technology Learning Guidelines for Educators	Years 1-5	Management Team Program Advisory Com.
<i>Milestone 9: Provide support for program participation</i>		
Provide release time for program participation	Years 1-5	District Liaisons Project Director
Offer stipends for mentors		Project Director
Give credit and compensation for Winthrop faculty to provide variety of professional development, training, and mentoring	Years 1-5	Project Director
<i>Milestone 10: Implement ongoing, accessible school leadership preparation programs</i>		
Collaborative efforts to recruit and select participants for school leadership	Years 1-3	Project Director All Liaisons
Complete/update program design and implement preservice training and coursework for all cohort leadership candidates based on assessed needs	Years 1-3	Project Director Coordinator of PL
Implement preservice clinical experience for each cohort (including leader mentors)	Years 2-4	Project Director Coordinator of PL
Implement Induction program for new school leaders for each cohort	Years 3-5	Project Director Coordinator of PL

<i>Milestone 11: Implement effective strategies to ensure partnership is able to recruit teachers to become highly qualified</i>		
Employ targeted recruitment strategies to increase diversity of applicants to the teacher education program	Ongoing	CERRA, York Tech, Partnership Coordinator
Expand Teacher Cadet Program to target all LEAs	Year 1	CERRA Partnership Coordinator
Continue collaboration with the Future Educator Association and SC ProTeam for middle schoolers	Years 1-5	CERRA Partnership Coordinator
Increase support for Teaching Fellows with an LEP focus	Year 1	CERRA Partnership Coordinator
Complete articulation agreements with York Tech	Year 1	Project Director
Provide leadership and consultation to high need LEAs to increase teacher retention and advancement through existing SC mentoring training	Years 1-5	Partnership Coordinator CERRA, OEC Partnership Council

B. ENSURING FEEDBACK AND CONTINUOUS IMPROVEMENT

To ensure objectives and activities are carried out efficiently and appropriately, The Evaluation Group (TEG) will provide ongoing, quarterly feedback to assist the Management Team in monitoring progress. (Specific details regarding this process are outlined in the Quality of the Project Evaluation section.) TEG will also have regular, ongoing communications with our Project Director and Liaisons to ensure continuous feedback. This information will be shared with the Partnership Council to implement necessary program modifications and share best practices. Analyzing progress will serve a dual process function. First, it is an internal necessity to maintain continuous improvement. Staff members need to know whether strategies for key reforms and professional development are proceeding on schedule, and they need to have this information early enough that modifications can be made. Second, this process provides meaning for the outcome evaluation, which scrutinizes the effects of the program on the population being served. The Evaluation Group and the Project Director will jointly monitor project indicators and develop a monthly “next steps” plan to make improvements in the program.

C. ENSURING HIGH QUALITY PRODUCTS AND SERVICES

To ensure high quality products and services, we will create evaluation subcommittees of the

Partnership Council at each PDS. Developed by the National Association for Professional Development Schools (2008), the nine required essentials of a PDS will serve as our guiding principles. Examples of essentials include: (a) an engagement in and public sharing of results of deliberate practice investigations by respective participants and (b) ongoing and reciprocal professional development for all participants guided by need. The subcommittees will use a rubric providing assessment and feedback on where each PDS stands in its development in relation to the nine essentials. High-quality PDSs take several years to fully develop, and this assessment will provide helpful feedback as to which areas should receive focus: this encourages each PDS to continually grow and improve. The rubric will enable the school to develop an internal evaluation plan to establish priority goals and specify measurable objectives and activities to achieve each goal, resources needed, evaluation data to be collected, and connections to their school improvement plan. Ultimately, this process will enable the evaluation subcommittees to rate their PDS along the NCATE continuum of development and create recommendations to ensure high-quality services are provided (Castle, Fox & Souder, 2006).

All partners collaborating to develop this model program stand poised and ready to begin. Our vision is clear, and we believe that with TQP funding, we can Meet the Needs of South Carolina Students through **NetSCOPE: Network of Sustained, Collaborative, Ongoing Preparation for Educators**. Please support us in changing the lives of our high-need students and families.