

**Project ENRICH (Educational Network for Renewal, Innovation, Collaboration and Help)**

The University of North Carolina at Greensboro and the Winston-Salem Forsyth County Schools agree with James H. Shelton, III (Assistant Deputy Secretary Innovation and Improvement, USDOE) when at a recent conference in Washington, he stated that America wants “no more failing schools.” We also agree that we need excellence in all schools with quality 21<sup>st</sup> century personnel who are invested in desegregation, equity, and excellence for all. To this end we have proposed Project ENRICH for the purposes of simultaneously preparing excellent teachers and administrators to work in high need schools while also participating in Winston-Salem/Forsyth County’s School improvement efforts. We know that:

- Teachers are the key to students’ success (Darling-Hammond, 1999; Ingersoll, 2003; Pugach, 2006; Sanders & Rivers, 1998).
- High need schools are often the schools that have the least experienced teachers (Moore-Johnson, 2004).
- Low performing schools are often lacking in strong leadership. (Barth, 1991; Hargreaves & Fink, 2006; Smith & Fenstermacher, 1999).

Project ENRICH will address these concerns by preparing excellent teachers who can positively impact student learning, preparing school leaders who are change agents, and working within schools to increase capacity. Incidental to the above, because faculty at the university will be engaged with school personnel in this work, we also anticipate that these school-university interactions through Project ENRICH will impact the teaching and program development at UNCG.

Project ENRICH is an outgrowth of the partnership between the Winston-Salem/Forsyth County Schools and The University of North Carolina at Greensboro. It was conceived for the purpose of simultaneous improvement of teacher education and PK-12 education.

Project ENRICH is designed to:

- Implement and evaluate two innovative approaches to preparing teachers for successful work with students in high need schools and with diverse populations. Altogether we expect to prepare approximately 475 teachers during the five year period (100 residents in math, science, special education and English Language Learners and 375 undergraduates in a variety of fields that include elementary, middle and secondary teachers from multiple areas: math, science, English, social studies, foreign languages as well as music, art, physical education, literacy).
- Recruit talented and diversified teacher candidates to address an ever growing and diverse population of students.
- Establish a continuum of support and professional development between UNCG and the Winston Salem/Forsyth County Schools that spans educators' careers including pre-service preparation, the induction period, and the professional status.
- Support the development of school-based leaders within the region and to orient principals to their role as an instructional leader and their responsibility for teacher retention.
- Explore and develop ways in which technology can be used to provide training as well as to support communication and learning.
- Establish a Center for Teacher Education Evaluation at UNCG for the purpose of improving teacher quality by providing the teacher education programs with reliable,

valid and relevant data for continuous improvement of the teacher education programs.

A central focus of these data will be on preparing teachers who have the knowledge and skills to positively impact K-12 student success in schools.

### **The University of North Carolina at Greensboro's Context for Project ENRICH**

In 2006 the North Carolina State Board of Education adopted a guiding mission that states: “*Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.*” This ambitious mission led to the creation of the following goals:

- NC public schools will produce globally competitive students.
- ***NC public schools will be led by 21<sup>st</sup> century professionals.***
- NC public school students will be healthy and responsible.
- ***Leadership will guide innovation in NC public schools.***
- NC public schools will be governed and supported by 21st century systems.
- Additionally, the State Board detailed that every student should be: a critical thinker, a problem solver, an innovator, an effective communicator, an effective collaborator, a self-directed learner, globally aware, civically engaged, financially and economically literate, and information and media literate.

North Carolina is one of the nine states that is a member of the Partnership for 21st Century Skills, a leading advocacy organization composed of leaders in industry who are focused on infusing 21st century skills into education. The organization brings together the business community, education leaders, and policymakers to define a powerful vision for 21st century education that ensures every child's success as a citizens and worker in the 21st century. The

Partnership encourages schools, districts, and states to advocate for the infusion of 21st century skills into education and provides tools and resources to help facilitate and drive change.

The new State Board of Education goals led to new teaching and administration standards and to a requirement that all teacher and principal preparation programs in North Carolina be “re-visioned” or “re-imagined” so they will be able to prepare teachers and school leaders to educate students for the 21<sup>st</sup> century. Initial licensure program drafts were submitted to the North Carolina Department of Public Instruction by July 1, 2009; programs must be ready to implement their revisions by fall 2010. UNCG has 22 undergraduate programs that have just completed a two-year program review and re-visioning process and are now ready to be piloted, implemented and evaluated. (See **Appendix D** for the Teacher Standards, Teacher Candidate Standards and the rubrics that faculty at UNCG developed to evaluate their evidences. It is noteworthy that the standards for teacher candidates are the same as the standards for teachers. The difference in the two rubrics is the teachers’ rubric extends to a higher level of functioning than the teacher candidates’ rubric.)

The newly re-visioned teacher education programs now feature performance-based assessments leading to licensure, a focus on preparing culturally competent teachers who are skilled in working with diverse students (including students with disabilities and English language learners), the use of technology for instruction and data management, the use of formative assessments to ensure that all students are making positive gains, an emphasis on content literacy and a new focus on teacher leadership, collaboration and professional development. Graduate programs must submit their re-visioned programs by July 1, 2010 and must be ready for implementation by fall, 2011. These programs build on the knowledge and skills mandated for initial licensure.

These new standards, when realized, will promote professionalism, continuous self-improvement and learning, and they will demand that teachers and school leaders possess skills that have not been part of their preparation historically. These standards when applied will help secure our students success in the global society in which we find ourselves. This context underscores the importance of partnerships between universities and school districts for the purpose of identifying appropriate teaching skills, creating relevant curricula, evaluating these new programs, and establishing new approaches to continuous improvement and learning.

The State's emphasis on creating strong and productive partnerships between universities and school districts is consistent with the tradition at The University of North Carolina at Greensboro where there is a strong commitment to the following beliefs:

- Learning to teach must take place in ecologically valid settings
- To have access to quality ecologically valid settings (e.g., public schools), universities must be relevant to them.
- Preparing excellent teachers is a shared responsibility between universities and school districts.
- Partnerships will work only if all parties' needs and self-interests are met.
- Schools and universities are human endeavors that always can be improved. Continuous improvement must be a goal of both.

In alignment with these beliefs, the School of Education has had a number of formal and productive partnerships for the past 15 years. The University/School Teacher Education Partnership (USTEP), funded by the State legislature, has supported collaboratively developed professional development summer conferences for practicing teachers and university faculty from 1998 through 2009. The Wachovia Teacher Mentoring Network, created in the spring of

2006 through a three-year award from the Wachovia Corporation, prepared and supported outstanding mentors in the Piedmont Triad region. The mentors, in turn, provide quality professional development for other mentor teachers, increase teacher retention for both novice teachers and experienced teachers, and increase student achievement in the classrooms of novice teachers. The Wachovia network has been involved in the development of district-specific induction programs and has developed regional advisory groups for increased collaboration. Currently, 146 mentors from 11 Triad regional districts are involved in the project. UNCG and local school districts have also participated in a number of grants for the improvement of teacher preparation, clinical performance, and student achievement. For example, the NC QUEST grant, *Teachers Teaching Teachers*, developed learning communities among sciences teachers at a local high school and instituted a tutoring program for students. *Preparing Outstanding Science Teachers* and the *Cumulative Effect Grant* in mathematics were, similarly, joint approaches to improving teachers' content knowledge and pedagogical skills. *TESOL for All* is [REDACTED] five-year award to prepare in-service teachers, university faculty and teacher candidates to better serve the needs of English Language Learners (ELL).

As valuable and productive as these partnerships have been, they have not been closely coordinated and often that loose coordination translated into missed opportunities for improving services and learning opportunities. Recognizing this need, Project ENRICH will work to create a carefully coordinated partnership structure that involves relevant district and university personnel in working collaboratively in the areas of teacher recruitment, retention and professional development and teacher and leadership preparation. This effort is consistent the UNC system's strategic planning which contains a goal of strengthening university-school district partnerships for the purposes of working collaboratively in the following areas: (a)

teacher recruitment, retention and professional development; (b) student access to higher education; and (c) student learning.

Project ENRICH will also work closely with the regional coordinating body, the Piedmont Triad Education Consortium (PTEC), an independently funded consortium of fifteen school districts and seventeen IHEs including community colleges, universities and colleges. Governed by a Board of Directors comprised of the superintendents of each of the contributing school districts, PTEC exists as a mechanism for providing professional development experiences for educators at all levels within the school districts, from teachers to senior staff. In July of 2009, a faculty member at UNCG assumed leadership of PTEC. He is a former superintendent in the region, understands the local context and is committed to building partnerships in which UNCG can become more connected to the systemic work of the school districts.

### **Winston-Salem/Forsyth School District's Context for Project ENRICH**

For many years, UNCG has placed student teachers and administrative interns in the Winston-Salem/Forsyth County Schools (WS/FCS) and the collaboration between these two systems has been productive and relatively easy. The Winston-Salem/Forsyth County Schools have been involved in school improvement efforts from the system's inception in 1963 with the merger of the city and county school systems. The district now serves approximately 52,000 students within 81 schools and is the 5<sup>th</sup> largest school system in the state and the 83rd largest school system in the nation. The system has 42 elementary schools, 15 middle schools, and 14 high schools and 10 non-traditional schools in the 446 square-mile county. District wide, 45 percent of students in 2009-2010 are white; 31 percent are African-American; 17 percent are Hispanic; 2 percent are Asian; and 4 percent identify as multi-racial. Less than 1 percent are American Indian. These data vividly illustrate the need for the schools to be responsive to

changing demographics in order to meet students' needs. They also underscore the importance of teachers, principals and other school leaders possessing the knowledge, skills and dispositions to build relationships and help diverse populations achieve academic success.

The Winston-Salem/ Forsyth County School System is striving to have its teachers, principals and school leaders prepared to lead change in their schools, and their history in recent years provides evidence of their success in changing schools. WSFCS operated under a court ordered desegregation plan from 1971 through 1981. After the court order was lifted the school district continued to work under a desegregation plan insuring that all schools were racially integrated. In 1995, the school district decided to shift to a "Schools of Choice" organization. The school board in 1994-1996 developed this plan as a voluntary desegregation plan which appears to be a positive move, but over time, this plan has had unintended negative consequences.

The "Schools of Choice" plan was a controlled choice plan that allowed students to choose from a few schools in their zone. The school district was organized into geographical zones, and students living in a zone could choose from those schools located in their zone. While each zone reflected the demographics of the system, individual schools within the zone did not necessarily reflect those demographics. Despite the district's best efforts to maintain integration voluntarily through the "Schools of Choice" plan, many schools became minority isolated because students chose to stay at their residential school in their own neighborhoods due to location and convenience. In addition, Winston-Salem experienced a significant increase in the number of Hispanic families moving into the area over the last few years (from 11% in 2003-04 to 17% in 2009-2010). Under the "Schools of Choice" plan, the Associated Press described the district as one of the most segregated cities for Hispanics and whites in the United States

(Winston-Salem Journal, December 2001). This situation, coupled with the fact that several minority isolated schools were underutilized prompted the district to move to a district wide magnet program that addresses the need for students to have a choice and to be able to travel out of their zones to attend another school.

By implementing a district wide magnet school program, over the last eight years, WS/FCS schools are working to attract socio-economic diversity as well as racial diversity in all their schools so that their students are provided a real world experience and exposure to a diverse group of people. The district is committed to the belief that a culture that appreciates diversity will help students to be successful and prepared for an exciting and ever changing world. Such a culture also provides an outstanding learning environment for prospective educators.

Currently the district has three magnets that have been in operation for three years, four that have been in operation since 2004, four that have been operating since 2001, and two that have been in operation over 17 years. Several of these schools have earned awards for raising their achievement test scores and all of these schools have shown academic growth. Three of these school moved off the low performing list in the 2008-2009 school year.

Administrators and teachers in the district who have played major roles in implementing these magnet schools and have been integrally involved in the desegregation efforts. These persons continue to play an important role as the district advances its magnet program. The magnet schools are designed to reform the school system with innovational approaches to instruction. The district has adopted many of the components of reform that began in magnet schools to help the overall academic achievement of all schools such as the literacy design and professional learning communities.

### **The Winston-Salem/Forsyth County School district needs**

The Winston-Salem/Forsyth County School district recognizes the need for additional support in continuing to build on its success of turnaround reform. The district needs quality staff who will commit to staying and teaching in high needs schools. At this time, turnover of teachers is a substantial problem in the district. The turnover rate for 1<sup>st</sup> year teachers is 10%, 2<sup>nd</sup> year teachers is 16.4% and 3<sup>rd</sup> year teachers is 16.1%. Exit interviews indicate that teachers are dissatisfied with teaching because of a lack of support. Strengthened mentoring and professional development would help alleviate their reasons for leaving.

Schools with high rates of poverty often have high teacher turnover. For example, Carver High School with 64% of its students eligible for free and reduced meal has a teacher turnover rate of 18%. The State average for high school turnover is 14%. Philo Middle School has a teacher turnover rate of 30% and their free and reduced meal percentage is 90%. This rate is double the state rate for middle school teacher turnover. The proposed partnership with UNCG will help Winston-Salem/Forsyth County Schools support the preparation of teachers who will provide quality instruction to high needs schools and stay to ensure stability for the students.

### **Needs Identified at UNCG**

The newly redesigned curriculum for the undergraduate teacher education program and initial licensure preparation for school administrators is performance based. While we believe this will ultimately help programs be more accountable for ensuring that our graduates are prepared to impact schools in a positive manner, this change does represent a major cultural, paradigmatic shift --- one that many faculty and almost all programs will find challenging. Assistance is needed in making that shift. The Center for Evaluation of Teacher Education will provide data and vital professional development to help in this culture change.

The newly redesigned curriculum places much emphasis on using data to make instructional

and programmatic decisions. Continuous improvement requires good data that can guide planning. UNCG needs an evaluation center that will be responsible for developing research tools about practice, collecting data about achievement, and working with the school district and the state to generate information about our candidates and our graduates.

For the last fifteen years, UNCG teacher preparation programs utilized a Professional Development School (PDS) model. Initially, almost all faculty members were assigned a team of students with whom they worked in a PDS. Over the years, resources supporting this model were reduced and increasingly faculty assignments included less *assigned* time in the schools. Faculty spent many hours in the schools but they also were expected to carry essentially a full load on campus. Over time this model eroded as individual faculty requested to be reassigned to on-campus work so they would have more time to conduct their research and obtain tenure. In their place clinical faculty were appointed to work in the schools, but they were not full time employees who were integrally involved in the campus program. Currently, there is only one tenured or tenure earning faculty member who is responsible for an undergraduate school-based team. The current situation leads to a lack of coherence in the program. A new model is needed for involving faculty in the schools that includes incentives rather than disincentives.

Feedback from graduates is generally quite positive, but more information about/experience with students receiving special education and English as a Second Language services are often cited as needs. One of the few citations in our last accreditation visit by NCATE also identified a need to incorporate more information about English speakers of another language. All general education candidates need more exposure to special education and ESL information and strategies. As a teacher in Winston-Salem/Forsyth County stated, “Teachers who have some training in teaching ELL students while in the university have a marked advantage. Veteran

teachers lack this training because this population was not an issue while they were in training. Unfortunately, our recent graduates are not coming to us prepared for teaching content to second language learners. It would be extremely beneficial if the university had a course that focused on second language acquisition, sheltered instruction, and intense vocabulary instruction.”

The UNC General Administration has mandated that all campuses prepare more math and science teachers. The Board of Governors’ Strategic Plan set a goal for the fifteen UNC system campuses that the number of credentialed teachers produced by both traditional and alternative entry programs be doubled in the next decade for the following four areas: math, science, middle grades and exceptional children.

At UNCG, enrollment in these programs has been low. A vicious cycle exists: programs with large enrollments require faculty; programs with low enrollment need faculty in order to grow, but in tight economic times, it is difficult to justify assigning faculty to low enrollment programs. The math and science education faculty, for the most part are assigned to the elementary program because it is so large, and the secondary programs need more faculty in math and science education to grow their enrollment.

Establishing coherence between on-campus course work and off-campus field work requires a significant time commitment from both teachers and university faculty to learn each others’ approaches. Without such coherence, teacher education is a weak intervention (Feiman-Nemser, 1990; Kennedy, 2005; Zeichner & Gore, 1990).

Functioning as a cooperating teacher requires skills that are different from those needed in teaching. Not all excellent teachers are good mentors. Many struggle with giving constructive feedback and are uncomfortable being in an evaluative role. Furthermore, even excellent mentors often express the feeling that they are disconnected from the on-campus program. Cooperating

teachers need training and professional development that focuses on content, communication skills and the teacher education program structure.

The new State standards for both principals and teachers mandate that teachers be leaders and principals share leadership. Professional development is needed for principals and teacher leaders so that they learn how to work together effectively on collaborative leadership teams.

Currently there is an alternative teacher preparation program at UNCG for persons who have an undergraduate degree but no teaching credential. For financial reasons, most candidates accept teaching jobs as lateral entry (temporarily licensed) teachers once they become highly qualified (through Praxis II or 24 hours in their content area) but before they have completed the licensure program. Many of these teachers are bright and well educated: They know their content but they need supervised clinical experience in order to effectively teach their content. Funding is needed to support post-baccalaureate candidates in order for them to develop their pedagogical skills before becoming teachers of record.

UNCG serves a large geographic area. New technologies, such as Elluminate, blogging, and wikis, which are available to faculty through Blackboard, and Skype, social networking, and Google could be used to save time and travel and increase communication opportunities among faculty, practitioners, and teacher education candidates. Skype, Google Docs, wikis and bug-in-ear technology (Rock, Gregg, Howard, Ploessl, Maughn, Gable & Zigmund, 2009; Rock, Gregg, Thead, Acker, Gable & Zigmund, 2009) could be used to save time and travel. Faculty need access to and training in using these technologies so that they become part of the everyday practice and empower classrooms everyday use of 21<sup>st</sup> century technology.

### **Project ENRICH Design**

Project ENRICH has five components:

1. Implementing and evaluating the redesigned undergraduate teacher preparation program at UNCG;
2. Developing and evaluating a teacher residency program administered collaboratively with the Winston-Salem/Forsyth County Schools;
3. Establishing a regional leadership development program;
4. Refining and revising a professional development program for mentors, coaches, and cooperating teachers; and
5. Establishing a Teacher Education Evaluation Center at UNCG.

In developing this design, several assumptions were made that are essential to understanding the design:

We assume that undergraduate students will have less well developed notions regarding teaching and learning; therefore they need to see excellent teaching models in action so that the beliefs they develop will be consistent with the goals of 21<sup>st</sup> century schools. For that reason, we will place undergraduate teams in school that have developed a strong educational framework for change such as the districts magnet schools that have been successful in accomplishing high levels of student growth moving to higher levels of achievement and having some teachers who would be excellent professional models for residents --- e.g., schools that have already begun to make dramatic turn around gains and would clearly utilize quality personnel effectively.

We assume persons admitted to the residency program will on average be more mature than the undergraduates and have stronger positive beliefs about teaching, learning, children's needs, and their ability to impact a child's life; therefore they will benefit from seeing a school as it is in the process of improving. Through such an experience, they will learn about leading

change, dealing with conflict and uncertainty as well as maintaining a focus on student learning and growth.

We assume that the school administration and school leaders are essential to successful schools. School leaders need rich and varied opportunities for professional development.

We assume that excellent teachers are motivated by opportunities to grow and develop professionally and that they can and often do exert a major influence within a school.

Accordingly, much attention will be given to developing teacher leaders who have the skills to be outstanding mentors and coaches, thus negating the belief that a teacher has to become an administrator in order to advance.

Continuous improvement in education occurs when data are routinely gathered, analyzed, and acted upon. Formative self-evaluation as well as summative data are essential to continued growth. As Rick Stiggins writes, “Used with skill, assessment can motivate the unmotivated, restore the desire to learn, and encourage students to keep learning, and it can actually create-not simply measure-increased achievement.”

### **The Undergraduate Teacher Education Program**

At the undergraduate level, Project ENRICH will support the implementation and evaluation of new, outcomes-based teacher preparation programs. For Project ENRICH, approximately 75 undergraduate students per year will be placed in teams in high-needs schools in Winston-Salem/Forsyth County. These schools will be selected in collaboration with the district administration based on their status as schools that have been successful in turning around and where there are sufficient numbers of qualified cooperating teachers. The newly developed teacher preparation programs are based on research-verified practices and outcomes-based evaluations of candidates’ proficiency. Through Project ENRICH, the new programs will

be implemented and evaluated for fidelity of implementation, coherence, impact on student achievement, and candidate knowledge and skills.

*Recruitment.* The Winston-Salem/Forsyth County Schools serve a highly diverse student body. Their hiring objectives include recruiting a teaching force that is reflective of that diversity. In keeping with the needs of WS/FCS, Project ENRICH will seek to increase diversity among our teacher candidates. UNCG is actively involved in recruiting outstanding and diverse students into education. In 2007-08, faculty and staff from the School of Education, the Office of Admissions, the Office of Financial Aid and other departments developed a comprehensive teacher recruitment plan to address the shortage of teachers in North Carolina. Twenty-two action plans were identified and continue to be implemented. The Director of Recruitment, Retention and Professional Development works full time with undeclared majors and high school students for the purpose of recruiting excellent students into education.

For Project ENRICH, we plan to continue and build on the successful recruitment activities that are already underway. For example, the Council for Underrepresented Groups in Teacher Education has been established and charged with active participation in recruitment efforts on campus as well as community colleges and high schools. Male and ethnic minority faculty and students participate in campus recruitment events. Praxis workshops and practice software help students meet eligibility requirements for teacher education. The SOE provides scholarships for qualified candidates whenever possible. The Director of Recruitment and Retention has partnerships with two highly diverse high schools in Winston-Salem/Forsyth County Schools for the purpose of supporting students interested in teaching, and has plans to extend the partnership to other WS/FCS high schools through Project ENRICH.

Project ENRICH will also recruit students to the high-need licensure areas of math,

science, middle grades, and exceptional children. Among the initiatives will be a collaboration between UNCG and WS/FCS to present information to WS/FCS high school students about job opportunities within the local district and UNCG programs. A Speakers Bureau composed of teachers from the Winston-Salem/Forsyth County Schools who represent the diversity within the district will be recruited and trained to participate in these recruitment activities.

***Content Knowledge.*** The newly conceptualized teacher education program is performance based and outcomes driven. Emphasis is placed on teacher candidates developing strong academic content knowledge that has both depth and breadth and that reflects 21<sup>st</sup> century knowledge and skills. All pre-baccalaureate candidates for initial licensure at UNCG must demonstrate breadth of their content area competency with a major of at least 24 hours with a GPA of 2.5 or better in their teaching area and coursework that is both consistent with the appropriate knowledge base for the major and aligned with state and national licensure requirements and the North Carolina Standard Course of Study for K-12 students. Candidates are also expected to know their fields in depth, with a clear understanding of the essential questions of their discipline and the ways in which information is generated and data is used. The candidates will demonstrate this breadth and depth of content in the first two artifacts of their capstone teaching portfolios.

***Research-verified, empirically based, scientifically valid practices.*** In the new programs, all candidates must develop and demonstrate understanding and application of research-verified, empirically based, scientifically valid pedagogical practices. Candidates will learn about and apply the theoretical basis and research-verified strategies that underlie effective instruction and lead to increases in student achievement. They will ensure that their students become knowledgeable about core content and also develop flexible solution-oriented cognitive skills

that will allow them to function effectively in the rapidly changing 21<sup>st</sup> century.

A centerpiece of the new programs is the core, which will be developed by experts in the field. Eight areas have been identified as “common core” which all programs must incorporate into their program of study. Core content includes special education, English as a Second Language, assessment, schools and schooling, and equity-based approaches to teaching. Among the specific topics will be law and policy related to special education and English language learners; universal design for learning and differentiated instruction; the development and use of assessment tools including formative assessment; and the use of data for instructional decision making.

All the programs will emphasize the importance of our candidates becoming culturally competent and all are planning to teach a seminar that focuses on diversity and is integrated with students’ field experiences. Faculty with expertise in issues of diversity will develop a teaching unit that will be distributed to other faculty who lead program seminars. This is a topic of major importance within our curriculum, thus we will also provide faculty with supplementary materials that include recommended readings, suggested activities and a summary of the research regarding helping candidates become culturally competent. Sessions will be scheduled at the beginning, middle and end of the semester for the purpose of providing seminar faculty with a forum for sharing insights, successes, challenges, and for learning from each other regarding how to teach this content.

In addition, candidates will take literacy courses and, as above, make meaningful connections between theory and field-based realities. Because the content for these courses will be developed by experts in each field, the content will be reflective of the current understandings, practices and research base. In order to maximize candidates’ learning and application, content faculty who

develop the core courses will provide ongoing professional development and support for program faculty. Candidates will study the theoretical underpinnings of the development of reading and writing skills, best practices in literacy instruction, assessment and data-driven instructional modifications, and approaches that are specifically geared to literacy in individual licensure areas. Candidates will embed these understandings in their instructional planning and clinical experiences and demonstrate their proficiency through evidence that they post for their capstone teaching portfolio.

Candidates will use appropriate standardized and teacher-developed assessment instruments for initial, formative and summative evaluations and use the data that they collect to modify instruction and ascertain that students have achieved their learning goals. In areas where it is appropriate, candidates will use technology such as ClassScape, Blue Diamond and Achievement Series to perform formative assessments. To demonstrate their knowledge and skills in relationship to assessment, technology, and instructional design, candidates will post a detailed instructional unit, a detailed assessment of group and individual student achievement, and successful evaluations of their clinical experiences in their capstone teaching portfolios.

Candidates will be required to develop understanding and skills in the design of curriculum that is responsive not only to the content requirements of the North Carolina Standard Course of Study but also to the learning styles, preferences and needs of individual students. To that end, candidates will develop instructional units and lesson plans, using the principles of universal design for learning, that are aligned with content standards and that demonstrate clearly their ability to use data to modify instruction to meet the needs of diverse learners, including students with learning differences and other exceptionalities and students who are English language learners.

In addition to core courses, all candidates will take at least one course in instructional methods in which they learn about and apply research-verified strategies for instruction in their licensure areas. During the pre-service internships that are attached to this course as well as in their student teaching placements, students will implement the core content. Candidates will demonstrate their proficiency in these areas in their clinical placements and through evidences that they post to their capstone teaching portfolios (Evidence 3: Unit Planning, Evidence 4: Clinical Performance, Evidence 5: Positive Impact on Student Learning-Assessment).

***Clinical experiences.*** Working in partnership with the local schools, all programs will increase the time and enrich the experiences of their candidates in the field. Although there is variation among the programs, all will have candidates in the field with master teachers starting their junior year at the latest. In the newly re-visioned programs, candidates will spend at least 25 hours in classrooms each semester of their junior year. In the fall of their senior year, they will complete a pre-student teaching internship in the classroom in which they will student teach the following spring. While candidates will be in the classroom for the entire year, they will be the primary classroom instructor or co-teacher for a minimum of 10 weeks. For Project ENRICH approximately 75-80 students per year in the elementary, middle grades and secondary education programs at UNCG will be placed for their clinical field experiences in the Winston-Salem/Forsyth County Schools. At the elementary and middle grades levels, students will be placed in teams at selected schools. Candidates in other programs will be placed with master teachers whose content area matches the teacher candidate. Schools will be selected in collaboration with WSFCS leadership based on 1) the availability of sufficient numbers of qualified mentor teachers, 2) the diversity of the school's student body, 3) the school's status as high-need but improved, and 4) the alignment of the school's instructional philosophy and

practices with those advocated by the University.

In June of 2009, we sponsored a summer institute for a select group of cooperating teachers during which time we piloted a training program for cooperating teachers. Project ENRICH will enable us to provide training for all cooperating teachers in Winston-Salem/Forsyth County. As a result, all teacher candidates will be placed with teachers who are well prepared for the role of cooperating teacher, familiar with the program goals, and function as active team members.

Teachers from partner schools were active participants in retreats and departmental meetings at which licensure programs were re-visioned. These teachers will continue to be active participants in the evaluation and ongoing improvements to the preparation programs. Project ENRICH mentors will receive stipends for their participation in professional development and for completing University-specific tasks.

All programs will structure seminars in which their candidates have the opportunity to consider what is being learned on campus with what they are seeing in the field and how the various course readings and assignments have relevance to the field and to teaching. Through this approach, as well as through program specific content, the new North Carolina Professional Teaching Standards and the knowledge and skills identified in the Framework for 21<sup>st</sup> Century Learning will be addressed in a coherent, meaningful manner.

### **The Residency Teacher Preparation Program**

High need schools are often have high attrition rates among novice teachers. Linda Darling-Hammond (2008) observed: “The teaching residency model holds particular promise for addressing the problems of teacher preparation, recruitment, and retention for high-need

districts - and may constitute one of the most important reforms of teacher education generally” (p. 732).

According to Berry, Montgomery, Curtis, Hernandez, Wurtzel and Snyder (2008), successful teaching residency programs in Boston and Chicago have been based on the following seven principles: 1) they weave together theory and practice; 2) they place residents with expert, trained mentor teachers; 3) they place candidates in cohorts in order to foster professional collaboration; 4) they build strong and effective partnerships; 5) they provide support for residents after they become teachers; and 7) they provide new career paths for experienced teachers. The Teaching Residency program for Project ENRICH will address each of these seven principles, using the Boston and Chicago programs as models.

***Context of the UNCG Residency Program.*** At UNCG, an alternative licensure program has been in operation for close to ten years. Recently, the program changed from undergraduate licensure only to graduate-level course work that qualified candidates could applied toward a masters. Courses were restructured and the schedule changed to fit the needs of adult learners who were working or applying to work as lateral entry teachers. It was structured so that candidates could meet all requirements for NC licensure after one year, and then continue on with the remaining requirements for the master’s degree. Project ENRICH will build upon the lessons learned in this program, while expanding and adding learning and teaching opportunities.

***Selection of residents.*** Twenty candidates per year will be selected for the Teaching Residency Program. These candidates will come from the areas of special education (general curriculum), English language learners, middle grades math, middle grades science, and secondary math and secondary science. Recruiting of candidates for the Teaching Residency in Project ENRICH will focus on creating a large pool of candidates who have ties to the Winston-Salem/Forsyth County

Schools community, and /or are members of underrepresented populations such as Latinos and African-Americans. The selection process will be conducted collaboratively. As in the Boston residency model (Berry et al, 2008), finalists will participate in a day-long selection event that requires applicants to work with a small group to solve a problem (to assess how the individual works with others), a to engage in a spontaneous reading and writing exercise (to assess academic strength), to respond to a structured interview (to learn about beliefs and values regarding teaching, learning and children), and to demonstrate intuitive teaching potential by teaching a simple task to a small group. All of these activities will be observed and rated by personnel from UNCG and WS/FCS. Once selected, candidates will sign an agreement stating that they will teach in the Winston-Salem/Forsyth County Schools for a minimum of three years following completion of the residency.

***Placement of residents.*** Residents will spend four days per week in a high need middle or secondary school with a master mentor teacher. As in the Boston model, residents will remain with the same mentor teacher over an entire academic year (Berry et al, 2008). Residents will be assigned to schools in teams of four: with one special education candidate, one ELL candidate, one math and one science candidate on each team. The expectation is residents will learn from their peers as well as from their formal course work. These multidisciplinary teams are intended to have instructional value. This selection process has been identified as a key element in the success of the Boston Teacher Residency program (Berry et al, 2008). Initially, the residents will observe in their mentor teacher's classroom and in the school, but as soon as the resident is oriented, he/she will be involved in tutoring and co-teaching.

Host schools have been selected by the WSFCS district based on their status as a magnet school engaged in school reform, the presence of a supportive context and sufficient numbers of

appropriate cooperating teachers. This selection process will ensure that Project ENRICH candidates are placed in schools where effective teaching practices are being modeled by the teaching staff and supported by the school administration, but where challenges remain. We want the residents to see a master teacher involved in school reform efforts so that the residents learn how to lead and manage reform.

**Course work.** Candidates in the Teaching Residency Program will be recruited and selected during the spring semester of each year. Candidates will begin the program in May with an orientation and team building activities. During the summer the residents will take nine hours of courses work that includes content about how children learn (with a focus on adolescents) and develop, approaches to teaching literacy in the content areas, working with diverse populations in the classroom and behavior management. These courses will be delivered via a blended program of face-to-face and on-line class meetings. All courses will be delivered via special cohort-only sections. Coursework in the fall and spring will include content and methods courses in the area of specialty. These courses will include content about formative assessment and the collection of meaningful data with which to make instructional decisions. In addition a weekly seminar will be scheduled by a clinical faculty member from UNCG who will function as the resident's coach and will be responsible for creating a learning community among the residents. The focus of this learning community will be on helping residents apply the methods they have studied in class so they can integrate pedagogical theory and classroom practice. Curriculum and professional development specialists from the Winston-Salem/Forsyth County Schools and faculty from UNCG will be invited to participate as the year progresses. The residency coach will hold an appointment at the University and will be assisted by a doctoral student, will work with the University faculty, school district personnel and school-based

mentors to explicitly link theory with practice.

***Performance Standards.*** All residents must provide artifacts that demonstrate the resident’s knowledge and skills in the following areas: content depth and breadth, curriculum planning, classroom teaching, impacting students in a positive manner, and leadership.

**Establish a continuum of support and professional development within Winston Salem/Forsyth County Schools that spans educators’ careers including pre-service preparation, the induction period, and professional status.**

A major goal of Project ENRICH is to create and institutionalize a continuum of support and professional development for teachers that is collaboratively administered by UNCG and WS/FC Schools. We envision this continuum spanning educators’ careers including pre-service preparation, the induction period, and professional status as represented in Figure 1. The primary source of support as candidates are learning to teach is the university but as they move into student teaching, the responsibility is shared with the school district. Once employed the responsibility for providing support and professional development shifts to the school district. We believe it is the responsibility of both the school district and the university to provide complementary support as teachers develop.

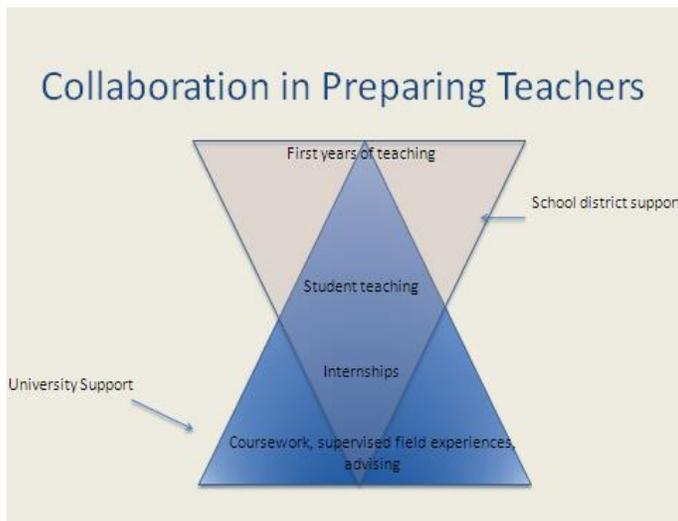


Figure 1:

It is important to note that we also believe an important element in retaining teachers is providing them with opportunities to grow professionally and assume new responsibilities. Once a teacher is tenured, new challenges and learning experiences are still needed to ensure teachers' continued job satisfaction and retention.

The continuum of support for candidates in the Undergraduate Program is detailed in Table 1 below:

Table 1:

<b>Teacher's Career Status</b>	<b>Source of Support/Professional Development</b>
Pre-service	UNCG Team Leader, WS/FC cooperating teacher, and UNCG academic coach Seminars for undergraduates
Student teaching	UNCG Team Leader, WS/FC cooperating teacher, and UNCG academic coach Seminars for undergraduates
The novice years (first one to three years)	State-supported mentor, coach from Project ENRICH, Learning Community for novices Yopp Summer Institute for Novices
Career status	Opportunities to participate in professional development activities Opportunity to apply to be a mentor teacher Mentor learning community UNCG Summer Institutes
Master teacher	Assuming various responsibilities such as: mentor, co-teaching at the University, Leadership Grand Rounds

The continuum of support for candidates in the Residency Program is depicted in Table 2 below:

Table 2

<b>Teacher's Career Status</b>	<b>Source of Support/Professional Development</b>
Residency status	WS/FC mentor, UNCG academic coach Learning community for residents
The novice years (first one to three years)	State-supported mentor, coach from Project ENRICH, Learning Community for novices Yopp Summer Institute for Novices
Career status	Opportunities to participate in professional development activities Opportunity to apply to be a mentor teacher Mentor learning community UNCG Summer Institutes
Master teacher	Assuming various responsibilities such as:

**UNCG team leader.** The team leader is a faculty member at UNCG. She/he serves as an instructor of the practica, the accompanying seminars, and methods courses. Team leaders also work with the schools where their team is placed to facilitate learning both for the teachers and the teacher candidates.

**Selection of cooperating teachers for the undergraduate candidates.** High need schools have been identified as sites to serve as partner schools. In selecting these schools, the following criteria were considered necessary: school's status as a school in need but one that has made significant strides in turning around; a leadership team that knows how to incorporate a team of teacher candidates so as to benefit the students in the school and the teacher candidates; and a cadre of experienced teachers who are interested in serving as a cooperating teacher.

Cooperating teachers within these schools will be collaboratively selected by the school administration and the University team leader and will be based on the teachers' classroom teaching skills and interest in serving as a cooperating teacher.

**Selection of mentors for residents.** Mentors teachers will apply for the position. Selection decisions will be made collaboratively. Factors that will be considered in the selection process are: the applicant's ability to impact student learning positively, the administrator's recommendation, and an observation and structured interview to ensure that teaching practices align with the objectives of the Teaching Residency Program. The mentor teacher will serve as a model and tutor to the residents as they assume more and more responsibility.

**Selection and role of UNCG academic coaches.** Altogether there will be five academic coaches hired to work with teacher candidates in Project ENRICH. One of the coaches will be full-time; the other four will be appointed for 75% time. All will have clinical appointments at UNCG, but

will be assigned to Forsyth County. Their major responsibility will be linking campus and school for the purpose of establishing and maintaining program coherence.

The full-time coach will be assigned to the residents and will be assisted by a doctoral student. His/her responsibility will be to work with the residents' mentors to ensure they understand their role, are providing quality assistance to the residents, and when problems arise, help mediate and resolve the problem. This coach will also be responsible for establishing a learning community(ies) among the residents.

The four 75% coaches will be assigned to specific schools during the first year of the project. Their job will be to help the school learn how to be a training site. They will provide on-site professional development and consultation to the leadership team. They also will work with the Evaluation Team in obtaining data and helping the school and the teacher candidates use the data for instructional decision making. In Year 2, their time will be divided between the schools they serve and the residents who are employed by the district. They will work collaborate with the WS/FC Induction Team and with the State supported mentors to ensure they understand their role, are providing quality assistance to the residents, and when problems arise, help mediate and resolve the problem. They will also be responsible for establishing learning communities among the novice teachers. While their focus will be on UNCG residents, it will not be restricted to the residents. In years 3, 4 and 5, these coaches will devote all of their time to the work with novice teachers.

***State-supported mentor.*** The state of North Carolina requires that all beginning teachers have a trained, qualified mentor for the first three years of employment. The state provides funding to pay mentors of first and second year teachers. This funding may be used to provide full-time mentors, or if this is not possible, to pay stipends to trained, tenured teachers who are

willing to serve. In Project ENRICH, these mentors will receive additional training and will be compensated for the additional time and duties they assume.

***Induction.*** According to Moir & Gless (2000), high-quality induction programs are based on five principles. These principles are: program vision; institutional commitment and support; quality mentoring; professional standards and classroom-based teacher learning. Project ENRICH will provide for high-quality induction by implementing each of these principles.

First of all, we have already laid the groundwork for program vision and institutional commitment and support through the existing network of trained mentors and strengthened induction programs in the eleven partner districts of the Teacher Mentoring Network. WSFCS has demonstrated a high level of commitment to teacher development and to partnership with the University to provide a continuum of support for teachers from pre-service through induction and beyond by working together to strengthen the mentoring skills of teachers working with teacher candidates and with novice teachers over the past three years.

***Institutional commitment and support.*** Project ENRICH will enable us to provide more extensive, more focused and more systematic staff development than we are currently able to provide, but the commitment to this vision is firmly established in both systems. Additionally, North Carolina is one of a limited number of States that provides funds to districts to provide mentors to all novice teachers. WS/FCS has a well-established induction program that includes mentoring for all beginning teachers for the first two years and a structured process for developing learning communities among first-year teachers. All beginning teachers in WS/FCS receive mentoring support from a paid mentor for their first two years of employment. These mentors are either experienced teachers working in the same school as the new teacher who have been trained as mentors, or they are retired teachers who work as dedicated mentors to an

assigned group of beginning teachers. In addition to the school-based or retired mentor, all first-year teachers in WS/FCS also participate in monthly learning communities led by an experienced teacher. These monthly meetings are part of the district's STAY (Supporting Teachers All Year) program. The monthly STAY meetings bring together all first year teachers working in the same grade level or content area under the direction of a STAY coach who has expertise in the same area. In addition to the induction program, WSFCS also provides instructional coaches who work in high-needs schools to support teachers in developing high-quality instructional practices including literacy skills. The State also has funded the University-School Teacher Education Partnership (USTEP) to support school district-university collaboration about teacher education.

***Quality mentoring.*** Over the past three years, the Teacher Mentoring Network at UNCG has prepared and supported over 150 mentors from eleven school districts in the Piedmont Triad region, including 36 mentors, STAY coaches, and instructional coaches from Winston-Salem/Forsyth County Schools. This support has been delivered through mentoring institutes, many of which have been delivered in partnership with the New Teacher Center. In addition, we have worked closely with district administrators from the partner districts to refine and improve induction programs serving beginning teachers in our region.

Like the mentors for undergraduate and graduate candidates, mentors for novice teachers will be trained and provided ongoing professional development to ensure that they function as academic mentors, not just buddies. The role of the mentor is to help the novice teacher be an effective, competent teacher who can obtain positive learning outcomes with his or her students. Mentors do provide support, but more importantly they help the novice solve problems, learn new strategies, refine skills, and understand the system and the students.

***Professional standards.*** As previously mentioned, the state has adopted new

professional standards for all teacher education, principal preparation, teachers and administrators. These standards are driving much of the reform in North Carolina. One of the strengths of these new standards is the consistency across the various sets. The standards for teacher candidates are the same standards required of professional teachers --- the difference being the criteria for acceptable performance is slightly lower for teacher candidates.

***Classroom-based teacher learning.*** As noted above, specially trained coaches will visit the UNCG graduates in their classrooms, identifying instructional goals, observing and giving feedback, modeling, providing helpful resources and problem solving with the novice. These coaches will have been trained in observation approaches, communication skills, and content methodology. They also will be taught to use the “bug in the ear” technology (Rock, 2009). Through this technology, coaches can prompt, assist and guide novice teachers. Research suggests this novel approach is quite effective in helping novices learn to teach. One of the participants in this research explained: “Given my prior experiences, personality, and demeanor, much of my educational history has been carried out in a solitary fashion. The BIE has instilled in me the need to work collaboratively with others. This will be accomplished as I move out of my comfort zone and commit to creating these partnerships. The BIE is an excellent way to launch out and connect with others, which will in turn lift our children to higher levels” (p. 80).

Finally, the state supported mentors will be assisting the novices. These mentors are required to go through basic training by the State. Project ENRICH will provide additional training to them in collaboration with the district staff development.

### **Regional Leadership Development**

To ensure coherence between the on-campus course work and the clinical field experiences, all cooperating teachers will participate in staff development activities that

incorporate discussions about content, methods and the role of cooperating teacher. The discussions about methods will be led by UNCG faculty who teach the courses and will provide valuable information to both the cooperating teachers and the university faculty regarding practice. If during the discussion, a need for professional development is identified, faculty in that content area will be involved. Additionally, although these teachers have excellent classroom teaching skills, it is not uncommon for them to be uncomfortable giving corrective feedback to student teachers. Some avoid any negative feedback or they frame their comments in so many positive statements that the student teacher does not understand the feedback. Other teachers are awkward and overly critical in their feedback and some expect student teachers to be competent from the first day of their student teaching. Information about effective communication, supervision, and teacher development will be included in the staff development.

In addition through Project ENRICH, we plan to experiment with innovative strategies for supervising candidates in distant sites. From the UNCG campus there are schools in Forsyth County that are more than an hour and half away from campus. Distance technology (Skype, webinars) could facilitate frequent and meaningful communication between faculty on campus and teachers and teacher candidates in the schools.

### **Teacher Education Evaluation Center**

The overarching mission of the Center for Teacher Evaluation is to create a vibrant laboratory that would be dedicated to providing the teacher education programs with relevant, useful data about their program so that they can engage in continuous improvement. A secondary outcome of this process will be the production of cutting edge research on teacher preparation that will serve as the focal point for teacher research in the SOE at UNCG. The Center will also collaborate closely with Forsyth County, relating their data on student teaching

to the UNCG data on teacher candidates and teachers.

One of the early activities of the Center will be to design, build, and maintain a longitudinal database that links evidence and records of teacher preparation (grades, licensure information, courses taken, supervisor ratings, Praxis II scores, etc.) with student classroom performance (EOG, EOC, benchmark, course grades, etc.) It will be a goal of the Center to continually administer the Survey of Enacted Curriculum (SEC) every year to teachers who are graduates of the teacher education program or teacher licensure program. The SEC will help the Center track changes in teacher's pedagogical orientation, classroom management and use of technology. These results will provide useful information to the teacher education curriculum to insure coherence between what is being taught and what is being required for teachers to be effective in the classroom.

The data base will be designed to have maximum utility for teacher program personnel to evaluate the effectiveness of teacher training (faculty, courses, internships) and provide insight into successful and unsuccessful elements. It will be a living database that is constantly updated and permits access from teachers, professors, school administrators, district accountability personnel for the purpose of evaluating coherence between courses on campus and teacher experiences in the field.

Another essential activity of the Center will be assisting the Project in examining its impact on schools and on students in those schools. Providing rigorous professional development to the teacher candidates and the WS/FC teachers about what their data mean and how they may be used to make instructional decisions. Other activities of the Center will be:

- Work with the programs to generate useful data that will assist them in understanding and intervening around identified pedagogical and classroom management needs of teachers in the Forsyth County school district.
- Sponsoring an annual national/international Teacher Evaluation symposium in which UNCG faculty would partner with local school district teachers to present their research activities. Noted national/international educational researchers will be invited to attend and present.
- Serve as an available resource of psychometric, evaluation, and statistical expertise to support educational research activity. Statistical software and corresponding training on the software would be readily available for both qualitative and quantitative analyses.

**Plan of Operation** At UNCG, teacher education programs are located in five different schools or colleges. The School of Education (SOE) is the designated administrative unit for professional education programs at UNCG and the Teachers Academy is the organizational umbrella for all professional education programs on campus. Sponsored by the SOE and located administratively within the SOE, the central purposes of the Teachers Academy are the coordination of teacher education on the UNCG campus and the creation and maintenance of community among all university faculty, both within and outside a school of education, who are involved in professional education. All programs involved in the preparation of teachers, principals, and other school personnel have a representative on the Teachers Academy Council of Program Coordinators (CPC). CPC acts as the policy-making body of teacher education programs at UNCG, including course approval and changes in program requirements.

The director of the Teachers Academy is also the Associate Dean for Teacher Education and School Relationships in the School of Education. Because of the Teachers Academy's central coordinating role, Project ENRICH will be administered through the Teachers Academy

at UNCG. Dr. Betty Epanchin, Director of the Teachers Academy and Dean of Teacher Education and School Relationships will serve as the Principal Investigator for Project ENRICH. A native North Carolinian, she earned her B.A. in history, M.Ed. in special education, and Ed.D. in counseling psychology from Duke University. Prior to earning her doctorate, she taught fourth grade in a high needs elementary school in Prince George's County, Maryland and multiple grades in a psychiatric hospital; worked as a school psychologist and school counselor; and served as the director of the educational programs in a psychiatric hospital. After completing her doctorate, she held faculty positions at the University of North Carolina in Chapel Hill and the University of South Florida where she served as chair of the Department of Special Education, Coordinator of the Teacher Education Program, and chair of the Curriculum Reform Planning Committee in the College. She has authored books and journal articles about emotional and behavior disabilities, classroom management, and teacher education as well as served as Principal Investigator for a number of federal and state grants. She has also been active in national teacher education organizations, serving as president of the Teacher Education Division (TED) of the Council for Exceptional Children. (See Appendix D)

Dr. Cheryl Greenberg, Associate Director of the Teachers Academy, will serve as Co-Principal Investigator for Project ENRICH. She is the coordinator of the UNCG alternative licensure program (NC TEACH) for which she provides field-based support and instruction. As coordinator of the University/School Teacher Education Partnership, Dr. Greenberg has served as project facilitator for collaborative school improvement grants and has been responsible for the implementation of professional development and leadership training for school personnel. She teaches educational psychology, teacher leadership and differentiated instruction for the Department of Teacher Education and Higher Education and has developed a number of online

undergraduate and graduate education courses. Prior to joining UNCG in 2000, Dr. Greenberg taught at all grade levels; was principal of two private schools for which her primary responsibilities included curriculum development and the induction and professional development of novice teachers; and served as a consultant in curriculum and professional development for schools and other service organizations.

Dr. Epanchin will spend 50% of her time on activities discussed in the proposal and Dr. Greenberg will spend 60% of her time on the Project. Mrs. Debbie Merritt, Office Manager for the Teachers Academy, will oversee and monitor the budget, spending 30% of her time. The role of the Teachers Academy will be a coordinating, facilitating and linking role.

Ms. Christina O'Connor will serve as the Project Director, responsible for the day-to-day operations of the project. Ms. O'Connor has served for the past three years as Project Coordinator of the Wachovia Teacher Mentoring Network at UNCG. In this role she has been responsible for planning, coordinating and delivering professional development and support for mentor teachers from eleven districts in the Piedmont Triad, including Winston-Salem/Forsyth County Schools. Ms. O'Connor has presented nationally and at the state level about partnership work between Schools of Education and K-12 schools. Ms. O'Connor has a Masters degree in literacy education from the University of North Carolina at Chapel Hill and a Masters in School Administration from the University of North Carolina at Greensboro. Prior to coming to work at UNCG she served as a teacher, curriculum facilitator and principal in the Guilford County Schools for twelve years. She is currently a doctoral student at UNCG in Curriculum and Teaching with a concentration in Teacher Education and Development.

Cydney Conger will serve as the Winston-Salem/Forsyth County School project coordinator. Ms. Conger, Program Manager for Professional Development and coordinator of

STAY (Supporting Teachers All Year - WS/FCS new teacher support program) will serve as the Winston-Salem/Forsyth County Schools' contact for the Teacher Quality Grant. She has worked in education as a teacher, coordinator and program manager in the areas of career development, afterschool care, professional development, Title II and beginning teacher support programs for 26 years. She holds a BA degree from Elon University and M.Ed. degree from Gardner Webb University. She will be a liaison to the district for all project related needs and will work closely with the Project Director and Co-Principal Investigators.

#### *Evaluation Personnel Qualifications*

**Holli Bayonas, Ph.D.** will serve as the co-project coordinator/manager of the external evaluation along with Dr. Bianca Montrosse. In this capacity, Dr. Bayonas will oversee and lead all aspects of the project including development and review of the data collection templates, data collection, and analyses, and production and dissemination of all evaluation reporting. She will also assist Dr. Montrosse with data management and analysis. Dr. Bayonas has been working in the field of education research for over 9 years, with experience in statistical modeling, needs assessment, process analysis, program evaluation, technology integration, and instructional design. Dr. Bayonas holds a Ph.D. from Indiana University and is formally trained in instructional design and inquiry methodology.

**Bianca Montrosse, Ph.D.** will serve as the co-project coordinator/manager of the external evaluation. In this capacity, she will oversee and lead all aspects of the project including development and review of the data collection templates, data collection, and analyses, and production and dissemination of all evaluation reporting. She will serve as the lead statistician for evaluation components that relate to student achievement, as she has extensive experience managing and analyzing student and teacher data collected as part of the North Carolina

longitudinal data system. Dr. Montrosse holds a Ph.D. from Claremont Graduate University in Psychology with an emphasis in Evaluation and Applied Research Methods. She has been working in the field of education research for over 8 years, with experience in advanced statistical modeling, applied and basic research methods, and program evaluation.

Academic programs will be responsible for the administration and delivery of their programs and for providing staff development in their content area. From the School of Education, the following faculty will be involved: Literacy (Sam Miller, Bill Bursuck), Special Education (Marilyn Friend, Marcia Rock), Mathematics (Sarah Berenson), Science (Catherine Matthews), English Language Learners (Ye He), and Classroom Management (Barb Levin). From the College of Arts and Sciences, the following persons will be involved: Carol Seamon (Mathematics), Jerry Walsh, (Chemistry). All have terminal degrees and a strong commitment to working in schools; most are senior faculty. In addition to providing staff development in their content area, these faculty members will serve on an Advisory Council for Project ENRICH along with senior administrators from Winston-Salem/Forsyth County.

### **Evaluation Plan**

The SERVE Center at the University of North Carolina at Greensboro is a university based research, development, dissemination, evaluation, and technical assistance center. Its mission is to support and promote teaching and learning excellence in the Pre-kindergarten to Grade 12 education community. The SERVE Center operates solely on sponsored research funding; the majority of its approximately [REDACTED] annual budget coming from federal sources. While affiliated with UNCG's School of Education, it not directly involved with any departments within the School of Education. In addition, it is located in UNCG's Gateway University Research Park, 13 miles north of the main campus. Its operating structure make it

appropriate to act as the external evaluator for this project, even though the partnership that it will be evaluating is also part of UNCG.

The external evaluation is intended to provide key staff within the partnership with useful information for formative project improvement as well as to be used as a summative account of the project activities. The evaluation is based on (a) project records, (b) semi-structured interviews with key program personnel, (c) participant satisfaction surveys, (d) early leaver surveys, and (e) student and teacher level data. The goals of the project will guide the external evaluation, with a specific focus on identifying constraints to meeting benchmarks and answering evaluation questions. This section of the proposal explains the proposed plan to execute the evaluation, including key evaluation personnel, qualifications of the SERVE Center, data collection methods, timelines, and deliverables.

**Evaluation Design**

The SERVE Center developed a number of tentative evaluation questions based on the performance objectives as well as the GPRA indicators. These questions are grouped into four main categories: Fidelity of Project Implementation, Participant Satisfaction, Project Outcomes, and Project Sustainability. The questions are listed in Table XX along with data sources for answering the question and a timeline of data collection. If funded, SERVE is prepared to adjust the questions and timelines to best fit the needs of the program but within the scope of the proposed project.

Table 3. Evaluation Questions with Data Sources

<b>Primary Evaluation Questions</b>	<b>Possible Evaluation Data Sources</b>	<b>Timeline</b>
<b>Fidelity of Project Implementation</b>		
1. To what extent were the key personnel needed to execute the proposed project hired and retained for the project, including the establishment of the functions of	Project records Interviews with key personnel	Annually

<b>Primary Evaluation Questions</b>	<b>Possible Evaluation Data Sources</b>	<b>Timeline</b>
the internal evaluation center?		
2. To what extent were the targeted number of teacher residents able to be recruited?	Project records	Annually
3. To what extent do the participants have experiences for teaching science, math, EC, or foreign languages?	Project records	Annually
4. To what extent was the program infrastructure implemented as planned?	Interviews with personnel	Year 1 Year 3 Year 5
<b>Participant Satisfaction</b>		
1. What are project participants' levels of satisfaction with project activities?	Survey	After each session
2. What are the principals' perceived impacts of the project?	Interviews with key personnel	Annually
3. What adjustments in project strategies and activities will lead to improved performance toward achieving objectives?	All data sources	Annually
<b>Project Outcomes</b>		
<b>1. GPRA-A-Graduation-(i)-</b> What percentage of retained participants in the bachelor's program attain initial certification and graduate within 6 years? What percentage of residents in the Master's program obtain licensure within 2 years? A(ii)-What percentage of retained participants attain a Highly Competent Early Childhood Educator status with a bachelor's degree within 6 years?	HR Records Survey of Early Leavers	Annually As needed
<b>2. GPRA-B-Retention-</b> What percentage of participants are retained in their high-need school of record for at least 3 years after being hired?	Project records	Annually
<b>3. GPRA-C-Improved Scores-</b> What percentage of participants report improved scale scores on the Praxis?	Participant Survey	Annually
<b>4. GPRA-D-Efficiency-</b> What is the cost of retaining a participant in the school of record for three years after they are hired?	Project records	Annually
<b>5. GPRA-E-Persistence-</b> What percentage of participants did not graduate in the previous reporting period but persisted in the postsecondary program in the current reporting period?	Project Records	Annually

<b>Primary Evaluation Questions</b>	<b>Possible Evaluation Data Sources</b>	<b>Timeline</b>
6. What percentage of highly qualified teachers are hired by WSFCS for a high need elementary and middle schools?	Project records	
7. What percentage of teachers are trained to integrate technology effectively using principles of universal design for learning?	Survey of participants IHE classroom data	Annually
8. What percentage of participants can effectively use technology to collect, manage, and analyze data to make informed classroom decisions about how to improve learning?	IHE classroom data	Annually
9. What percentage of participants are highly qualified and teaching in high need academic subject areas?	Project records	Annually
10. What percentage of participants are highly qualified and teaching high need areas such as limited English proficient students, early childhood, and special education?	Project records	Annually
11. What problems or obstacles are affecting positive and desired outcomes in WSFCS? How can these barriers be removed with or without additional resources?	Interview with personnel/ Survey of participants	Year 1 Year 3 Year 5
12. What are the unintended impacts of the project in WSFCS, if any?	All data sources	Annually
<b>Student Achievement</b>		
1. What are the differences in achievement test scores for students taught by participant teachers versus students taught by non participant teachers at the same experience level?	WSFCS teacher and student level data	Annually, as data becomes available
<b>Project Sustainability</b>		
1. To what extent were adequate financial resources secured or being secured to continue the TQP beyond the 5 year grant cycle?	Interview with IHE program administrator	Year 4 and 5
2. What modifications should be made to objectives and strategies? Should the project be supported beyond the 5-year period?	All data sources	Year 4 and 5
3. Is there sufficient organizational capacity to deliver the project activities such as: vision and leadership; collaboration across various agencies and providers; ample qualified staff; effective policies and procedures to implement the project; and appropriate fiscal and human resources?	All data sources	Year 4 and 5

## **Data Collection Instruments**

***Project Records.*** As seen in the above table, the bulk of data from this project will be derived from program records. As such, a component of the external evaluation will be to assist UNCG's School of Education with constructing a database to collect participant data which is external to the UNCG and WSFCS systems. Once the data collection system is set up, SERVE will be able to obtain the data readily for reports.

***Survey of Participants.*** Participants will be surveyed on various issues including their satisfaction, ideas for improvement, perceived ability to integrate technology, perceived ability to analyze data for improving practice,

***Early Leaver Survey.*** This is survey that will help determine why participants are not staying in schools to become the teacher of record or staying in the academic program.

***Interviews with Key Personnel.*** Key personnel from the partnership will be interviewed annually to determine program progress and to receive perspective on overall success of the program. A semi-structured interview protocol will be developed and used when conducting the interviews. Key personnel include principals at the various schools where teachers are placed. The principals of high-need schools where the participant teachers are employed will be questioned on how the program compares to traditional in-service teacher placements. The interview will be an opportunity to ask for principal input on how the scope of the program could better help them with issues that their school is facing, such as more training in behavior management, using technology, using data, or certain instructional strategies. This survey will be developed by SERVE with input from personnel staff.

***Student Achievement-Student and Teacher Level Data.*** Our outcome measures for student achievement at the high school level include North Carolina End-of-Course (EOC) exam scores

in 10 courses including 4 science courses, 3 math courses, 2 social studies courses, and 1 language arts course. The End-of-Grade (EOG) exam scores will be used for analyzing student data at the elementary and middle school level (Grades 3 through 8). Because we are using matched student and teacher level data, we intend to analyze all data using hierarchical linear modeling. This type of analysis is appropriate in situations where the data are nested within groups and random effects are included in the models. Hierarchical linear models are often used in studies of educational data, specifically student outcomes, when the structure of the data involves students, classrooms, and schools. For EOC scores, we assume a three-level model where students are nested with teachers or classes, which are then nested in schools. This model is one currently being used by the SERVE Center to analyze data in WSFCS related to the MSAP magnet schools rigorous evaluation.

The evaluation activities will culminate annually into a formative evaluation report, with an interim and final report delivered as specified in the RFP. The table below shows our tentative dates for delivery of reports. The content of the reports are contingent on the availability of program data.

Table 4-Table of Deliverables

Deliverable	Deliverable Date
<b>Annual Formative Reports</b>	
<b>Formative Reports to include:</b>	
a) Answers to Fidelity evaluation questions	May 1, 2011
b) Answers to Satisfaction evaluation questions	May 1, 2012
c) Answers to Outcome evaluation questions*	May 1, 2013
d) Progress in meeting the grant objectives (grant requirements)	May 1, 2014
e) The project's effectiveness in meeting the purposes of the Transition to Teaching program (grant requirements)	
f) The project's effect on the specific LEAs the project serves. (grant requirements)	
*Outcome questions that require 3-year longitudinal data will	

Deliverable	Deliverable Date
not be included in Year 1 and 2. The GPRA reports will be completed by the Principal Investigator and Project Director with data assistance from the SERVE Center.	
<p><b>Interim and Final Evaluation Reports in Years 3 and 5</b></p> <p><b>Summative Reports to include:</b></p> <ul style="list-style-type: none"> <li>a) Annual formative data, including questions that relate to student achievement.</li> <li>b) Data that shows the extent to which the partnership has met the goals of the grant that relate to teacher recruitment and retention (grant requirements)</li> <li>c) *Project sustainability evaluation measures.</li> </ul>	<p>Year 3-September 30, 2012</p> <p>Year 5-due 90 days after the close of the project.</p>

**Qualifications of Evaluator.** The SERVE Center evaluation staff has established a solid reputation in providing evaluation services and technical assistance to school districts, state education agencies, and community organizations. Both quantitative and qualitative approaches are used as appropriate. Currently funded projects include the evaluations of Guilford County’s Mission Possible program; the Leadership for Turnaround Schools Professional Development Training Program at UNC Chapel Hill; the rigorous evaluation of MSAP Magnet schools in WSFCS; Guilford County’s Transition to Teaching program; Middle School Improvement Fund Evaluation; and Teaching American History in Georgia, to name just a few. *The Program Evaluation Standards, Second Edition* (The Joint Committee on Standards for Educational Evaluation, 1994) and the *Guiding Principles for Evaluators* (American Evaluation Association, 1995) guide the evaluation work at SERVE. The evaluation staff promotes participatory evaluation and is skilled in a variety of evaluation methods. In addition, as part of the University of North Carolina at Greensboro, SERVE is held to the rigorous standards of the Institutional Review Board, which oversee the protection of human subjects in research and evaluation.

Since its inception, the SERVE Center has conducted numerous evaluative studies on

educational initiatives important to the region. This work represents a wide-range of areas, including reading, technology, early childhood, mathematics and science, total quality management, school to work, and site-based management. At the core of SERVE Center's diverse portfolio is the operation of the Regional Educational Laboratory (REL). This five-year contract with IES totals nearly [REDACTED] from March 2006 to March 2011. Funded by the U.S. Department of Education's Institute of Education Sciences (IES), the REL-Southeast is one of ten regional organizations that conduct research and provide research-based information and services to all 50 states and territories. These Laboratories form a nationwide education research network, building a bank of research information and resources shared nationally and disseminated regionally. Currently the SERVE Center is engaged in two large-scale randomized controlled trials focusing on the effectiveness of interventions seeking to improve teaching and learning in mathematics and science, and early vocabulary development. The SERVE Center staff has a history of providing consultative assistance to states across all its program areas. As a result of this wide-ranging experience, SERVE staff has developed many different types of data collection instruments and evaluation designs. These instruments have included attitudinal surveys, needs assessments, and focus group and nominal group protocols. Evaluation designs have included strong emphases on qualitative methodologies, such as case studies, and quantitative methodologies, such as experimental, quasi-experimental and longitudinal designs.

As a participatory evaluation, SERVE will meet bi-weekly with partnership staff to review data instruments, database issues, programmatic changes, and discuss possible changes based on the data. The surveys for this project will be developed within the first three months of the award notification and be subjected to the Institutional Review Board for approval. Key to the success of this evaluation is the development of a database to track participation. SERVE will

ensure that this database is created within the first 5 months of the award and that up to date participant data is entered in time for formative review.

## Management Plan

Goal #1: To implement and evaluate two innovative approaches to preparing teachers to work in high need schools and with diverse populations.

<b>Objectives</b>	<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Implement and evaluate re-visioned undergraduate teacher education program at UNCG.	<ul style="list-style-type: none"> <li>*Place candidates in teams in high need schools that have sufficient positive models and use research verified practices</li> <li>*Continue to refine a field placement model for clusters of students</li> <li>*Teach courses and supervise experiences as outlined in the re-visioned program</li> <li>*Institute the six new assessments of teacher candidates and continue to use the dispositions and observations of teaching currently in place</li> </ul>	Fall, 2010, 1 <sup>st</sup> cohorts enrolled Spring, 2012, 1 <sup>st</sup> cohorts graduate Evaluation and continuous improvement ongoing	Undergraduate program faculties Teacher Education Evaluation Center Project director overseeing activities to ensure they are done in a timely manner
Implement and evaluate a Teacher Residency model in WS/FCS	<ul style="list-style-type: none"> <li>*Select 20 residents: 5 in math, 5 in science, 5 in special education and 5 in ESL.</li> <li>*Identify master teachers in high need schools with whom to place the residents and conduct training for them and their leadership team (see Goal #3 for more details)</li> <li>*Conduct orientation session with school faculty to explain program and their role in supporting residents</li> </ul>	Fall, 2010, 1 <sup>st</sup> cohorts enrolled Fall, 2011, 1 <sup>st</sup> cohorts graduate Evaluation and continuous improvement ongoing	Graduate program faculties Teacher Education Evaluation Center Project director overseeing activities to ensure they are done in a timely manner

Goal #2: To recruit talented and diversified teacher candidates.

<b>Objectives</b>	<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Develop a reliable and valid performance-based assessment system for selecting residents	Develop rubrics to use in rating candidates on the following performance tasks: spontaneous teaching, working in a group, reading and writing about a professional issue, and responding to a	Immediately after funding for the first year; in the spring for	Project director will identify a team of professionals from WS/FC Schools and

	structured interview	the upcoming year thereafter	UNCG to serve on the Selection Committee of the project Evaluation Center will develop/select measures
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Goal #3: Establish a continuum of support and professional development within Winston Salem/Forsyth County Schools that spans educators' careers including pre-service preparation, the induction period, and professional status.

<b>Objectives</b>	<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Establish a leadership grand rounds that involves both teacher leaders and prospective and practicing principals in analyzing how to address troublesome issues	A candidate will present a leadership challenge. A faculty member, a school district administrator, and a colleague in the training cohort will each prepare a reaction to the challenge. Then the session will be opened up for general discussion. Mentors and principal candidates will be invited to these sessions.	Monthly sessions during the school year	Project director in collaboration with faculty from the Ed Leadership program
Establish a learning community among cooperating teachers in WS/FCS	To be a cooperating teacher, completion of a professional development seminar will be required. The initial seminar required of all cooperating teachers will include: <ol style="list-style-type: none"> <li>1. detailed information about the university program so that the cooperating teachers know the program, feel acknowledged as an important team member and act in ways that are consistent with the program (content area faculty will participate in some of the seminars to discuss pedagogy and staff from the Teachers Academy will meet with the teachers to discuss the Professional Behavior Intervention Policy and the UNCG professional disposition rubric.)</li> <li>2. information about teacher development</li> <li>3. analysis of good communication skills and</li> </ol>	Starting the 1 <sup>st</sup> year of the project and continuing throughout	Project director in collaboration with coaches

	<p>practice in giving corrective feedback</p> <p>4. a review of the assessment strategies used at UNCG to determine whether the candidate is ready for licensure</p> <p>After the seminar, teachers who are serving as cooperating teachers will meet on a regular basis (mostly on-line), to share their candidate's progress and participate in problem solving when a teacher has a concern or question.</p>		
Establish a Resident Learning Community	<p>Residents will be introduced to the concept of a learning community in stages.</p> <p>Initially residents will be on a team of four (one from special ed, one from ESL, one from math and one from science) with a coach. While they cannot focus on each other's content, they can observe each other and discuss classroom management and organization and approaches to co-teaching, collaborating and differentiating instruction.</p> <p>After the first semester, residents will have the opportunity to visit model classrooms within the region with their coach. After the observation, residents and coaches will have an opportunity to discuss with the teacher they observed what they saw and learned.</p> <p>Once residents have their own classrooms and are the teacher of record, they will be in a group that meets both in person and on-line to problem solve and support each other.</p>	Start first semester of program and build from experience	UNCG Academic Coach UNCG faculty
Institute regularly scheduled seminars for undergraduates			

Goal #4: To support the development of school-based leaders within the region.

<b>Objectives</b>	<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Provide a leadership preparation licensure program for 8-10 teachers who hold masters degrees each year Offer teacher leadership professional development to WSFCS teachers and administrators Facilitate models of teacher leadership in regional schools	Provision of the Post Masters Certificate in Educational Leadership via distance education formats. The PMC is an intensive year-long academic study and internship program that yields administrative licensure.	Annually	Carol Lashley Craig Peck
	Provision of teacher leadership professional development sessions via ff2f and distance technologies	Annually	Carol Lashley Craig Peck
	Coaching for teams of teachers and administrators who participate in teacher leadership professional development	Annually	Carol Lashley Craig Peck
	Participate in the Leadership Grand Rounds	Monthly	Project Director

Goal #5: To establish a Teacher Education Evaluation Center at UNCG.

<b>Objectives</b>	<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Create means of evaluating elements of the teacher education programs that will help programs with continuous improvement	Work with the WS/FC Schools to monitor student learning Investigate the reliability and validity of measures currently being used to assess candidates Create means of assessing coherence of the preparation programs (consistency between what is taught on campus and what is seen and experienced in the field)	As soon as grant is funded	ERM Department will collaborate with Project Director in selecting candidates for Project Director

Goal #6: To explore and develop ways in which technology can be used to provide training and support communication and learning.

<b>Objectives</b>	<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>
Use technology to monitor and manage data	Offer classes on the various programs Utilize some of the faculty meetings to train faculty in approaches Provide faculty with technical assistance in these areas	As soon as grant is funded	Director of Instructional Technology in the School of Education

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## Appendix A Curriculum Vita

- MAA – MTE Workshop on the Mathematical Preparation of Elementary School Teachers: From Knowledge to Know-How, Appalachian State University, Boone, NC, May 13-18, 2001