

University of Minnesota: NXT GEN Teach Apprenticeship

TQP Project Narrative - June 2024

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The University of Minnesota (UMN) requests TQP funding for **NXT GEN Teach Apprenticeship**. This pre-baccalaureate reform consists of system-wide efforts to improve and deepen partnerships between special education teacher preparation programs at several UMN campuses (Morris, Twin Cities, and Duluth) and partnering high-need LEAs, while addressing needs from urban to rural settings across Minnesota using a registered Apprenticeship Teacher Preparation model. NXT GEN Teach Apprenticeship meets the requirements of Absolute Priority 1, Competitive Preference Priorities 1, 2, 3 and 4 and Invitational Priority 1 as described throughout this narrative.

PROJECT DESIGN

Existing pathways to special education teacher licensure in Minnesota are insufficient to address persistent workforce shortages, lack of racial and ethnic representation, and calls for improved teacher knowledge, skills, and self-efficacy to meet the educational and opportunity disparities impacting Minnesota's most vulnerable students. Coordinated reforms are needed. NXT GEN Teach Apprenticeship is bringing together three UMN campuses (Duluth, Morris, Twin Cities) with committed, high-needs LEAs (Columbia Heights Public Schools, Hopkins Public Schools, Richfield Public Schools and three others described in the Needs Assessment that will finalize partnership agreements in the planning stage) to identify, enact, and sustain changes that hold promise for broad, statewide impact. This project will leverage an existing, nationally-recognized baccalaureate special education teacher preparation program on the UMN Twin Cities campus to re-envision a coordinated pathway to licensure that breaks down barriers across campuses to recruit, prepare, support, and retain diverse undergraduate teacher candidates who will work in high-need schools in the communities in which each UMN

campus is located. NXT GEN Teach Apprenticeship partners are adapting and adopting innovative practices that will help to ensure that underrepresented teacher candidates are fully represented in program admissions, completion, placement, and retention as educators in the licenses of Academic Behavior Strategies (ABS) and Early Childhood Special Education (ECSE) (AP1.a; Competitive Preference Priority 1). NXT GEN Teach Apprenticeship will increase the number of licensed special education teachers in Minnesota (a shortage area) and placing program graduates as teachers of record in high-needs schools located in partner LEAs, thereby supporting a well-prepared, diverse, and effective educator workforce that is prepared to serve students with disabilities (Competitive Preference Priority 2). NXT GEN Teach Apprenticeship includes these key components:

- **RECRUIT** diverse candidates to the UMN's Bachelor's of Science (BS) degree with Academic Behavioral Strategist (ABS) and Early Childhood Special Education (ECSE) special education licensure programs.
- **PREPARE** those candidates to effectively teach through a two-year teacher preparation program that includes coursework, job-embedded learning, comprehensive advising, coaching, community learning, support via a cohort model, two year-long clinical learning experiences, support with licensing, and hiring guidance.
- **RETAIN** graduates as teachers of record in partner local education agencies (LEAs) and provide seamless **INDUCTION** support for the first three years of teaching as their Clinical Supervisor continues to follow them after the student teaching experience.

Rationale, Background and Need

The Minnesota Professional Educator License and Standards Board *2023 Minnesota Teacher Supply and Demand Report* states that 84% of Minnesota public school districts are

significantly impacted by the **teacher shortage**. The report states, “The first area in need of more teachers is within special education licensure fields” (pg. 49). It is clear that **high-need areas like special education** face a particularly acute shortage. In addition, this same report shares that districts reported special education positions as the most difficult to fill. Persistent shortages with hard-to-fill openings is consistent with data shared by partnering LEAs. Data demonstrating the need for both partner LEAs and UMN are included in Appendix B: Needs Assessment (Gen.req.a).

There is a further shortage of teachers from **underrepresented populations**. Data from the *Supply and Demand Report* states, “Teachers of color and Indigenous teachers remain in short supply in Minnesota. The percentage of teachers of color and Indigenous teachers remains significantly lower than the students of color and Indigenous students in the state” (pg. 50). Statewide, of those who completed a teacher licensure program in Minnesota in 2020-21, 84% identified as white (PELSB, 2023)¹. Based on data from the Minnesota Department of Employment and Economic Development, 3% of Duluth teachers identify as Black, Indigenous and People of Color (BIPOC) while 17% of their students identify as BIPOC. Similarly, 2% of Morris teachers identify as BIPOC while 18% of their students identify as BIPOC. The Twin Cities data shows 10% of teachers identify as BIPOC while 48% of students identify as BIPOC. The Needs Assessment (Appendix B) contains specific data on all partner LEAs.

Becoming a **licensed teacher** in Minnesota is a complex task. In 2017, the Minnesota Legislature established the Professional Educator Licensing and Standards Board (PELSB) and created a four-tiered state teaching licensure system to articulate a path toward licensure, including a Tier 1 and Tier 2 to provide a way to fill open teaching positions (Document 1, Appendix H). Tiers 1 and 2 are considered provisional or temporary licenses. Tier 3 is the

¹ Complete reference list provided in Document 16, Appendix H

standard professional license and Tier 4 is obtained after three years of teaching with a Tier 3 license. While this system was intended to be less confusing and create more opportunities for people to come into the teaching profession, systemic inequities still exist and the system perpetuates ineffective instruction by underprepared teachers for the most vulnerable children.

Retention challenges also contribute to the teaching shortage. The *Supply and Demand Report* states, “a concerning downward trend in first-year teachers in Minnesota. A decrease in new teachers combined with the attrition rate exacerbates demand for teachers” (pg. 45) (PELSB, 2023). Statewide, nearly a third of new teachers leave teaching within the first five years. Turnover rates for Teachers of Color and American Indian Teachers are higher than turnover for white teachers (e.g., Carver-Thomas, 2017; Carver-Thomas & Darling-Hammond 2017; Ingersoll & May, 2017; Okraski & Madison, 2020). Retention is further complicated in high-need LEAs like Richfield Public Schools, where 57% of students qualify for free or reduced price lunch. Richfield has seen an increased number of probationary educators in their first year of employment (versus second or third years) – meaning that the proportion of new teachers to experienced (retained) teachers is increasing and that retention of year-one teachers is decreasing.

Richfield Public Schools and other partner LEAs have identified an **existing pool of teacher candidates** who would both benefit from a teacher preparation program and, as teachers, would increase the diversity of the teaching workforce in the district: **paraprofessionals already working in the district** (Competitive Preference Priority 1; Invitational Priority 1). These individuals are diverse (45% BIPOC), committed to education, and often have experience working with high-need students within the high-need licensure area of special education and in high-needs schools. However, across all partner LEAs, this target

population faces multiple **barriers** to becoming and remaining licensed teachers, including:

TIME: Paraprofessionals are working 30+ hours per week. Demographic evidence suggests that many have families to support. Anecdotal evidence indicates that many work other jobs to make ends meet. A full-time, in-person undergraduate teacher preparation program consumes a daunting amount of time, especially for an adult with competing responsibilities. The UMN traditional program is usually offered on-campus during weekday hours, which makes the program inaccessible to working professionals. The reform proposed through NXT GEN Teach Apprenticeship would create an alternative, hybrid course plan for candidates to take a full-time courseload and complete the program in two years (Competitive Preference Priority 2).

MONEY: In Minnesota, the range of annual in-state tuition for a public university is between \$10,000 to \$16,000. In Richfield Public Schools, for example, the average hourly wage for a paraprofessional is \$22 (approximately \$35,000 per school year). Tuition can create a significant financial burden, especially given the low starting salaries of teachers across the state and nation. The reform proposed through NXT GEN Teach Apprenticeship would allow our candidates to have one-on-one support with a recruiter and advisor that could help find all possible financial support available during this experience. In addition, the candidate would not be forced to leave their job and be without income during the 12 weeks of required student teaching (Competitive Preference Priority 2; Invitational Priority 1).

COMPLEX SYSTEMS: To successfully become and stay working as a licensed teacher, a person has to navigate multiple complex systems, including the higher education system with various applications, deadlines, financial components, course requirements; the Minnesota tiered state teaching licensure process; and the multiple processes and districtwide

initiatives that a new teacher has to quickly learn, adopt, implement, and be evaluated on once hired. For BIPOC candidates, people from low-income households, first-generation college students, and anyone else on the outside of the historic power structure of institutional systems, navigating these dynamics can be daunting and exclusionary. This project would reform the current system by working with our Recruiter, Advisor and Navigator to remove this barrier.

The project plan described on the following pages responds to the individual, local, and statewide needs described in this section. The plan leverages existing statewide efforts and resources within the eligible partnership to recruit, prepare and retain diverse teacher candidates from rural, suburban and urban settings. Activities in each phase of the plan are supported by evidence of effectiveness as demonstrated in the following pages and the attached logic model (Appendix C).

Goals, Objectives, and Outcomes

The **goals** of NXT GEN Teach Apprenticeship align with the purposes of the TQP grant program as specified in section 201 of the HEA (Gen. req. f.1) including: 1) build a more diverse teacher workforce; 2) through a registered apprenticeship model, prepare and retain highly-skilled special education teachers who meet state license/certification standards and are prepared to teach in partner LEA high-needs schools; and 3) retain teachers for at least three years; and 4) ultimately improve student achievement by increasing the availability of and improving the quality of highly-skilled and diverse special education teachers.

The **objectives** of NXT GEN Teach Apprenticeship for the grant period include:

- **Objective 1:** Recruit 60 undergraduate candidates that are paraprofessionals from partner high-need LEAs. The target is 70% candidates of color in each cohort, working toward a teaching workforce that more closely matches the partner LEAs' student

population: Columbia Heights 80%, Hopkins 50%, and Richfield 70% (Competitive Preference Priority 1).

- Objective 2: Prepare and support NXT GEN Teach Apprenticeship candidates to become Tier 3 licensed special education teachers through two years of undergraduate coursework/related instruction (60.5 - 66.5 credits), two year-long field experiences with a Navigator to provide feedback, and formal student teaching with coaching, modeling, and co-teaching for each candidate (Competitive Preference Priority 2; Invitational Priority 1). The target is 90% program completion, and 100% of graduates hired as Tier 3 teachers in partner LEAs. Support will continue for candidates during their university coursework/related instruction through academic and student support advising from UMN, guided cohort learning experiences, and one-on-one support from NXT GEN Teach Apprenticeship Navigator and Advisor.
- Objective 3: Retain program graduates as Tier 3 teachers for at least three years. Provide induction support for program graduates (new teachers) via our Induction Supervisors for two years (Competitive Preference Priority 2). 90% of graduates will receive satisfactory performance evaluation as determined by the partner LEAs teacher observation rubrics. 80% of graduates hired by partner LEAs will maintain employment with the LEA for at least three years.

Ultimately, as a result of this work, the eligible partnership anticipates the following **outcomes**:

- A consistent pipeline of better-prepared new teachers equipped to remain teachers
- Increased racial/ethnic diversity in the teacher workforce (Competitive Preference Priority 1)
- Improved outcomes for K-12 students, including (a) increased student academic

achievement (Gen. req. f.2), (b) improved school culture and feelings of belonging among BIPOC students, and (c) improved social emotional outcomes for students (Competitive Preference Priority 4).

Program Structure

The NXT GEN Teach Apprenticeship has three phases. The first phase of NXT GEN Teach Apprenticeship is **RECRUITMENT** of candidates. The admissions goals and enrollment priorities of NXT GEN Teach Apprenticeship are aligned with our partner LEAs' student/staff needs and hiring objectives, which include building a more diverse teacher workforce and addressing hard-to-fill positions such as special education paraprofessionals and teachers (AP1.f.2; Competitive Preference Priority 1). Recruitment efforts will be focused on paraprofessionals that are already employed by partner LEAs and have an Associate's Degree or completion of at least two years (60 semester credits) of postsecondary education toward a bachelor's degree, as well as mid-career community members who are interested in becoming teachers and meet the minimum eligibility requirements (AP1.f.3; Invitational Priority 1); see Appendix B: Needs Assessment for specific data (AP1.f.1). The partnership between UMN and partner LEAs will develop and implement effective mechanisms to recruit qualified individuals to the NXT GEN Teach Apprenticeship program (AP1.f), including:

- A full-time recruiter working within the UMN system and with partner LEAs to identify eligible candidates among existing LEA staff and through outreach to the surrounding community. As a project that encourages members of the community to pursue teaching careers, NXT GEN Teach constitutes a Grow Your Own (GYO) model and meets the TQP invitational priority 1.
- Admissions goals and priorities aligned with the hiring objectives of the high-need

partner LEAs (AP1.b.5).

- Info sessions co-hosted by UMN and LEA partners, offered virtually and at LEA locations, led by UMN Recruiter and Navigator.
- Outreach to partner LEA staff through the partner LEAs' weekly communication, social media posts, and community marketing efforts. Information will also be shared by the labor unions representing paraprofessionals and teachers in each partner LEA.
- Intentional outreach by the recruiter to communities of color through culturally-specific and language-specific media, including newspapers, podcasts and radio stations (Competitive Preference Priority 1).
- A Program Advisor for one-on-one pre-enrollment meetings to map out how the program would work for an individual student. The partnerships will also develop and implement a joint interview and select process to determine qualified individuals who most represent the project's goals and objectives (Invitational Priority 1).
- The Recruiter will collect data to identify the most effective recruitment tools used during the grant period, which UMN and partner LEAs will continue using after the grant period (Competitive Preference Priority 3).

Required qualifications for NXT GEN Teach Apprenticeship candidates include employment at LEA partners and commitment to remain employed by partner LEAs during NXT GEN Teach Apprenticeship; commitment to the entire 2-year training program; 2 years of induction support and desire to work as a full-time teacher at high-needs schools in the partner LEAs upon program completion; enthusiasm and commitment to equitable education as demonstrated by written statements provided in the program application process; commitment to be responsible for UMN tuition expense (comprehensive financial aid advising provided);

and other expectations as detailed in Document 2 in Appendix H.

Accepted NXT GEN Teach Apprenticeship candidates will proceed into the **PREPARATION** phase of the program, which includes full-time employment by a partner LEA in a high-need school (listed in Appendix B: Needs Assessment), coursework/related instruction by UMN, UMN advising, UMN support to secure financial aid (including completion of the FAFSA) and potential scholarships, planning for clinical experiences in partner LEAs, and state licensure support provided by UMN. During the planning phase, systems will be developed to facilitate coordination of course delivery and accessibility across the UMN campuses given that Morris and Duluth do not currently offer pre-baccalaureate special education teacher preparation but are committed to leveraging distributed learning practices in support of creating a new, coordinated pathway across campuses. In partnership with LEAs, this program will equip candidates with strong teaching skills (Gen. req. b) and prepare them to meet applicable Minnesota state certification and licensure requirements to receive the ABS or ECSE teaching license (per qualifications described in section 612(a)(14)(C) of the IDEA (AP1.a.1.i; Competitive Preference Priority 2).

NXT GEN Teach Apprenticeship is a **cohort model program**, which consists of a group of 20 candidates who will move together through two years of coursework while working full time as paraprofessionals in partner LEAs, gaining hands-on, year-long clinical field experiences and completing student teaching requirements. This will be followed by two years of induction after being hired as the official teacher of record by partner LEAs.

Each cohort will participate in monthly candidate clinical seminars, led by the NXT GEN Teach Apprenticeship Navigator. Clinical seminars will begin during the preparation phase of the program and continue through the first year of induction. Candidate feedback,

needs, and interests will determine seminar topics. Anticipated topics include: racial equity, financial planning/literacy, social emotional topics (i.e. how to identify needs and access help for students and self), career planning, next steps in advancing through licensure tiers, specific questions about teaching, etc.

The cohort model, along with intentionally-designed and individually-tailored advising activities, creates a layered system of mentoring and support (Smell & Newman, 2020). This will ensure that the traditionally underserved candidates who comprise the NXT GEN Teach Apprenticeship cohorts encounter a positive, inclusive, and identity-safe climate as part of their UMN experience and their clinical experiences in partner LEAs, and receive social, emotional, academic, and career development support that fosters a sense of belonging and inclusion (Competitive Preference Priority 3).

NXT GEN Teach Apprenticeship candidates will enroll in the required **coursework/related instruction** of the UMN's Special Education BS and ABS or ECSE licensure undergraduate program. Candidates will complete coursework/related instruction over a two-year period, with Cohort 1 beginning in Fall 2025, Cohort 2 in Fall 2026, and Cohort 3 in Fall 2027. Courses will be offered in a primarily synchronous online format during the evenings and on weekdays (outside of LEA operation hours). UMN faculty will also adjust accordingly as candidates need to provide asynchronous sessions when partner LEAs have events that require candidates to be at their school site in the evenings. Given the needs of candidates, the university is ready to adjust and offer daytime courses during the summer semesters as needed. This change in format helps address the barrier of time, and accommodates the full-time employment schedules of the NXT GEN Teach Apprenticeship candidates. One of the advantages of the cohort model is that a guaranteed group of enrolled

students allows UMN to open new sections of required courses at times they may not otherwise be offered (e.g. offering a course in the summer that is traditionally only offered during fall semester if needed). During the planning period, NXT GEN Teach Apprenticeship planning team will review required courses and adapt curriculum as needed to ensure that the teacher preparation phase aligns with delivery approach and teaching skills needed in the partner LEAs, and that the coursework/related instruction supports developing those skills (AP1.b.1).

NXT GEN Teach Apprenticeship will include a cohesive **advising** component delivered in partnership by partner LEAs and UMN. During the planning period, the NXT GEN Teach Apprenticeship implementation team will develop a coordinated advising schedule and a process for reviewing the advising needs of each candidate to ensure that candidates receive comprehensive support throughout the program without duplication, conflicting information, or burdensome schedules. The aligned advising support will **change** the teacher preparation experience for NXT GEN Teach Apprenticeship candidates by ensuring streamlined access to a wide variety of financial, academic, social-emotional/mental health, and other supports available between the partners (Competitive Preference 3).

Advising and Navigation offered by UMN: A full-time Advisor dedicated to the NXT GEN Teach Apprenticeship candidates will be hired. The Advisor will support students regarding academic coursework/related instruction, resources regarding financial aid, housing, mental health needs, the licensing process, and the required performance assessment. The Advisor will meet individually with each candidate each month and with the cohort at least once per semester. The Advisor will coordinate with the UMN Undergraduate Education Office (Appendix E) to create activities that build community and navigate UMN systems.

Access to UMN systems provide a number of supports for candidates, including MyU

(online entry portal for accessing financial aid, calculating program cost, enrollment, and program tracking), financial and advising support designed for first-generation college students through OneStop, free access to the BIPOC Mental Health Collective, free technology support, free language and writing support through the Writing Center, and others as indicated in Appendix E and in the Adequacy of Resources section.

A full-time Navigator will also support candidates. The Navigator will be in partner LEA classrooms, providing coaching and feedback to candidates and school personnel, as well as supporting candidates to navigate the system of schools and teaching. The Navigator will help candidates transfer the knowledge they are learning in UMN coursework/related instruction to what is happening on the job in real time. The Navigator will be in classrooms with each candidate at least once a month for two years. In addition, they will host monthly induction seminars for the graduated cohorts and include current cohort members to participate.

Advising and support offered by partner LEAs: LEAs will identify a staff member as the NXT GEN Teach Apprenticeship Specialist. This specialist will work with the NXT GEN Teach Recruiter, Advisor, and Navigator twice per semester to ensure that all LEA and university requirements are met and adequate progress is made. This member will be a part of the planning team. The planning team will create a monitoring tool that meets the needs of the UMN Skills of Teaching Observation Tool (STOT) and the LEA's teacher observation tool. The LEA-identified specialist will support the work of understanding candidate needs, connecting candidates with additional resources to support needs, and monitoring progress toward program completion. In between formal check-ins, the LEA specialist will provide support from the LEA to any personnel as needs arise, such as more intensive support to candidates, additional one-on-one meetings, live coaching, problem solving, etc.

Candidates will be matched with experienced teachers employed, called Journey Workers, by the partner LEAs from the beginning of their program participation and continuing throughout their participation. The Journey Worker will receive a stipend and specific training on coaching an emerging teacher. These trainings will be hosted by the Navigator with the support of UMN's Office of Teacher Education (OTE) (Appendix E). Journey Workers will work with candidates on all aspects of teaching in their school district, as well as focus on problem solving, social emotional support, building affinity, teacher preparation, licensure requirements, hiring and school placement, etc.

NXT GEN Teach Apprenticeship will develop and improve multiple sustained, high-quality preservice **clinical experiences** to support candidates' application and use of the coursework/related instruction and create opportunities for candidates to apply their teaching skills within an active problem-solving process (AP1.c; Gen. req. f.9; Invitational Priority 1) and integrate teaching skills (including literacy skills, AP1.g.4) in the classroom, with the support of a trained Journey Worker.

During each year of coursework/related instruction, candidates will simultaneously complete yearlong field placements with instructional rounds that align with the scope of their intended teaching license (AP1.c.1). While field placement of at least 90 hours of observation and interaction with students across grade levels and disability areas is a state licensing requirement for special education, NXT GEN Teach Apprenticeship candidates represent a reform to what is typically available: **1)** Candidates will meet at least once per month with their Journey Worker and Navigator for Q&A about the teaching process in areas that are aligned with the candidate's current coursework/related instruction (AP1.c.4); **2)** Candidates and Journey Workers will complete a twice-monthly reflection log that the candidate will share at

cohort meetings and/or in coursework related instruction; **3)** During the planning period, NXT GEN Teach Apprenticeship partner LEAs staff will review existing UMN field experience courses (EPSY 5704, 5705, 5706) and modify course syllabi as needed to hold candidates, instructors, and Journey Workers accountable for the rigor of the field placement experience and to provide support to the candidates in developing awareness and early applications of key competencies (e.g., observing aspects of special education due process, understanding environmental arrangements supporting instruction, differentiating academic instruction for classwide and individual student needs) (AP1.c.2, AP1.c.5); and **4)** Journey Workers will receive asynchronous training regarding the field placement (AP1.c.8), ongoing support from the NXT GEN Teach Apprenticeship Navigator regarding modeling key competencies (equity, explicit teaching, evidence-based feedback), release time for required training (AP1.8.i), in-service credits toward licensure requirements, and a [REDACTED] stipend (grant-supported, AP1.8.iii). This level of training and support for high-quality Journey Workers is an important and needed reform to the existing model that supports sustainable impact over time (AP1.c.3). In addition, a faculty member at each university who works with our apprentices will have a course buyout to be compensated for time working with the eligible partner activities (AP1.c.8.ii).

NXT GEN Teach Apprenticeship Navigator and the LEA specialists will work with each candidate to identify placements that span the required grade scope and service delivery settings of ABS or ECSE licensed teachers and also accommodate the interest areas and current needs of the LEA partners. Every effort will be made to place candidates in the same high-needs school where they are already working (and will potentially be hired), to reinforce their understanding of the instructional initiatives and curriculum used at that site (AP1.c.6).

LEA administrators and school principals will support short-term building/job swaps to ensure that NXT GEN Teach Apprenticeship candidates meet the required scope for grades/disability areas. NXT GEN Teach Apprenticeship field placements will take place in classrooms in high-need schools served by the high-need partner LEAs (AP1.c.1.i) (Appendix B). Supported clinical experiences in these settings will enhance the teaching skills of prospective teachers and prepare them to meet the unique needs of teaching in high-needs urban and/or rural schools (AP1.c.7). Interaction between candidates and Journey Workers, principals, and other school leaders will be supervised and supported by the LEA Liaison and NXT GEN Teach Apprenticeship Navigator, who will do regular classroom observations and monitor candidate assignments in field placement courses (AP1.c.1.ii).

During the final semester of the preparation phase of NXT GEN Teach Apprenticeship, candidates will complete their student teaching assignment. This placement will be with a trained Journey Worker in a classroom and high-needs school that the candidate is already familiar with through this program. The co-teaching model (Sasson & Malkinson, 2021) will be used for the official student teaching experiences and will entail a gradual release of responsibility format ending with the candidate leading the classroom for three consecutive weeks. All NXT GEN Teach Apprenticeship Journey Workers will be required to complete training from UMN's OTE including Co-Teaching Pair Training; Co-Teaching Foundations Module; and Cooperating Teacher/Journey Worker Training Module. Through this training, Journey Workers will refine their skills for co-teaching, assessing candidate performance, and providing performance feedback. Journey Workers will be supported by a UMN student teaching lead instructor and the Clinical Supervisor, who will complete a minimum of four classroom observations. Other support for Journey Workers includes release time for

participation in training (AP1.c.8.i) and a financial stipend including [REDACTED] from UMN (grant supported) and [REDACTED] from UMN (AP1.c.8.iii).

Both field placements and student teaching, along with the coursework (e.g. EPSY 4614W *Assessment and Due Process in Special Education* and EPSY 4605W *Collaborative Practices for the Special Educator*), will give candidates observation and experience in participating in due process as part of an individualized education program team, a critical skill for special education teachers (AP1.b.2.v).

UMN and partner LEAs will align institutional processes for field experiences to give candidates a single set of expectations, training, support, and feedback for both candidates and Journey Workers. During the NXT GEN Teach Apprenticeship planning phase, the implementation team will review the UMN's tools and each partner's tools for observation and performance feedback to align the processes and instruments used to best meet the needs of our candidates development as emerging teachers and sustained partnership over time.

The final key activity of the preparation phase of NXT GEN Teach Apprenticeship is providing **support for licensure requirements**. To become a Tier 3 licensed special education teacher in Minnesota, candidates are required to satisfactorily complete special education undergraduate coursework and a required teacher performance assessment (currently EdTPA). This complex process of requirements spans years, during which candidates are working, completing coursework, and student teaching. The NXT GEN Teach Apprenticeship Navigator will support candidates throughout these requirements through:

- A 2-credit EdTPA preparation course will take place during the student teaching semester to support completion of every aspect of the EdTPA. The syllabus for this course, EPSY 5699 *Experimental Teaching*, is attached as Document 3 (Appendix H).

- NXT GEN Teach Apprenticeship will commit cohort seminar hours to reviewing the state's tiered licensure system and walking candidates through Minnesota's application requirements and process for obtaining a Tier 3 license.

Upon graduating from UMN and completing licensure requirements, NXT GEN Teach Apprenticeship candidates will be hired as teachers in partner LEAs and will begin the **INDUCTION** phase of the program (AP1.b.4). This support will be a coordinated effort by UMN and partner LEAs. UMN will employ trained and experienced induction supervisors to follow candidates from their student teaching experience into the first two years as teacher of record (TOR). Given the relationship created during student teaching, as well as the data collected on specific teaching skills, this supervisor will align coaching efforts with the partner LEA's teaching performance rubric and be able to provide feedback immediately. Observations and coaching sessions will happen 10 times throughout the school year. Additional induction support will be given to all candidates by the partner LEAs. The **new induction components** (AP1.b.4; AP1.d), implemented via the Induction Supervisor include:

- Working in conjunction with the Navigator, the Induction Supervisor will work with the candidates during student teaching to identify the hiring site and facilitate the hiring process to include visits to building, classroom, and colleagues at that location prior to the school year starting.
- The Navigator and Induction Supervisor will host a Final Feedback Session with the candidate and the building administrator at the hiring site prior to the beginning of the school year.
- The Induction Supervisor will meet with the building administrator and the candidate once a semester to ensure the appropriate progress is being made.

- Host one induction seminar per semester. These seminars will be inclusive of all cohorts, and will consist of a Problem of Practice Protocol (Document 4, Appendix H) selected by the NXT GEN graduate teachers, as well as a social gathering to ensure healthy social emotional needs are being met through layered mentoring (Competitive Preference Priority 3).
- Induction seminars will be scheduled and advertised at the beginning of the school year and will include time for shared experiences and system navigation via racial/identity affirming affinity groups; new teachers self-identify and join a group of others with the same self-identification.
- Induction seminars will also be a time when university instructors will provide professional development activities to strengthen teachers' content knowledge (Gen. req. f.8.i; Gen. req. f.10), training in literacy or other content instruction (Gen. req. f.8.ii), due process, general resource referral/presentations for needs identified by the candidate cohort, and site visits/coaching for NXT GEN Teach Apprenticeship graduates (Gen. req. g.1-4).
- The Induction Supervisor will provide individualized support monthly to participants through live coaching, co-teaching as needed, observation and feedback.
- The Induction Supervisor will provide support for lesson planning, grading, due process, student and teacher SEL, and other needs identified by the new teacher and partner LEA.
- UMN faculty and staff continued involvement during induction, including providing content and expertise at induction seminars. This includes UMN faculty and/or special education program supervisor providing more intensive induction support for struggling

graduates, based on individual need.

Project Nested within Comprehensive Efforts to Improve Teaching and Learning

NXT GEN Teach Apprenticeship supports comprehensive efforts to improve teaching and learning in two key ways: a commitment to equity and creation of more accessible pathways to teacher preparation.

Commitment to equity. NXT GEN Teach Apprenticeship has a vision that all teacher candidates are racial equity leaders in their work with students, families, and community. Recruiting and retaining teachers of color is a research-based strategy for moving toward equitable academic outcomes for students of color (e.g., Clewell et al., 2005; Dee, 2004; Dixon et al., 2019; Gist & Bristol, 2022; Ingersoll et al., 2017; Partee, 2014; Woodson & Bristol, 2020) (Gen. req. f.2). NXT GEN Teach Apprenticeship will incorporate practices that support each partners' commitment to equity by joining in work to critically interrogate their own policies, practices, and educational opportunities (Dodman et al., 2021) (Competitive Preference Priority 4).

Further, UMN's Special Education program has identified increasing the racial and ethnic diversity of enrollment in their undergraduate program as a priority. In August 2020, the program initiated a strategic action plan to amplify efforts to be anti-racist and center diversity, equity, and inclusion as core values (Competitive Preference Priority 3). Currently, 82% of its special education program undergraduate students are white. UMN sees promise in increasing the racial and ethnic diversity of candidates through this program and improving the self-awareness and equity mindsets of white candidates (Appendix E). Additionally, UMN faculty expressed an eagerness to continue to interrogate course syllabi and course delivery to identify opportunities to increase representation of multiple perspectives within the coursework

and hold the university accountable for enacting the institution's value of creating a diverse educator workforce (Competitive Preference Priority 3).

Creation of more accessible pathways to teacher preparation. Minnesota is currently supporting several grant and scholarship opportunities for teacher candidates and specifically for special education teacher candidates. All of these grants will be investigated and applied to candidates or the program when applicable with the help of the Advisor: 1) MN Dept of Education Grow Your Own grant (adult pathway) is an opportunity for the project's LEA partners to support the tuition costs of teacher candidates; 2) MN Dept of Education Grow Your Own grant (K-12 youth pathway) supports teacher recruitment by funding LEA career pathways. Students participating in these experiences gain career exposure, work experience, and can earn college credit through concurrent enrollment classes; 3) MN Dept of Education Special Education Pipeline Grant is a partnership between educator preparation programs and K-12 schools to recruit and prepare employees to become fully licensed Tier 3 or Tier 4 special education teachers; 4) North Star Promise will create a tuition- and fee-free pathway to higher education for eligible Minnesota residents at eligible institutions (including the UMN) as a "last-dollar" program by covering the balance of tuition and fees remaining after other scholarships, grants, stipends, and tuition waivers have been applied; 5) PELSB Teacher Mentorship and Retention of Effective Teachers Grant to develop teacher mentorship programs for teachers new to the profession or LEA, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching; 6) Office of Higher Education Student Teaching Grant aims to provide post-secondary financial assistance up to [REDACTED] to eligible students who are enrolled in a PELSB-approved Minnesota teacher preparation program during

student teaching.

NXT GEN Teach Apprenticeship will coordinate strategies and activities of the proposed program to support existing teacher preparation efforts described above and address the current gap in teacher preparation opportunities (Gen. req. d1; Gen. req. e1).

Supporting Rigorous Academic Standards with Research-Based Project Design

NXT GEN Teach Apprenticeship and UMN instruction represents up-to-date knowledge from research and effective practice, and will therefore:

- **Prepare** teachers to understand empirically-based practice and scientifically-valid research related to teaching and learning and the applicability of such practice and research to improve student achievement, including through the effective use of technology, instructional techniques, and strategies consistent with the principles of universal design for learning, and through positive behavioral interventions and support strategies (AP1.a.1.ii; Gen. req. f.3).
- **Equip** program completers with strong teaching skills to improve children's academic aptitude along with social, emotional, and physical development (AP1.a.2).
- **Prepare** teachers to implement evidence-based practices for advancing student success for underserved students
- **Recruit and retain** an effective teaching workforce that includes members of traditionally underrepresented groups as a critical strategy for improving achievement for a diverse student population: a non-diverse teaching corps is a consistent barrier to producing racially-equitable education outcomes (e.g. Carver-Thomas & Darling-Hammond, 2017; Villegas & Irvine, 2010). Studies have established that students of color, many of whom lag behind their white peers in academic achievement,

experience higher learning gains when exposed to teachers of color (e.g., Clewell et al., 2005; Dee, 2004; Ingersoll et al., 2017; Pfende, 2024). Research suggests that students are more successful when they see their racial, cultural and linguistic identities reflected in their learning environment (Ladson-Billings, 2014; Gay, 2010; Hattie, 2012; Egalite et al., 2015). When students see their identity represented by their teachers, they see themselves as successful and knowledgeable like their teachers. Furthermore, better outcomes for all students may occur when teachers are diverse (Ladson-Billings, 2015).

UMN **coursework** is informed in all cases by current research, which is consistent with demonstrations of the importance of teachers being prepared to use evidence-based practices in teaching (Diery et al., 2020; Maheady et al., 2013; Maheady & Patti, 2020; Scheeler et al., 2016). The program is specifically designed for developing teachers by focusing on the latest developments in educational research and supporting the need to make informed, data-based instructional decisions to ensure that persons with special needs reach their full potential. This includes preparation on the use of principles of universal design for learning and positive behavioral interventions and support strategies to improve student achievement (AP1.a.1.ii;) and alignment with all state licensure standards for special education teachers. UMN's courses align with specific PELSB Standards for Teachers of Special Education - Standards of Effective Practice and Core Skills for Teachers of Special Education (content standards) and all of the State's academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA (Gen. req. f.5.ii), including specific standards for teaching reading in alignment with the science of reading. Consistent with recommendations from Scheeler et al. (2016) and as evidenced by course syllabi, course instructors and teacher candidates draw on contemporary research literature and federally-funded teacher development resources (e.g.,

IRIS Center, CEEDAR Center, PBIS, and PRESS Community) to facilitate awareness, application, and flexible use of research-supported practices.

Each special education preparation course is centered on the **IDEAL problem solving model** – originally conceptualized by Bransford and Stein (1984), refined and enhanced with data collection and data-decision supports by Deno & Fuchs (1987), and well-established as the foundation of contemporary calls for teachers to engage in data-driven instructional decision making (e.g., Lewis & Holloway, 2019). As such, across multiple courses and field experiences, teacher candidates learn to select valid assessment tools to aid in **identifying** and **defining** instructional problems, **exploring** and **applying** instructional solutions, and **looking** at data from assessment tools to evaluate solutions and support reliable and valid decisions about implementation and impact on student outcomes.

NXT GEN Teach Apprenticeship coursework plan and syllabi (Document 5, Appendix H) includes training to build expertise in data-based decisions across content areas, including in teaching literacy skills to students spanning the scope of the ABS special education license (kindergarten through age 21) (AP1.g). This includes EPSY 4617/5617 *Academic and Social Interventions for Students with Mild to Moderate Disabilities*, which is designed to support candidates in the application of specific a problem-solving model to make data-based decisions regarding the implementation and evaluation of instruction (across content areas) for students with academic and behavioral difficulties, including differentiating instruction for specific student learning needs (AP1.b.2.i-iv; AP1.b.2.iv.A-B; Gen. req. c); CI 5645 *Methods for Teaching English Learners* which is designed to foster theoretical and practical knowledge for teaching linguistically and culturally diverse students, including those with limited English proficiency (Gen. req. f.7); and EPSY 4618/5618 *Specialized Interventions for Students with*

Mild/Moderate Disabilities in Reading and Written Expression which prepares teachers of students at risk and with academic disabilities to address their specific learning needs in the area of reading and written language, using a data-based decision-making approach (AP1.g.2; AP1.g.3; AP1.b.2.vi). Through course readings, lectures, discussions, cooperative group work, microteaching, and field experiences, students will gain knowledge and skills to address the needs of children with difficulties or disabilities that affect reading and writing, including children with dyslexia and dysgraphia. Topics include historical and contemporary perspectives on reading and written language instruction, assessment, and evidence-based practices to improve phonological awareness, decoding, word recognition, fluency, comprehension, spelling, vocabulary, and written expression (AP1.g.1).

All UNM Elementary Education candidates take course 4613/5613 with our Special Education candidates. In addition, we offer “exceptionality” classes tailored to other licensure areas (English, music, social studies, agg ed, etc) in our college. All content includes universal design and PBIS (Gen. req. f.6). This program will prepare Special Education Teachers to assess strengths and opportunities for each student and support any modifications or accommodations a student might need to be successful in the classroom thus ensuring that prospective teachers have the requisite content knowledge, preparation, and degree to teach Advanced Placement or International Baccalaureate courses successfully as needed (AP1.b.6).

Coursework also includes training in effective use of **technology** in education through 1) CI 5307 *Technology for Teaching and Learning*, which prepares candidates to integrate technology into instruction to enhance the teaching and student learning of core content (concepts, skills, attitudes) in specific contexts; and 2) EPSY 5631 *Module 1: Introduction to Augmentative and Alternative Communication*, which teaches candidates to use and recognize

terms and concepts related to AAC. Candidates have the opportunity to apply knowledge from these courses during yearlong field experiences, where Journey Workers support integrating general knowledge with specific technologies and practices in partner LEA settings.

There is a compelling body of evidence that positive teacher self-efficacy, as an individual and as a collective within a school, is strongly and positively associated with student achievement (Donohoo, 2018) and teacher retention (Billingsley & Bettini, 2019). Teacher self-efficacy reflects the degree to which a teacher not only believes that outcomes are caused by their actions, but that they also have the confidence to accomplish the actions needed to bring about desired outcomes (Billingsley & Bettini, 2019). Fostering positive teacher self-efficacy in relation to skills sets that are necessary for effective special education teachers may not only aid new teachers in feeling more prepared, but also serve as a protective factor against a host of reasons many special education teachers do not stay in the field after 1-3 years of teaching (Billingsley & Bettini, 2019). To that end, the NXT GEN Teach Apprenticeship **advising, navigating, and cohort model** will prioritize three areas in which knowledge and skill building will be in service of bolstering teacher self-efficacy: (a) special education due process procedures and related use of data for active problem solving, (b) technology for teaching and learning, and (c) social emotional learning for student and teacher wellbeing.

NXT GEN Teach Apprenticeship **clinical experiences**—which overlap with the high-need settings where candidates currently work and give opportunities to put coursework into practice—are aligned with best practices. The 2010 National Council for Accreditation of Teacher Education report titled “Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers” calls institutions to shift away from teacher preparation via coursework loosely linked to school-based clinical experience and move to

clinical practice interwoven with academic content and professional courses (McLeskey, & Brownell, 2015). Consistent with Council for the Accreditation of Educator Preparation (CAEP) program standards, NXT GEN Teach Apprenticeship will ensure that high-quality clinical practice environments are central to preparation so prospective teachers develop the knowledge, skills, and dispositions necessary to demonstrate positive impact on all students (CAEP, 2013, 2022; Hollins & Warner, 2021).

Research suggests that a comprehensive, **multiyear induction program** reduces new teacher attrition, accelerates new teacher's professional growth, and produces greater student learning (Fletcher, et al., 2008; Ingersoll & Strong, 2011; Kesse et al., 2023; Ronfeld & McQueen, 2017; Stansberry Brusnahan & Neilson Gatti, 2023).

Performance Feedback and Continuous Improvement

NXT GEN Teach Apprenticeship takes a developmental approach to scaffolding the knowledge and skills candidates need to successfully obtain a teaching license, be effective teachers, and sustain in the field. This involves annual cycles of improvement based on key data. First, every semester, **professional disposition** (Document 6, Appendix H) is assessed by all UMN instructors and **course completion progress** and **course grades** are monitored by UMN special education advisor, who monitors progress to ensure appropriate sequencing of courses and completion of licensing requirements, such as field experiences that span the scope of the ABS license. **Grades** are also monitored to comply with UMN program policy that students achieve at least a B- average in each licensure course. These data are combined for **program-wide progress review** with all UMN licensure personnel to provide candidates with **formative performance feedback** about progress, as well as action plan support when needed. This data will be combined with an annual assessment of candidates using the **Rating of**

Teaching Performance (Document 7, Appendix H) to provide formative performance feedback on candidates' **acquisition of key competencies aligned with state licensing standards**. Aggregated annually, data will be shared with the NXT GEN Teach Apprenticeship Advisory Committee and Implementation Team (see Management Plan) to monitor short-term objectives and determine what changes may need to be made to improve candidate performance and satisfaction. These opportunities for data-based performance feedback and program improvement occur each year in advance of candidates' student teaching.

When a candidate is completing student teaching, Professional Disposition and Rating of Teaching Performance continue to be monitored and are augmented with the **Skills of Teaching Observation Tool** (Document 8, Appendix H) which is completed at multiple points during student teaching. Observational data are combined with candidates' completion of goals identified for student teachers that mirror responsibilities of a special education teacher (assessments, evaluation reports, development of Individualized Education Plans, instructional planning, and progress monitoring). These data are used to provide formative and summative performance feedback to candidates as they complete their final requirements to be eligible to apply for a teaching license. NXT GEN Teach Apprenticeship advisory committee also uses these data in biannual cycles of improvement to evaluate the adequacy of the program.

Finally, as candidates exit the preparation phase of the program, they complete the **Exit Survey** (Document 9, Appendix H) that will provide the advisory committee with data about candidates' satisfaction with their training and perceptions of preparedness in key areas (e.g., instructional planning, working with diverse learners, and creating an effective learning environment) along with their perceptions about the effectiveness of specific components of the preparation program (e.g., student teaching and field supervision). After their first year of

teaching, candidates complete the **Transition to Teaching Survey** (Document 10, Appendix H) to again provide their perceptions of satisfaction and preparedness after a year of teaching. Candidates' supervisors or school principals will complete the **Supervisor Survey** (Document 11, Appendix H) after the candidates' first year of teaching to assess their perceptions of preparedness and performance. The gathering of all of this data is coordinated with the UMN Special Education Program and Office of Teacher Education for the purposes of program evaluation and improvement. Data will be aggregated and shared with LEA partners and the NXT GEN Teach Apprenticeship advisory committee to aid in continuous improvement and program evaluation. Upon becoming hired teachers with partner LEAs, NXT GEN Teach Apprenticeship graduates' performance feedback and continuous improvement will be informed by the partner LEAs' teacher evaluation tools. All probationary teachers are evaluated three times per year through observations, classroom walkthroughs, and other instructional and professional experiences, and scored via a rubric that measures skill level for each standard. Each standard has performance level description indicators. If an educator is found to be performing below standard at any point, they may be placed on an improvement plan as outlined in the teacher collective bargaining agreement. During the planning phase, partners will identify which standards are foundational elements for NXT GEN Teach Apprenticeship candidates and will focus on those for continuous improvement.

Additional ways we will continue to engage in continuous improvement is with the data we collect from cohort seminars, triad meetings (candidate, Journey Worker and Navigator), final feedback sessions, and induction seminars. All data will be collected, analyzed and used for continuous program improvement with both the university and the LEA partners via our Advisory Committee and Implementation Team meetings (see Management Plan).

Building Capacity and Results Beyond the Grant Period

NXT GEN Teach Apprenticeship is designed to build capacity and yield results that extend beyond the grant period, and is consistent with partner LEA and state education reform activities that promote teacher quality and student academic achievement (Gen. req. d2). In addition to aligning with the federal purposes of the TQP program, NXT GEN Teach Apprenticeship meets the state's goal to increase the racial diversity of the teacher workforce statewide. NXT GEN Teach Apprenticeship also supports the district's efforts to create a culture where staff are supported to thrive and deliver exceptional outcomes for students; to implement effective staff recruitment and retention practices; to build a workforce that reflects the demographics of enrolled students; and to have an induction program that supports all teachers to want to stay in the field of education.

This project will directly build capacity within the teacher preparation provider by establishing a pathway of qualified teachers prepared to teach in a high-need field in high-need settings. The preparation and new induction support offered through this project will build the long-term capacity of LEAs to retain those new teachers and ultimately deliver more equitable and effective educational experiences for students. In addition, TQP funding will deepen capacity for data-driven program improvement through development of systems for multiple forms of data gathered over multiple years. In combination, NXT GEN Teach Apprenticeship activities will help UMN build the case for the program's cost effectiveness and demonstrate that investment in teacher preparation actually saves money in the long run. During the grant period, the university will also examine alternative ways to support NXT GEN Teach Apprenticeship financially. As apprenticeship models expand in Minnesota, we will engage with the Department of Labor of Industry and the Minnesota Department of Education to

leverage available funding. We will also partner with the MN Association of Colleges of Teacher for Teacher Preparation and other advocacy groups, including partner LEAs and the MN teachers unions, to lobby the legislature to invest in apprenticeship programs for teacher licensure.

NXT GEN Teach Apprenticeship represents relationships with partner LEAs and the UMN, which has long-term potential for building a stronger educator workforce that aligns the strengths and expertise of both institutions with the shared goal of more teachers who are better prepared and supported across the entire state of Minnesota. The project also strengthens relationships between teaching programs across the UMN campuses. This grant will increase cooperation, collaboration, and communication between UMN campuses, increasing enrollment and quality of teacher preparation across the state.

PROJECT EVALUATION

The Center for Applied Research and Educational Improvement (CAREI) is an **independent research and evaluation center** at the University of Minnesota with a mission to improve the quality of education for all learners through rigorous research, evaluation and assessment. Since its inception over 30 years ago, CAREI has completed more than 600 program evaluation and technical assistance projects funded by federal, state, district, and foundation grants across Minnesota and the country. In the past several years, CAREI has expanded to include technical assistance and professional learning to school districts around continuous improvement, strategic planning, and data-based decision-making frameworks. In addition, CAREI provides technical assistance to the SEA's of Wisconsin and Minnesota through the Wisconsin Minnesota Comprehensive Center, one of 19 federally-funded centers.

██████████ (CAREI's Associate Director of Effective Practices and Evaluation, dedicating 25%FTE, grant supported, for the duration of the project) will support the evaluation and facilitate timely use of data. **The purpose of the evaluation** will be to 1) report on federal measures required as part of the grant, 2) provide ongoing, general data for internal continuous improvement, and 3) gather and provide case studies, stories, and testimonials for future use. The evaluation will gather formative and summative data to measure the project's goals, objectives and outcomes consistent with the **NXT GEN Teach Apprenticeship Logic Model** (Appendix C) and **detailed evaluation timeline** (Document 12, Appendix H).

Thorough, Feasible, and Appropriate Measures

The evaluation will consider the following goals and objectives as part of the project effort to create an undergraduate apprenticeship program in special education:

- Goal 1: Build a more diverse teacher special education teacher workforce to include a higher percentage of BIPOC staff.
 - Objective 1: Recruit three cohorts of 20 candidates that are paraprofessionals from partner LEAs. **The target is 70% candidates who identify as BIPOC in every cohort of 20**, working toward a teaching workforce that more closely matches a student body that is 70% students of color (years 2, 3, 4 and 5).
- Goal 2: Through an approved apprenticeship model, prepare Tier 3 special education teachers who meet state licensure standards and are equipped to teach in partner LEAs.
 - Objective 2: Prepare and support NXT GEN Teach Apprenticeship candidates to become Tier 3 licensed special education teachers through two years of undergraduate coursework/related instruction. **The target is that 90% of cohort attendees beginning the two-year program will complete it, and 100% of**

graduates from the two-year program are hired as Tier 3 teachers in partner school districts (years 3, 4 and 5).

- Goal 3: Retain cohort graduates in the field of special education for at least three years in Minnesota.
 - Objective 3: **Retain at least 80% of program graduates that become Tier 3 teachers for at least three years (tenure) after they graduate**
- Goal 4: Ultimately improve student achievement in high-needs schools by increasing the availability of and improving the quality of a highly-skilled, diverse teacher workforce.

Valid and Reliable Performance Data on Outcomes

In service of the above goals and objectives, CAREI's evaluation will include the following general, programmatic and federal measures as well as HEA requirements. Data collection will be repeated each year of the project as appropriate.

General Measures: Some measures will be used to inform continuous improvement relative to goals and objectives while others will be used for overall program evaluation.

- Number of participants admitted into the two-year cohort program each year
- Number of BIPOC participants admitted into the two-year cohort program each year
- Number/Percent of participants completing the Apprenticeship program in Special Education
- Number/Percent of participants who earn a Tier 3 MDE teaching license in special education
- Number/Percent of graduates hired as teachers of record in a school district in Minnesota
- Number/Percent of hired completers who were retained as a teacher of record for one year, two years and three years within the state of Minnesota
- Number of trained Journey Workers

- Number/Percent of candidates/apprentices feeling satisfied with their training, feeling supported throughout the program, and feeling confident about/ready to teach on day one based on Exit Survey (Document 9, Appendix H) and Transition to Teaching Survey (Document 10, Appendix H) data.
- Journey Worker satisfaction with the quality of services provided by the university
- Teacher candidate satisfaction, and perceived clarity, effectiveness and helpfulness of communication and guidance related to financial advisor/advising

Federal Performance Measures: Performance data listed above will also be used to monitor the following federal performance measures:

Performance Measure 1: Obtainment of Certification/Licensure (years 3, 4 and 5). The percentage of cohort-participating program graduates who have attained initial Minnesota special education certification/licensure by passing all necessary licensure/certification assessments within one year of program completion (e.g. complete program and attain Tier 3 license).

Performance Measure 2: Shortage Area Certification (years 3, 4 and 5). The percentage of cohort-participating teachers who become fully certified in teaching (as part of the apprenticeship) in at least one the following areas: 1) ABS and ECSE, and 5) hard-to-fill shortage areas identified by each district this team is partnering with, by successfully passing all required assessments within one year after they complete their cohort program.

Performance Measure 3: One-Year Persistence in Cohort (years 3, 4 and 5). The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period who did not graduate and persisted in the postsecondary program in the current grant reporting period.

Performance Measure 4: One-Year Employment Retention (years 3, 4 and 5). The percentage of individuals who completed the program, were employed for the first time as full-time teachers (teachers of record) by the partner high-need Local Education Agency (LEA) or Early Childhood Education (ECE) program in the previous year, and have remained in their teaching position for the current school year.

Performance Measure 5: Three-Year Employment Retention. The percentage of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment.

Efficiency Measure: The Federal cost per program completer will be collected in the final year of the project.

HEA Requirements: The evaluation plan also aligns with the requirements of section 204(a) of the HEA (Gen. req. f.4). The CAREI evaluator will meet with the NXT GEN Director during the first year of the grant to further specify what these evaluation components look like, address overlap with the other requirements, and determine a process for how the data will be accessed:

- Achievement for all prospective and new teachers, as measured by the eligible partnership.
- Teacher retention in the first three years of a teacher's career.
- Improvement in the pass rates and scaled scores for initial state certification or licensure of teachers.
- The percentage of teachers who meet the applicable state certification and requirements for certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education

teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, hired by the high-need LEA participating in the eligible partnership.

- The percentage of teachers who meet the applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, hired by the high-need LEA who are members of underrepresented groups.
- The percentage of teachers who meet the applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, hired by the high-need LEA who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages
- The percentage of teachers who meet the applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, hired by the high-need LEA who teach in High-need areas (including special education, language instruction educational programs for limited English proficient students, and ECE).
- The percentage of teachers who meet the applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications

described in section 612(a)(14)(C) of the IDEA, hired by the high-need LEA who teach in high-need schools, disaggregated by the elementary and secondary school levels.

- As applicable, the percentage of ECE program classes in the geographic area served by the eligible partnership taught by early childhood educators who are highly competent (AP1.a.1.iii)
- As applicable, the percentage of teachers trained:
 - To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning, and
 - To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement.

CAREI will adopt a developmental mix-methods evaluation approach, acknowledging that the program may evolve to address participant needs over the 5-year grant period (Document 12 Appendix H). Dedicated evaluator effort is allocated in year 1 to facilitate this. Additionally, the evaluation will prioritize a utilization-focused approach, ensuring that emerging and formative findings are regularly discussed and integrated into the program design and delivery up to twice a year. Overall, the collaborative evaluation approach in partnership with program developers and implementers will ensure the evaluation meets the needs of those who will be using the data to inform their efforts and fulfill the grant measurement requirements.

The evaluation process will entail engaging a diverse array of stakeholders to glean multifaceted insights through various methods, including those listed above. Key participants will include university recruiters, individuals occupying newly conceptualized roles such as navigators and advisors, apprentice students, Journey Workers, instructors from teacher

preparation programs, and district partners collaborating with the UMN preparation program, as well as district principals. This comprehensive approach ensures a holistic assessment, drawing on varied experiences and perspectives to comprehensively inform the evaluation process.

ADEQUACY OF RESOURCES

All partners are devoting significant resources to ensure the success of the proposed program. These commitments and resources to support the success of all aspects of NXT GEN Teach Apprenticeship are detailed below and leverage existing processes, programming, and staffing (Gen. req. e.1- 3).

Resources Available through the UMN (Lead Applicant)

The mission of the UMN states that the University, “founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.” The UMN’s strategic plan (MPact 2025) guides members of the UMN community to live out this mission through their research and discovery, their teaching and learning, and their outreach and public service. NXT GEN Teach Apprenticeship represents a tangible investment aligned to MPact 25’s strategic focus on systemwide enrollment, graduation rates, retention, and distributed learning models.

UMN is already demonstrating its commitment to prioritizing the effective preparation of special education teachers system-wide. As a reform that addresses the previously described barriers of time, money, system navigation, and social emotional load, while also ensuring that underrepresented teacher candidates are fully represented in the program, UMN has created a new staff position: **NXT GEN Teach Director**. This position is in our budget as a cost sharing,

in-kind match given the UMN's dedication to this work. Given this established investment, this project is poised to quickly leverage existing experiences, partnerships, and systems to ensure the program is able to move from planning into implementation in less than six months. These resources include, but are not limited to: job descriptions, Journey Worker and site criteria expectations, joint interview and selection processes, committee structures, program staffing job descriptions, etc.

College of Education and Human Development (CEHD). The teacher education unit housing the project is located in CEHD, one of 19 major academic units within the university. In addition to the content specific expertise and proven track record for fiscal responsibility, CEHD comprises seven academic departments, three college-wide research centers and more than a dozen departmental centers in the curricular, organizational, and research aspects of education and human development. CEHD supports specialized centers and projects, such as CAREI (evaluation partner; Appendix E). CEHD is home to over 180 faculty members and 16 endowed chairs and professorships. CEHD leadership is demonstrating in-kind support contributing to matching the investment that will be made by grant funds and facilitating sustained UMN system-wide reform (Dean's letter of support; Appendix E).

Our teacher preparation programs are supported by the CEHD Office of Teacher Education (OTE) to ensure compliance with state licensing rules and facilitate continuous improvement. OTE ensures that the unit has sufficient numbers of faculty to teach in the licensure programs to ensure consistent quality and delivery of the program over time. OTE must also provide evidence to our state accreditation body that all education faculty are qualified by advanced academic preparation and school experience for the faculty member's current assignments. OTE personnel are demonstrating in-kind support by way of facilitating

much of the data collection and providing aggregate data for continuous improvement, training and supporting UMN field supervisors and LEA Journey Workers, and providing the advisory committee with access to content area experts (e.g., math, science, reading) to inform learning experiences for candidates. This is contributing to matching the investment that will be made by grant funds to NXT GEN Teach Apprenticeship (Executive Director's letter of support; Appendix E).

Department of Educational Psychology (EPSY). EPSY is within CEHD and is the administrative unit for the Special Education licensure programs. In 2024, EPSY is ranked #7 in the nation by U.S. News and World Report and currently holds 35 active sponsored research and training projects totaling \$24,231,901 dollars. EPSY receives extensive recognition for its demonstrated success in conducting research and training projects related to early intervention, inclusive education, academic and social interventions, proactive environmental modifications, and improving educational outcomes for students with disabilities.

EPSY is the administrative unit responsible for sustaining many of the reforms created through NXT GEN Teach Apprenticeship; so, several EPSY faculty and staff will contribute in-kind effort to the project by teaching required and recommended program courses, as well as advising and mentoring of candidates. Additionally, EPSY employs a full-time communications specialist who will develop a project website, a media campaign, and tools for recruitment and dissemination. A letter of support from [REDACTED] [REDACTED] the commitment of resources and reforms needed to sustain this work over time (Letter of Support; Appendix E).

Special Education Program. UMN's Special Education program is ranked #10 in the

nation (U.S. News and World Report, 2024) - with a strong national reputation supported by 14 current, actively funded sponsored research and training projects totaling \$13,702,345 dollars. The program offers initial and additional teacher licensure in the areas of Early Childhood Special Education, Deaf and Hard of Hearing, Emotional and Behavioral Disorders and Academic and Behavior Strategist. An Autism Spectrum Disorders certificate is also available.

The UMN Special Education program meets the IHE eligibility requirements:

- 96% of all UMN teacher candidates have passed all of the applicable state qualification assessments.
- Minnesota does not use a state report card to rank preparation programs. As an alternative, based on the 2024 US News and World Report rankings, the Special Education Program is nationally ranked (#10), the Department of Educational Psychology (EPSY) is nationally ranked (#7), and the CEHD is nationally ranked (#25).
- The UMN ABS licensure program has a 95% graduation rate.
- Teacher Candidates must meet high academic standards in the core requirements: (a) B average in licensure coursework prior to student teaching; and (b) minimum of B in each licensure course.
- 100% of UMN ABS licensure program graduates meet applicable state certification and licensure requirements at the time of graduation.

The Special Education program is also demonstrating substantial in-kind support to match the investment in this project and facilitate sustained reform that is institutionalized across the UMN system, including participation in the planning and implementation of all grant activities. A letter of support is included from [REDACTED] [REDACTED] (Letter of Support; Appendix E).

Broad UMN Systems Supporting Candidate and Program Success. The UMN system offers a number of resources that will facilitate success. Candidates will receive information about these resources through advising meetings with UMN faculty and NXT GEN Teach Apprenticeship program staff. Resources include but are not limited to:

- **Technology Access and Help**: As a needed reform that does not currently exist, grant funds will provide each NXT GEN Teach Apprentice with a laptop to facilitate their success in this program. This will allow candidates to complete coursework and store relevant materials in one place to be used as they become teachers of record, and will introduce them to the technology needed for teachers at the beginning of their teacher preparation (as opposed to at the end of teacher preparation when they are student teaching). The UMN provides robust, free, 24-hour access to technology help services for all students, staff, and faculty. Further, CEHD has an established Digital Education and Innovation Team (DEI) to advance effective teaching and engaged learning with technology. DEI works closely with the Special Education program to reflect effective pedagogy and application within the various online courses that candidates will take. The DEI team ensures that the design and delivery of subject matter learning experiences reflect an online pedagogy that prioritizes active engagement among a community of learners and they offer technical assistance to instructors and students as part of their class participation.
- **Transfer Student Experience, Office of Undergraduate Education**: The Office of Undergraduate Education exists outside of CEHD and will serve as the link to a school or department of arts and sciences within the UMN for the eligible partnership. As a point of contact outside of the CEHD, the Office of Undergraduate Education can connect

candidates to any content area expertise (math, music, science, etc.) that might be needed. The Office of Undergraduate Education has far greater reach and resources than any one school or department within the UMN because the office is positioned at the university-system level, providing access to every possible resource a candidate might need, meaning that collaboration with this office will ensure that prospective access training in both special education teaching and other relevant content areas in order to meet applicable state certification and licensure requirements (AP1.b.3). A letter of support is included from [REDACTED]

in the Office of Undergraduate Experience (Letter of Support; Appendix E). [REDACTED] will participate on the advisory committee to connect the program with any content area experts required to enhance the education and teacher preparation of candidates, as well as plan activities to build community among candidates and help them navigate the UMN system to access campus resources. These resources include student organizations, peer mentoring, workshops and newsletters, as well as partnerships with career planning and academic support offices on campus that focus on the specific needs of transfer students.

- **OneStop**: OneStop is the primary source of information for students on financial aid and a comprehensive hub of communication for any questions about finances, financial aid, scholarships, registration, or questions that can be delegated to other departments.
- **UMN Library System**: Candidates and faculty have access to an extensive collection of over four million volumes, extensive electronic information and retrieval services; and centralized, as well as distributed, computer resources to assist students engaged in independent research. The UMN librarian assigned to support the Special Education program will ensure candidates have access to needed materials .

- **Center for Writing**: Individualized writing instruction and consultation is offered both in-person and online, free of charge to students.
- **Office for Equity and Diversity (OED)**: The OED may provide consultative support throughout recruitment and delivery of NXT GEN Teach Apprenticeship.
- **Disability Resource Center (DRC)**: NXT GEN Teach Apprenticeship candidates who identify disabilities will be able to access DRC resources and services, which include consultation with instructors to determine the best approach accommodating needs.
- **Red Folder Toolkit**: The UMN strives to be a national model in partnering across campuses and with other universities to provide mental health information and resources for students, faculty, and staff. All faculty and staff utilize the Red Folder Toolkit to aid in recognizing and responding to student mental health needs.
- **BIPOC Mental Health Collective**: This collective meets monthly as a community wanting to create a radical healing space to foster conversations around the topic of mental health and wellbeing in our communities (Competitive Preference Priority 3). UMN acknowledges that much of the current resources/services at the university fit within traditional white western mental health framework and this collective strives to disrupt that model. The collective is open to students (undergraduate and graduate), staff, and faculty at the UMN.
- **Student Parent Help Center (SPHC)**: SPHC is the longest standing, student parent program in the nation. For more than six decades, the SPHC has been assisting hundreds of mothers and fathers in achieving their dream of a college degree. On and off campus resources include support accessing child care, family housing, food resources, and lactation resources - creating a wraparound system of support.

Additional Resources Through Demonstrated Partner Commitment

Commitment to this project and partnership has already begun. In May 2024, NXT GEN Teach joined the Minnesota Department of Education (MDE) and The National Center of Teacher Residencies (NCTR) for their grant-sponsored Design Academy. Design Academy is a yearlong consulting program that will support programs to build a shared vision, build efficacy and launch the apprenticeship or residency program as designed. NXT GEN Teach will continue to work as a planning team via Design Academy in the summer and fall of 2024.

The Design Academy is a unifying catalyst for the rich opportunities available across Minnesota through the system-wide partnerships of three UMN campuses, Duluth, Morris, and the Twin Cities (see letters of support from [REDACTED] [REDACTED] [REDACTED]).

UMN system-wide partnerships are enhanced by multiple LEA partners (Richfield Public Schools, Hopkins Public Schools, and Columbia Heights see Letters of Support in Appendix E). LEA partners are demonstrating commitment to NXT GEN Teach Apprenticeship candidates working as paraprofessionals within their school systems during school hours; fulfilling typical duties/responsibilities of those roles. Additionally, their job descriptions and “other duties as assigned” will include full participation in preparation activities, including coursework, cohort training and participation, and advising (as described in the Project Design section). The commitment of LEA administrators, principals and staff to supporting the unique roles of the NXT GEN Teach Apprenticeship candidates and ensuring that their daily work is facilitative of their goals of becoming skilled classroom teachers - including creating time for participation in NXT GEN Teach Apprenticeship candidates by

releasing candidates from certain duties (AP1.c.8.i), will be instrumental to enacting identified reforms and created sustained impact.

Adequacy of the Budget, Fiscal Responsibility and Reasonableness of Costs

The cost of the proposed NXT GEN Teach Apprenticeship, as described in the Management Plan and Budget Narrative, aligns with existing employment contracts and are reasonable and necessary to complete the goals of the project. The only non-personnel costs include travel to the national grantee conference and computers for candidates. 100% matching funds are demonstrated in the attached budget and narrative with substantial reliance on cost sharing agreements across UMN campuses and partnering LEAs - demonstrating commitment to sustainability beyond the funded project.

The budget for this project is directly related to project components, activities, and deliverables. Project resources will recruit, prepare, support, develop, and retain diverse undergraduate teacher candidates from enrollment, through related instruction/coursework and field experience, licensure, and through the first years of teaching following program completion. The budget reflects the university's commitment to provide an education to all students by providing a rigorous teacher training experience for non-licensed staff of partner LEAs interested in becoming licensed teachers. In addition, this work will have lasting effects related to programmatic reform as we collect data and make changes.

Objective: Recruit three cohorts of 20 undergraduate candidates. Federal funds and matching funds will be used to establish effective recruitment systems, but sustaining those efforts will be institutionalized. Cost-sharing agreements across campuses provide evidence of this commitment and the ways in which it aligns with existing UMN strategic plans. Further,

Minnesota's investment in tuition and fee free access to baccalaureate training with North Star Promise addresses a major barrier through stable funding.

Objective: Prepare and support NXT GEN Teach candidates to become licensed teachers. The majority of program costs fall under this objective to hire personnel (Recruiter, Advisor, Navigator) and incentivize others (Journey Workers, Induction Supervisors) to establish effective systems and capacity for the UMN and partner LEAs while promoting success of candidates. The proposed budget addresses known barriers for 60 candidates by providing needed technology (each candidate will receive a computer) and committed individuals who will foster a layered network of mentoring and support. Proposed Journey Worker and Induction Supervisor stipends are informed by partnering LEAs to establish compensation for the added load commensurate with the value and importance of individual's commitment to this project objective. Sustaining the aspects of this project that are identified as instrumental to candidates' success will be institutionalized and sustained through a variety of strategies, including (a) redirecting resources away from ineffective practices, (b) advocating for new state supported funding streams, and (c) braiding of existing funding sources across UMN resources and campuses.

Objective: NXT GEN Teach Apprentice candidates graduate as Tier 3 teachers. Graduates must attain a Tier 3 licensure to transition to a TORs in the partner LEAs. A mix of federal and non-federal funds are aligned for this project to ensure that the Recruiter, Advisor, Navigator and Induction Supervisor positions have suitable time and support to bring this objective to fruition. These fiscal resources will ensure that the financial investment in candidates is returned as staff stay and feel supported for their long-term teaching career in Minnesota. As described with our comprehensive plans for building capacity and results

beyond the funded project period, there a variety ways in which the investment in a thorough program evaluation as part of this project will be leveraged to advocate for fiscal and other reforms that will create a sustained, effective, and accessible pathway to growing a workforce of special educators provide representation of diverse identities and stability to high-need schools.

MANAGEMENT PLAN

A detailed plan for responsibilities and timelines to ensure NXT GEN Teach Apprenticeship will achieve the stated goals and objectives is provided in Document 13, Appendix H. Additional information is provided below to demonstrate the adequacy of this plan for iteratively identifying, enacting, and then sustaining needed reforms. In addition, Document 14 in Appendix H provides an overview of the staffing model and activities from the perspective of a candidate as they move through each phase of this project.

Key Staff and Responsibilities

Key personnel in this section have resumes or job descriptions included in Appendix D. Key staff members' estimated time commitment towards project activities is included with a description of their responsibilities, including participation on the advisory committee and/or planning and implementation team (described below). Most of the key staff time is being cost-shared as part of the federal matching requirements, demonstrating the depth of commitment by all to ensure the success of this project. (Gen. req. e3). See Budget Narrative for additional details regarding percentages of time and nature of the funding.

Partnering LEA Liaisons: Our LEA partners and their staff working on this project are as follows: (a) **Columbia Heights Public Schools** [REDACTED]

[REDACTED]

Hopkins Public Schools

Richfield Public

Schools

Commitment to this project as partners with the UMN are confirmed in letters of support (Appendix E). The leaders for each district hold decision making authority to meet each of their stated responsibilities: (a) actively participating in planning, recruitment, and hiring of candidates; (b) collaboratively developing course program plans, arranging clinical experiences, and identifying Journey Workers; (c) engaging in cycles of data-based continuous improvement with the UMN team; (d) enacting identified reforms for recruitment, preparation, and induction of new special education teachers; and (e) tracking and reporting cost-shared investments of their personnel that contribute to matching the investment being made by this grant (see cost-sharing tables within each letter of support and Budget Narrative).

NXT GEN Teach Apprenticeship Director

: coordinates and oversees NXT GEN Teach at the UMN. She has over a decade of experience with creating, implementing, supervising and managing federal funds related to a residency model implemented in a large urban district in Minnesota - making her well suited to lead development of the apprenticeship model proposed in this project. Further, position at the UMN is designed to facilitate programmatic reforms to teacher preparation across the UMN system, which will help to facilitate meeting the intended goals of this project. will provide oversight for NXT GEN Teach Apprenticeship including hiring and supervising the necessary staff. She will oversee the implementation of all activities and serve as the primary contact for UMN systems. She will

teaching. The Navigator will help candidates transfer the knowledge they are learning in coursework/related instruction to what is happening on the job in real time. The Navigator will be in classrooms with each candidate at least once a month for two years. In addition, they will host monthly seminars for each cohort to foster communities of practice, support, and mentoring. The Navigator will work closely with the advisor to support successful program completion by candidates. The Navigator will also serve as an important communication link and feedback loop between candidates, Journey Workers, and the implementation team to monitor progress and make adjustments in real time.

NXT GEN Teach Apprenticeship Advisor (to be hired; 100%FTE grant supported). The Advisor will work hand-in-hand with the Recruiter and Navigator to support each partnering campus (Duluth, Morris, and Twin Cities) to work with candidates to ensure they feel prepared to be successful meeting program expectations (Document 2, Appendix H). The advisor will guide candidates through the creation of personalized educational plans and facilitate connections to UMN and LEA resources that support their unique values, strengths, interests and identities. They will also help candidates navigate policies, procedures, and the state licensure process with the support of the Navigator and the UMN's OTE.

NXT GEN Teach Apprenticeship Induction Supervisors (to be hired; [REDACTED]/candidate grant supported). The Induction Supervisor will work with candidates as they become teachers of record in partner LEAs. Their goal is to support new teachers for the first two years of their career by offering feedback, engaging in monthly classroom observations, co-teaching as needed, and collaborating with building administrators to meet the needs of probationary teachers in their district. To the degree feasible, Induction Supervisors will have also been candidates' university clinical supervisor such that deep, trusting and

supportive relationships are fostered and understanding of professional needs will already be well established.

UMN Special Education Program Coordinator [REDACTED]

[REDACTED] will serve as the primary UMN contact for the project. She is a former special education teacher who has been engaged in teacher preparation and research to support the translation of evidence-based practices into routine use in schools for over 20 years. [REDACTED] will continue participating in planning to ensure the program is ready to launch in fall 2025. In collaboration with other key personnel, she will ensure that course adjustments or changes to offerings are made to facilitate delivery of a cohort model that is feasible for candidates. She will ensure that data and feedback is gathered and shared with the Advisory Committee and Implementation Team within cycles of continuous improvement. As part of her role, [REDACTED] is responsible for ensuring that instructors and staff deliver high quality instruction that includes evidence-based practices, data-driven problem solving, use of technology for teaching and learning, and special education due process procedures. [REDACTED] letter of support that details her commitment to the project plan in Appendix E.

UMN Special Education Licensure Coordinator, ABS Licensure Program Lead

[REDACTED] is also a former special education teacher who oversees delivery of UMN's teacher licensure programs and maintains research interests examining effective reaching instruction and teacher preparation. [REDACTED] role includes teaching courses that candidates take, coordinating gathering of all data about candidate performance, working with and supporting adjuncts that may be hired to instruct specific courses, coordinating with OTE to ensure any required

trainings for field supervisors and student teaching cooperating teachers is provided, and helping to facilitate and enact changes within cycles of continuous improvement.

UMN Special Education Program Field Placement Coordinator [REDACTED]

[REDACTED] is also a former special education teacher who leverages her experience to plan and facilitate all field experiences for candidates. [REDACTED] will work in collaboration with partner LEA staff to ensure field experiences align with state licensing requirements. She will organize, schedule and communicate placements with partner LEA staff, high-need school sites and candidates. She will also work closely with partner LEAs and the UMN's OTE to maintain a tracking system to ensure expectations of candidates, Journey Workers, University Supervisors, Advisors, and Navigators are understood and met each semester. [REDACTED] will help ensure accountability for regular observations and supportive interactions between candidates, school staff, and project personnel.

UMN Special Education Academic Advisor [REDACTED]

[REDACTED] leverages her counseling background to support all teacher licensure candidates enrolled in Special Education programs. She will work in close partnership with the NXT GEN Teach Advisor to oversee the creation of personalized educational plans for NXT GEN Teach Apprenticeship candidates. She will serve as a communication link for NXT GEN Teach Advisor to collaborate with faculty, staff, other UMN departments, and partner LEAs to address advising needs. [REDACTED] works with [REDACTED] to facilitate the professional disposition review process each semester and will coordinate with the NXT GEN Teach Advisor and Navigator to co-construct development plans for candidates as needed. She will also partner with the NXT GEN Teach Advisor to help

candidates navigate policies, procedures and the state licensure process.

UMN Assistant Director of Transfer Student Experiences [REDACTED]

[REDACTED] will work closely with the Planning and Implementation Teams to create a tailored orientation and community building experience for candidates as well as connecting them with any needed resources.

Professor and Chair of the Division of Education [REDACTED]

[REDACTED] will participate on the Planning Team and Advisory Committee to inform and lead the work that is needed at the UMN Morris campus to enact identified reforms and ensure success of the NXT GEN Teach Apprenticeship candidates. She will be an important contact for the partnering LEA in her region. Her involvement in all aspects of NXT GEN Teach Apprenticeship will promote sustained implementation of reforms over time.

Accreditation Officer for the College of Education and Human Service Professions

[REDACTED] will participate on the Planning Team and Advisory Committee to inform and lead the work that is needed at the UMN Duluth campus to enact identified reforms and ensure success of the NXT GEN Teach Apprenticeship candidates. She will be an important contact for the partnering LEA in her region. Her involvement in all aspects of NXT GEN Teach Apprenticeship will promote sustained implementation of reforms over time.

Licensure Officer for the College of Education and Human Service Professions

[REDACTED] will collaborate with [REDACTED] and may also participate on the Planning Team and Advisory Committee

to support the work that is needed at the UMN Duluth campus to enact reforms and ensure success of candidates. Her involvement will also promote sustained implementation of reforms.

Procedures for Feedback and Continuous Improvement

Continuous improvement for NXT GEN Teach Apprenticeship will be based on Dodman et al.'s (2021) conceptualization of a Critical Data-Driven Decision Making model (Document 15, Appendix H). This model is situated in an equity framework that encourages interrogation of data within context to reveal institutionalized practices that may perpetuate structural inequities. Enacting this approach for NXT GEN Teach Apprenticeship will rely on our organization of three core groups and their repeated interactions with varying types of data.

Three Core Groups. The **Planning Team** will meet monthly in Year 1 to plan all aspects of the apprenticeship model and how it will meet the needs of partner LEAs. This group will collectively work to apply to the Minnesota Department of Industry and Labor to have an approved registered apprenticeship program. Members include the NXT GEN Teach Director, Duluth's Education Department Leaders, Morris's Education Department leaders, Twin Cities Education Department Leaders and partner LEAs leadership leaders. The **Implementation Team** will meet every eight weeks to assess and manage ongoing program needs, monitor ongoing data collection and continuous improvement cycles, and make operational decisions about the program. Implementation team members include the NXT GEN Teach Director, Recruiter, Advisor, Navigator, and representatives of the university instructors, Journey Workers, Candidates, building administrators, university supervisors, partner LEA administrators and district liaisons. The **Advisory Committee** will meet quarterly in years 1 - 3 and twice a year in years 4 - 5. They are responsible for guiding high-level programmatic decisions and continuous learning/improvement about the impacts and

effectiveness of the program, including reviewing retention data collected via the Transition to Teaching survey which candidates complete one year after graduation (Gen. req. f.11). The committee will meet every eight weeks. Committee membership includes the NXT GEN Teach Director, Recruiter, Advisor, Navigator, designated Twin Cities, Morris, and Duluth campus representatives, as well as representatives from university instructors, university supervisors, Journey Workers, Candidates, high-needs building administrators, and partner LEA liaisons.

Varying Types of Data: Consistent with the varying forms of formative data gathered by the program (e.g., Professional Disposition, Rating of Teaching Performance), summative data gathered by OTE (e.g., Exit Survey, Transition to Teaching), and evaluative data gathered by CAREI (e.g., percent of candidates and completers representing diverse identities, satisfaction surveys), the Planning Team, Implementation Team, and Advisory Committee will interrogate different forms of data at each meeting to inform decisions. Responsibility for ensuring availability of data will be shared by the UMN's Special Education Licensure Program Coordinator, [REDACTED], OTE's Accountability Analyst, [REDACTED], and CAREI's Associate Director of Effective Practices and Evaluation, [REDACTED]. Accountability for each group's iterative review and action planning for enacting identified improvements and reforms will be the responsibility of the NXT GEN Teach Apprenticeship Director, [REDACTED].