

TABLE OF CONTENTS

A. PROJECT SERVICES	2
1. Need for Diverse and Effective Teachers	2
2. Partnering for Effectiveness: SPPS and UST	6
3. Services Based on Research and Effective Practice	9
4. Sufficient Resident Training	10
B. PROJECT DESIGN	12
1. Rationale	12
2. Goals, Objectives, and Outcomes	13
3. Building Long-Term Capacity	14
4. Exceptional Approach to Priorities	16
C. MANAGEMENT PLAN	43
1. Key Responsibilities and Milestones	43
2. Incorporation Into Ongoing SPPS Programming	49
3. Adequacy of Support	51
D. PROJECT EVALUATION	52
Evaluation Path 1: Objectives	53
Evaluation Path 2: Program Effectiveness	57

PROJECT NARRATIVE

The Saint Paul Urban Teacher Residency (SUTR) program, a partnership between Saint Paul Public Schools (SPPS) and the University of Saint Thomas, is a graduate-level teacher residency program through which participants can earn a master's degree and a teaching license in 15 months. SUTR recruits, prepares, supports, and retains teachers from underrepresented backgrounds to work in SPPS, a large high-need urban district with a diverse student body. Initial SUTR programming began in 2015. The proposed grant project will apply what the partners have learned during the last three years, leverage existing funding and resources, and use new grant funding to expand services, creating a comprehensive residency and induction

program for new teachers. This teaching residency program meets the requirements for the Teacher Quality Partnership Grant Program's Absolute Priority 2. SUTR promotes effective instruction and increases the racial and ethnic diversity of SPPS teaching staff, which meets Competitive Preference Priority 2 requirements.

Eligibility as High-Need LEA: Based on U.S. Census Data, St. Paul has 303,003 total population, with 52,126 children 5 to 17 years of age. The estimated number of children 5 to 17 years old in poverty related to the householder is 13,905, or 26.7% of children. This exceeds the TQP requirement that at least 20% of children come from low-income families, and the requirement that at least 10,000 children in the district are from low income families.

A. PROJECT SERVICES

1. Need for Diverse and Effective Teachers

Hiring and Retention Challenges

On a national level, more teachers are leaving the profession and fewer people are becoming teachers (especially special education teachers), causing significant teacher shortages in most states (Sutcher, Darling-Hammond, Carver-Thomas, 2016). Teacher retention data indicates that anywhere from 10% (Gray & Taie, 2015) to more than 30% of new teachers leave during their first three years of teaching (Ingersoll & Smith, 2003). Teacher turnover in high-poverty, high-minority urban schools can top 20% annually, at a financial cost of \$20,000 per teacher (National Commission on Teaching and America's Future, 2007). High turnover also harms student achievement (Rongfeldt et al, 2013). Turnover among teachers of color can be 18-24% higher than turnover by white teachers (Ingersoll & May, 2011).

Enrollment in Minnesota teacher training programs fell 27% from 2010 to 2014 (Magan, 2017). Minnesota school officials report that the biggest barrier to hiring teachers is the lack of qualified applicants (MDE Teacher Supply and Demand Report, 2017). This is especially true for high-need areas like special education and ELL. Minnesota school leaders predict that in the next five years the most difficult staff to hire will be special education teachers, teachers with multiple licenses, math teachers, and chemistry teachers. Retaining teachers is also challenging; the number of teachers reported as leaving their positions has increased 46% since 2008-09 (MDE Teacher Supply and Demand Report, 2017). Resignations for personal or unspecified reasons are the most common reason teachers leave their jobs, surpassing retirements, promotions, transfers to other schools, layoffs, or terminations for performance. The average percentage of Minnesota teachers leaving the profession after one year is 15.1% and over a quarter of the teachers (25.9%) leave the profession after three years (MDE Teacher Supply and Demand Report, 2017).

The primary hiring challenge in SPPS is getting enough qualified applicants for open positions, especially in special education and STEM content areas. SPPS does not typically hire a freshly graduated teacher who has no classroom experience. Teacher hiring data at SPPS level shows that on average 238 teachers are hired each year, but actual turnover data has not been calculated. Retention of new teachers is also a challenge in SPPS. Over the last five years, SPPS has lost on average 19% of newly hired teachers after the first year, and 43% by the third year, according to HR data.

	Started	Returned after 1 year	Returned after 2 years	Returned after 3 years	Returned after 4 years
2013-2014	189	151	129	111	101
		20%	32%	41%	47%
2014-2015	194	154	126	107	
		21%	35%	45%	
2015-2016	146	122	102		
		16%	30%		
2016-2017	162	134			
		17%			
2017-2018	143	126			
		12%			
Average % Loss		19%	32%	43%	47%

Diversity Gap

Finding and retaining effective teachers is hard. Finding and retaining effective teachers from underrepresented groups is even harder. According to a report by the Center for American Progress, while 50% of students in U.S. schools are of color, only 18% of teachers are non-White (Ahmad & Boser, 2014). As a result, almost every state has a large teacher-student diversity gap. In Minnesota, the percentage of teachers of color is 4.2% (MDE Teacher Supply and Demand Report, 2017), while nearly 30% of the state’s students are of color. School officials indicate strongly that while there was access to effective and diverse teachers for white students, they did not have access to effective and diverse teachers for the other identified ethnicities (MDE Teacher Supply and Demand Report, 2017).

In SPPS, the second largest and most diverse school district in Minnesota, 79% of the 37,000 PreK-12 enrollees are students of color (33% Asian, 30% black, 21% white, 14% Latino, and 2% American Indian). Students speak more than 100 languages and 30% are English Language Learners. The teaching workforce serving these students does not mirror the student body: **just 20% of SPPS licensed teachers are people of color** (SPPS HR Data, 2018). While

this rate is consistent with the national rate of teachers of color entering the field (Guha et al, 2016), it is far short of the ideal for the diverse student body in SPPS.

Why Diverse Teachers Matter: Achievement Gap

For students of color in SPPS, academic disparities exist at every point along the education continuum. Although SPPS students made modest gains in reading and science proficiency scores on the 2017 Minnesota Comprehensive Assessment (state standardized test), gaps between white students and students of color persist:

- In reading, 72.1% of white students scored proficient, compared to 23.2% of black students, 24.6% of American Indian students, 29.7% of Hispanic students and 29.9% of Asian students.
- In math, 66.2% of white students scored proficient, compared to 18.3% of black students, 12.5% of American Indian students, 24.2% of Hispanic students and 33.3% of Asian students (SPPS Data Center, 2018).

Recruiting and retaining an effective teaching force that includes members of traditionally underrepresented groups is 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 (Sanchez, 2015). 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, Puma, & McKay, 2005; Dee, 2004; Hanushek, 1992; Ingersoll & May, 2011; Meire, 1993; Pitts, 2007). 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).

Districts and teacher preparation programs must partner to recruit, prepare, and support more teachers of color. The St. Paul Urban Teacher Residency (SUTR) brings together Saint Paul Public Schools (SPPS) with the University of St. Thomas (UST), both located in St. Paul, MN, to address these shortages, building a more diverse, better-prepared, highly-skilled, and deeply and locally engaged cohort of teachers and teacher mentors.

2. Partnering for Effectiveness: SPPS and UST

About the Partners

Saint Paul Public Schools (SPPS) serves the diverse community of the city of St. Paul, MN and some surrounding communities. The SPPS mission is provide a premier education for all. SPPS employs 5,557 staff who serve at 70 schools/programs across the district. The district's four-year comprehensive graduation rate is 76.5%.

The University of Saint Thomas (UST) is Minnesota's largest private university, with 10,000 students from 50 states and 63 countries. UST offers more than 100 undergraduate majors and 60 graduate programs. The School of Education at St. Thomas prepares Minnesota's teachers and education leaders in 40 licensure areas, including K-6, 5-12 and K-12 teacher licensure, special education licensure, leadership and administration, Master of Arts in educational studies, and specialist advanced degrees. All teaching licensure programs meet the most recent Minnesota licensure requirements and are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Minnesota Professional

Educator Licensing and Standards Board. The School of Education is accredited by the Minnesota Board of School Administrators. In addition to teacher and administrator preparation programs, the School of Education has a \$1.2 million federal grant program: Preparing Special Educators to Serve and Succeed in Diverse Communities (currently enrolling a new cohort for fall 2018). The new Dean of UST's School of Education has extensive experience and commitment to teaching residencies.

92% of graduates of UST's College of Education who intend to enter the field of teaching pass all of the applicable State qualification assessments for new teachers, including content area. That pass rate ranks UST in the top three highest-performing teacher preparation programs in the state. Admissions requirements include a 3.0 GPA and to meet 50% of the national average on a nationally normed achievement test (e.g. GRE or Core Praxis exam). The average entrance GPA is 3.36. Students must maintain a B- average to continue in the program. All students take a minimum of 100 hours of field experience prior to student teaching. Students preparing to become an early childhood educator meet state requirements and become highly-competent.

Partnership Background

In 2015, the Bush Foundation (St. Paul, MN) awarded SPPS a \$150,000 planning grant to develop a non-conventional teacher preparation program. The award allowed SPPS to work with the National Center for Teacher Residencies (NCTR) to develop a program model based on the New Site Development Program, which builds a residency program consistent with NCTR's Standards for Effective Residencies. In September 2015, SPPS received a grant from the NCTR, a sub-award from the U.S. Department of Education via the Supporting Effective Educators

Development (SEED). NCTR facilitated the district's connection with UST to engage in a full year of program design during 2015-16 and launch a teacher residency in the 2016-17 academic year. SPPS-UST planning included meetings, development of core curricular and program documents, site visits to model residency programs, and other activities to ensure a successful residency launch. In order to receive the full SEED grant, which ends June 30, 2018, SUTR was required to recruit 25 candidates each year for three years (two years with SEED funding and one year beyond), and to support those candidates through a full residency model. SUTR launched its first cohort of 22 students during the 2016-17 school year.

As part of the teaching residency model, UST and SPPS share responsibility for recruiting, preparing, and supporting SUTR teacher candidates. The residents are employees of the district and also students at the university. The district and the university partner at all levels of planning, recruitment, course delivery, induction, and evaluation. Partners also work with local and national committees/coalitions (e.g. American Association of Colleges for Teacher Education) to coordinate strategies for teacher preparation and education reform.

3. Services Based on Research and Effective Practice

NCTR reports that there is strong and growing evidence that teacher residency programs are having an impact on student achievement and teacher retention, improving outcomes for high-need children. NCTR measures the collective impact of network residency programs through an annual survey of network partners and communicates survey findings through the Network Partner Report. The 2017-18 report reached 798 residents and 398 training sites (including SUTR). Key findings include:

- 91% of principals said that residency graduates outperform the typical new teacher.

- 91% of principals agree that the residency program improves achievement and student learning at their school.
- 95% of graduates agree that they entered the classroom with more effective skills than the average new teacher.
- 86% of program graduates are teaching in partner district after three years.

SUTR is built on the teacher residency program principles and elements defined by NCTR. SPPS is part of NCTR's Network Improvement Community, which means the district participates in network programming and is accountable to NCTR for improving the quality of the residency program and growing its impact. Network Improvement Community partners collectively engage in data-based learning opportunities to focus on continuous improvement. Partner programs work with each other and NCTR to collect data using unique assessment tools; examine data to diagnose challenges; set program improvement goals to address challenges; engage in programming and services designed and facilitated to help partners improve based on learnings from the Network and across the field of teacher preparation; and participate in small group and individual consulting to support, monitor and evaluate programmatic changes and progress towards goals. Participation includes a two-day symposium (two SUTR staff attend), two on-site observations by NCTR focused on program and instructional improvement, and direct consulting support. Continued involvement with NCTR enables SUTR to provide services that reflect up-to-date knowledge from research and effective practice.

4. Sufficient Resident Training

Analysis of the preparation, ongoing training, professional development, and retention of teachers in SPPS has informed the SUTR model and approach. Early in the SUTR planning

process, SPPS and UST held two focus groups with paraprofessionals working in SPPS. Focus group discussion centered on previous experience with teacher preparation programs, factors influencing or preventing group members' participation in teacher preparation programs,, types of support group members would need to complete a teacher preparation program, licensure interest areas, and ability to commit to teaching in SPPS for 3-5 years. Focus group data indicated that major barriers to participation in teacher preparation degree-earning programs were time and money.

By offering a streamlined and transparent pathway to residency, which includes financial support so residents can fully commit to coursework and the classroom clinical experience, the SUTR design helps address these barriers. The program reduces the overall credits from 43 to 34 or 30 required for a license (depending on area), decreases tuition by \$150 per credit, provides scholarships (\$3,000-8,000), offers the program at an accelerated rate (from 24+ months to 15 months), and uses a diverse cohort model. Program graduates have increased earning potential. This has multiple and exponential benefits for residents, their families, and their communities.

SUTR provides a year-long graduate-level teacher residency program in which non-licensed professionals who hold a Bachelor's degree earn a Minnesota teaching license and a master's degree in 15 months. Recruitment begins with non-licensed education professionals in SPPS, expanding if necessary to community members who are dedicated to educating SPPS students and who have a bachelor's degree. SUTR addresses the district's need for teacher diversity and projected teacher shortages through targeted recruitment and preparation of residents from underrepresented groups and in teacher shortage areas. This proposal includes expansions to the program – increased focus on recruiting, more support for mentor teachers, and

tiered induction support for newly hired program graduates – in direct response to evaluation and feedback from cohorts 1 and 2.

The residents begin graduate-level coursework in June on the UST campus. Coursework, outlined in detail in the project design section, includes the standards of effective practice for all residents and some general preparation courses geared at getting them ready for their classroom clinical experience with students in the schools. Residents attend classes four days per week and complete a total of 12-16 credit hours during June-August. Once the school year starts, residents continue coursework at UST on Mondays and teach alongside an SPPS mentor teacher Tuesday-Friday. Coursework content meets licensure and accreditation requirements, and covers methods, content and pedagogy, and specific knowledge and skills for instructional areas. Residents complete 17-18 credit hours during September-May. Residents also receive approximately 1,200 hours of mentor coaching in the classroom during the school year, with ongoing feedback and progressive teaching responsibility, as outlined in the project design section. The training offered through SUTR is of sufficient quality, intensity, and duration to lead to improvements in teacher practice, both for program residents and for the experienced mentor teachers who coach and support the residents.

B. PROJECT DESIGN

1. Rationale

NCTR reports that teacher residency programs benefit students and schools by providing a consistent pipeline of better-prepared new teachers, recruiting high numbers of diverse candidates, reducing turnover and filling chronic shortage areas, and providing direct value and improvement to communities and classrooms (NCTR Recommendations for State Support

for Effective Teacher Residencies, 2017). As a teacher residency program built on the best practices identified by NCTR and elsewhere in the field (e.g. Learning Policy Institute), SUTR supports these outcomes for teachers and students.

Key SUTR activities, as identified in the logic model, are supported by evidence linking them to positive outcomes in teacher practice and student achievement. Research shows that students of color experience better educational outcomes when they have teachers of color (e.g., Clewell, Puma, & McKay, 2005; Dee, 2004; Hanushek, 1992; Ingersoll & May, 2011; Meire, 1993; Pitts, 2007). Additionally, 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). Council for the Accreditation of Educator Preparation (CAEP) program standards state that programs must ensure effective partnerships and also 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 P-12 students (CAEP, 2013).

Teacher residency programs link theory to practice and are an important pathway for effective teacher recruitment, preparation, and retention. Data from the NCTR network indicate that residency models increase student achievement, increase teacher retention, and increase the diversity of the local teaching core (Measuring Network Program Impact, 2014). These outcomes have led to specific language about residency programs in the Elementary and Secondary Education Act (ESEA), and inclusion in CAEP standards as a core strategy for teacher training

and retention. The Minnesota legislature started funding residency programs with \$1.5 million available for districts to develop residency programs.

2. Goals, Objectives, and Outcomes

The **goal** of SUTR is to recruit, prepare, and retain highly-skilled SPPS educators who represent the student body and have desired dispositions and specific training to teach in SPPS classrooms and systems.

SUTR **objectives** for the grant period include:

- **Objective 1:** Increase recruitment of diverse residents from within eligible SPPS staff. Target is 60-65% residents of color in each cohort of 25, working toward a teaching workforce that more closely matches a student body that is 80% students of color.
- **Objective 2:** Prepare residents to become teachers through graduate-level coursework (30-34 credits, depending on licensure area) and clinical classroom experience with well-matched mentor teachers who provide 1,200 hours of coaching, modeling, and co-teaching for each resident. 100% of program graduates are hired as teachers in SPPS.
- **Objective 3:** Increase induction support for program graduates through tiered support for first-year teachers. 90% of graduates will receive satisfactory performance evaluation at the end of year 1 teaching. (Second-year induction is provided through the district's PAR program; third-year induction support is site-based.)
- **Objective 4:** Increase retention for SUTR program graduates. Target is that 90% of graduates hired by SPPS remain with the district for three years and receive tenure.

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

- Consistent pipeline of better-prepared new teachers

- Increased racial/ethnic diversity in SPPS teaching pool
- Increased employment opportunities and job placements
- Improved school culture and feeling of belonging for students of color
- Increased student achievement

3. Building Long-Term Capacity

The SUTR program and this grant project specifically are designed to build capacity and yield results that extend beyond the grant period. In addition to aligning with the federal purposes of the TQP program, SUTR meets the State of Minnesota goal to increase the racial diversity of the teacher workforce statewide. SUTR also supports the district's efforts to create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes; to implement a talent development structure that ensures all employees are supported with clear performance expectations, a constructive evaluative process, impactful professional development and recognition; to implement effective staff recruitment and retention practices; to build a workforce that reflects the demographics of enrolled students; and to have an evaluation program for continuous improvement, documenting strategic outcomes and demonstrating the cost benefit to taxpayers who will be asked to support this type of hiring and induction program. The State of Minnesota has supported teaching residency models through a three-year program, and even during the difficult budgeting climate of the last several years, SPPS has also committed general operating support to maintaining this program.

This project grant will build capacity directly by providing a period of years to sufficiently create and capture the increased mentor training and new tiered induction model so that, should partners be compelled to reduce program services, online learning modules and

established processes will remain. The five-year grant timeline allows time to pilot the tiered induction program to determine what is best for supporting new teachers and new teachers of color so that they stay in the field.

In addition, TQP funding provides for five years of data collection, analysis and reporting to help the district build the case for the program's cost effectiveness and demonstrate that while costly to operate, SUTR actually saves money in the long run. During the grant period, SPPS will also examine alternative ways to support SUTR financially.

In general, teacher residency programs produce an active alumni teacher support network — a group that values ongoing training and collaboration and provides invaluable resources and support for graduates. Many residents go on to become mentor teachers, principals and senior administrators in their schools. By building a diverse, qualified, well-supported teaching workforce that stays with the district, SUTR supports long-term improvement in student academic outcomes.

4. Exceptional Approach to Priorities

Unique Elements of SUTR

SUTR moves teacher candidates through a continuum of recruitment, preparation and support, hiring, and retention. The SUTR model is based on the NCTR Standards for Effective Residencies, used in similar programs across the country, and incorporates the characteristics of successful programs and other elements defined by this competition's absolute priority #2.

Within that framework, several components of the SUTR program present a unique approach to teacher preparation and support:

1) *One district, one university.* SUTR offers a teaching residency program based on the teaching needs of SPPS. Residents are recruited *from* SPPS, train *in* SPPS, train *for* SPPS classrooms and systems, and are *hired and retained* in SPPS. 50% of SUTR instructors are both SPPS staff and adjunct faculty for UST. In some cases SPPS staff and UST faculty are co-instructors. UST has adapted coursework to align with and meet specific needs of the school district, including the SPPS racial equity policy and the SPPS teacher evaluation tool. This true one-to-one district/university partnership allows residents to be more fully immersed in and prepared for the educational environment they will encounter after program completion.

2) *Teacher evaluation as part of teacher preparation.* A specific way that the one district-one university partnership plays out is through the incorporation of the SPPS teacher evaluation tool into both UST coursework and the SPPS classroom clinical experience. The SPPS teacher evaluation tool, called Standards for Effective Teaching (SET), includes 48 standards covering three domains: effective instruction, environment for learning, and professional responsibilities (see Appendix J - Other Documents). All SPPS teachers are evaluated one to three times per year, depending on tenure and the three-year cycle outlined in the district-teacher collective agreement, 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 for Below Standard, Developing, Proficient, and Distinguished. 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. As part of curriculum development and ongoing program improvement, SUTR partners initially identified 24 priority elements, and during the

second full year of programming further narrowed priorities to nine essential elements, i.e. the “SUTR SET”:

- i) Building relationships with students,
- ii) Planning and preparation (includes writing lesson plans, content, pedagogy)
- iii) High behavioral expectations and behavior monitoring and response
- iv) Engaging students in learning
- v) Eliciting student thinking through purposeful talk and questioning and discussion
- vi) Assessment of student learning and use of student work and data
- vii) Differentiation
- viii) Professionalism: manage teaching roles and responsibilities to best support students and the teacher
- ix) Due process (SPED only)

Each of these nine elements is incorporated through the learning cycle (learning, reflecting, enacting and reflecting) into at least one SUTR course offering, and all are supported in the co-teaching experience through coaching, feedback, and goal-setting. Incorporating SET into the residency structure before residents are on their own in classrooms better equips them for success during the induction years.

3) Commitment to Educational Equity A unique thread running through every facet of SUTR is **educational equity** not only for the residents, but also the faculty, clinical supervisors, and mentor teachers. Resident coursework builds knowledge and skills in culturally relevant pedagogy, including relating curriculum to students’ experiences, interests, and backgrounds, communicating that students are expected to achieve high academic standards, and creating an

environment in which students and adults receive respect as individuals who are not expected to conform to norms that do not welcome all learners. Residents begin their SUTR journey by participating in two days of Beyond Diversity Training. This training, based on Glen Singleton's book *Courageous Conversations About Race*, is designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities.

Beyond Diversity training is followed by the Educational and Inclusive Practices Course during summer term. In this course, residents examine their racial and cultural identities through a research-based assessment tool, and address personal biases that impact student learning and their instruction. Participants learn effective cross-cultural and interracial communication skills, inclusive practices, and how to translate their learning into equitable practices that lead to effective learning for all students, including students with disabilities. Specifically in this course, all residents (general education and special education candidates) will learn the principles of the Individuals with Disabilities Education Act (IDEA), the 10 steps of Special Education, and the components of an IEP and their role on the IEP team as defined in section 614(d)(1)(B) of the IDEA. Residents interview their mentor teacher to discover service delivery models and supports for students with disabilities. In the Pathways to Residency course and Collaboration course, the book *Interactions: Collaboration skills for school professionals* (Friend & Cook, 2016) focuses on collaboration between general education and special education teachers. Residents earning the ABS license complete several additional courses focused on the IEP.

Equity is also a focus for SUTR faculty, staff, and partners. In 2013 the SPPS Board of Education adopted a racial equity policy that outlines the district's commitment to confront

institutional racism through multiple strategies, including professional development and equitable hiring practices. In March 2015 SPPS also adopted a gender inclusion policy.

To avoid perpetuating negative experiences teacher candidates may have had in their own K-12 education, quarterly SUTR instructor retreats provide ongoing professional development on cultural identity, culturally relevant pedagogy, and culturally relevant communication frameworks, using many of the activities the residents use in their coursework. UST hires high quality teacher educators of color to teach and supervise students. One third of the field/university supervisors and one fourth of the instructors are people of color.

****RECRUITMENT****

Demographics and Eligibility. SPPS is strategically recruiting people of color from its existing workforce to participate in SUTR; target is that 60-65% of residents are people of color. Currently, SPPS employs 1,214 educational assistants and teaching assistants, 53% of whom are people of color. Among paraprofessionals, 345 are eligible for SUTR based on degree status. Eligibility is unknown for around 600 individuals because they were hired before employee electronic records were used (SPPS HR Data, 2018).

	Cohort 1: 22 2016-17	Cohort 2: 31 2017-18	Cohort 3: 29 2018-19
Instructional Area	8 Elementary 14 ABS (SPED)	12 Elementary 19 ABS (SPED)	12 Elementary 17 ABS (SPED)
SPPS graduates	55%	30%	31%
Persons of color	60%	60%	66%
Male/Female	50% male 50% female	30% male 70% female	52% male 48% female
Bilingual	20%	34%	21%

Hire rate	100%	86% hired as of 6/25/18	N/A
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The district takes the lead role in recruitment by offering information sessions and visiting with schools, principals, and other district staff. Representatives from the university also participate in these sessions. All members of the SUTR staff, including university staff and faculty, help with one-on-one connections with interested individuals throughout the application process. To date, SUTR staff have selected 50-60% of applicants for each cohort; ideally more qualified individuals will apply so that the program can achieve a selection rate of 25%. TQP funds will support a new full-time SUTR Program Assistant, who will support these strategic recruitment priorities. The program assistant will host at least five information and application assistance sessions, from September to January, and increase use of the SUTR website for recruitment. Staff will make personal phone calls and individual emails to all who complete the inquiry form and/or attend the information sessions to encourage individuals to complete the application. To be eligible for a SUTR teacher residency, an individual must hold a bachelor's degree in any field from an accredited institution. SPPS employees receive preference for residency participation. Additional eligibility criteria include:

- Commitment to education.
- Commitment to teaching in SPPS for three years after completion of the residency.
- Seeking initial teaching license in high-need subject area as determined by SPPS HR:
 - Elementary Education with STEM focus
 - Special Education; Academic and Behavior Strategist (ABS). The ABS license prepares individuals to teach students with mild/moderate needs across the areas

of autism spectrum disorders (ASD), developmental disabilities (DD), emotional behavioral disorders (EBD) and learning disabilities (LD)

- Submission of an application, which constitutes a request for program participation and for the program stipend.

Application. Eligible and interested applicants submit an application prior to a February deadline. Required application materials include a resume reflecting knowledge and accomplishments, including preferred license area; all unofficial transcripts; contact information for two references; and two personal written statements, reflecting the applicant's 1) demonstrated commitment to the education of diverse students in SPPS and how experience(s) will contribute to individual's development as a racially conscious and culturally responsive teacher, and 2) reflection on the UST School of Education's mission of educating practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good. Applicants also submit a GRE/Praxis Core score, a requirement of university accrediting bodies. A panel of reviewers from SPPS and UST reads and rates applications using a rubric. Eligible applicants achieving a minimal score are invited to an interview.

Interview. A panel of 16-20 representatives of UST faculty/staff, SUTR staff, SPPS Human Resources, Equity, and Special Education departments, and a variety of district leaders (e.g. teachers, principals, Office of Teaching and Learning) interview applicants. The 3-hour interview process takes place in February/March and includes three main components:

1. Traditional interview questions focused on applicants' skills/ability related to SUTR dispositions (see below).

2. Applicants read an article about racial equity (Gloria Ladson-Billings, “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy”), and come prepared for a group discussion (3 applicants and 2-4 interviewers) about the article.
3. Applicants give an 8-10 minute presentation of their racial autobiography and experiences with race.

SPPS has determined eight dispositions that characterize a distinguished SPPS teaching candidate. The SUTR interview process is designed to discern the degree to which a candidate displays these dispositions: *Culturally Responsive* - Ability to learn from and relate respectfully with people of your own culture as well as those from other cultures; *Reflective* - Ability to reflect on one's actions so as to engage in a process of continuous learning; *Coachable* - willingness to be corrected and to act on that correction; *Collaborative Leader* - able to intentionally work with others in a purposeful relationship in which all parties strategically choose to cooperate in order to accomplish a shared outcome; *Analytical Problem Solver* - able to view and analyze (look into) a situation from a logical, systematic perspective and find a good solution within a timely manner; *Organized* - refers to the wide variety of skills and techniques that teachers use to keep themselves and their students organized, orderly, focused, attentive, on task, and academically productive; *Resilient* - able to recover from or adjust easily to misfortune or change; *Perseverant* - demonstrates the continued effort to do or achieve something despite difficulties, failure, or opposition.

Interviewers score each candidate. Aggregated scores categorize candidates according to the likelihood they will succeed in the program. Applicants with the highest scores become finalists and receive an invitation to join the program. SPPS Human Resources verifies

participants are eligible for SUTR by reviewing and confirming information provided during the application process. This information includes work history, education background and a criminal background check. Successful applicants are invited to join the program.

Commitment. SUTR finalists attend a “signing day” at which UST registration staff, SPPS HR, SUTR staff, and payroll staff meet with applicants to go over the financial details and other requirements of the program. This ensures that applicants are aware of the benefits and obligations of the residency before they make a final commitment. SUTR residents receive a \$19,500 living stipend and single medical/dental benefits. Through the SUTR application they also apply for merit-based scholarship opportunities of \$3,000 to \$8,000 through UST; in cohort 1, 2 and 3 all residents received a UST scholarship. Applicants seeking federal loans or state student-teaching stipends complete a FAFSA. SUTR staff help with the financial aid process through application support and providing information about related scholarship opportunities, loans, and debt forgiveness options. UST also conducts orientation regarding grades, financial aid, bookstore, bills, etc. tailored specifically to the cohort.

In the SUTR signing letter (agreement to serve) residents commit to pursuing licensure in a high-need subject or area as designated by SPPS (currently this is elementary education with a STEM focus or special education), completing licensing requirements, teaching full-time in a high-need school in SPPS for at least three years upon completion of the program and submitting documentation verifying this employment, and complying with all other requirements of the partnership. As a TQP-funded program, SUTR’s agreement to serve will include a requirement for residents to repay the residency stipend if they do not complete the teaching obligation, according to terms and conditions that align with TQP funding requirements. The current

arrangement is pro rata, and asks for [REDACTED] repayment if residents never teach, [REDACTED] if they teach for one year, [REDACTED] if they teach for two years. Any repayment received will be used to carry out additional activities that are consistent with the purposes of this priority. There is no repayment requirement for residents who are non-renewed by the district. To date, only one program graduate has chosen not to continue teaching.

****PREPARATION AND SUPPORT****

SUTR pairs a full-year classroom apprenticeship with masters-level education content. Coursework is designed to inform and enrich the clinical classroom experience, which is supported by mentor teachers. Residents complete coursework and train as part of a cohort that provides ongoing support and collaborative learning throughout the residency year and beyond.

Residency Year: An Overview

- May -June Complete Beyond Diversity training (this is the title of SPPS' district-wide introduction level diversity training), orientation, mentor-resident meeting.
- June-August: Full credit load at UST.
- August: Gather with mentor teachers at Summer Institute; complete racial equity and co-teacher training together.
- September-June: Attend UST classes on Mondays and co-teach under the guidance and supervision of experienced mentor teachers Tuesday-Friday.
- July/August: Take and finish one online course to complete the masters program.
- Fall/Winter/Spring: Licensing exams, three total.

Coursework Development. In December 2015, a team consisting of eight full-time UST faculty in elementary, special education, and secondary education began developing curriculum

for 1) elementary residency, 2) special education residency (license area Academic Behavior Strategist), and 3) secondary science and math residency. This group of full-time faculty from UST included content experts in literacy and math elementary education, special education, and teacher preparation assessment. The Minnesota Board of Teaching and the St. Thomas Graduate Curriculum Committee approved the curriculum, licensing programs, and degree in spring 2016. In a quarterly instructor retreat, a teacher educator group of instructors, clinical supervisors, and any staff who work with residents analyzes student satisfaction data, course evaluations, and resident progress toward program completion to make changes to the courses while maintaining Minnesota license standards. The residency program goes up for state accreditation approval process every two years.

SPPS and UST align the teacher preparation program with student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA as amended by ESSA, established by the State of Minnesota. In Minnesota, all educational licensure programs must address 10 Standards of Effective Practice for Teachers, a combination of foundational teaching standards, including all elementary reading standards. For SUTR, these standards are packaged across the following courses: Pathways to Teaching, Effective Teaching and Learning, Environments for Success, Educational Equity and Inclusive Practices, and Literacy Development (see elementary and ABS degree plan). Minnesota requires all candidates to take and pass a general pedagogy test assessing knowledge of these 10 standards. For Cohort 1, 95% passed this exam (one resident did not take the exam and one resident did not pass). Cohort 2 took the exam this spring.

The curriculum development team started with those 10 standards and designed all SUTR residency coursework to meet standards requirements; district priorities of effective classroom engagement, racial equity, and differentiation for all learners; and student outcomes. Sub-groups for elementary education and special education worked to revise UST's existing courses to meet the standards and the residency model, revising the traditional syllabi to meet the residency time frame and structure. This course development work focused on what was vital for immediate practice. For example, understanding the history of teaching is not as practical as knowing how to write lesson plans. SUTR coursework equips residents with foundational knowledge in diversity, effective classroom environments, culturally responsive practices, effective teaching and learning, assessments, interventions, and content and pedagogy.

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. As part of UST accreditation responsibilities, SUTR coursework meets InTASC standard requirements.

Supporting Standards-Based Academic Content Areas. Specific to reading, the courses are tied to state and professional standards and incorporate research and best practices regarding the essential components of reading instruction, as defined by the TQP funding notice. Each syllabus includes a matrix outlining the specific standards tied to that course and ways the standard is assessed and taught. Additionally, the two key assessments for the reading courses (Language Acquisition and Print Awareness, and Analysis of Teaching and Learning) are based on these standards and designed to document candidate content knowledge. For ABS (special

education) candidates, the Elementary Academic Intervention Course builds on the initial reading course by digging deeper into reading assessment and instructional planning while aligning with state standards and individualized needs based on the IEP. The key assessment for the course requires students to plan and implement evidence-based reading instruction that aligns with individualized needs.

For math content in elementary, we expect residents to enter the program with mathematics courses that meet state standard requirements. This includes a minimum of one college level mathematics course and one, specifically for future elementary candidates, that meets the state license requirements. The elementary math methods course focuses on content and pedagogy. It addresses every aspect of the content in the National Council of Teachers of Mathematics standards, which correlate to Minnesota State Standards. This dual preparation of math coursework outside of SUTR as well as a specific focus on elementary content in connection to pedagogy prepares candidates not only to understand but to teach the relevant content in ways that are up to date with the current research in mathematics education. One specific example is the application of Number Talks. The residents practice in class and then with students in number sense areas (e.g., addition and subtraction).

For math content in special education, candidates dig into useful individualized assessment (e.g., structured math interview) and evidence-based practices in the area of elementary math. Coursework emphasizes number knowledge and cognitive approaches to support mathematicians as useful approaches for students with IEP's or those who struggle with math. The clinical experience gives an opportunity to apply these strategies in the co-teaching environment, where residents learn to identify approaches and classroom structures that support

differentiation for a student with specialized math needs in the general education classroom.

Residents pursuing an elementary education license complete five class sessions specific to supports for multi-lingual learners. Partners would like to expand this to both license areas in the future. This content, along with the Educational Equity course described above, helps prepare general education and special education teachers to teach students who are limited English proficient. Residents in the ABS license track also learn specific ways to assess multi-lingual learners in the Educational Assessment course and learn strategies to provide academic support to elementary and secondary students in methods courses.

In Minnesota, all candidates are required to take a specific content test assessing their knowledge of content in the license area. For Cohort 1 in elementary, 100 % (7/7) passed the elementary content test; one resident did not take it. In special education, 54% (7/13; one resident didn't take it) passed the special education content test. Cohort 2 will take this exam in May. Additionally, Minnesota requires ed-TPA assessment for all teacher candidates. ed-TPA measures readiness to teach. For cohort 1, 11/22 (50%) met the Minnesota benchmarks of Tasks 1-13, Task 2, 13, and Task 3, 12 on the ed-TPA. For Cohort 2, 65% (18/28) met the Minnesota benchmarks of Tasks.

Teaching Techniques. Teaching Techniques are incorporated in all courses. University supervisors and mentor teachers assess the residents' competency on these teaching techniques through the SUTR SET and the UST evaluation tool monthly and provide feedback.

For classroom management all candidates take Environments for Success, which focuses on setting up the classroom in a proactive preventative way to model, teach, and reinforce expectations and routines. Residents discuss ways to de-escalate challenging behavior. In the

Educational Equity and Inclusive Practices course, residents learn the universal design for learning (UDL) framework and how to differentiate instruction, curriculum, and assessment based on the strengths and cultural background of the learner. The Analysis of Teaching and Learning key assessment mentioned above requires residents to evaluate student performance and determine next instructional steps based on assessment data.

Residents also learn to understand and use research and data to modify and improve classroom instruction. For elementary education candidates, this is addressed in the Methods courses for Math and Literacy and residents demonstrate competency in key assessments assigned to the course. ABS residents practice using data and identifying evidence-based practices in Elementary Academic Interventions and the Secondary Academic Interventions courses. For each course, residents complete an assignment where they demonstrate competency in these skills before they move to the next phase of the program, the spring clinical experience. One of the nine SUTR SET elements focuses on assessment of student learning and use of student work and data. SPPS also uses the personalized learning community (PLC) model for small-group goal-setting and monitoring based on student data; residents participate in PLCs at their clinical sites.

License Support. Minnesota licensure requirements include coursework completion (B- or higher), clinical experience (pass/fail), and three licensing exams. SUTR provides support for this process through test preparation, including math sessions 2x/year, reading/writing session once per year, and 1:1 writing tutoring as needed. TQP funds will support recording these sessions to be used again as online learning modules. SUTR also provides vouchers to cover the fees for all tests, and up to 75% reimbursement for GRE/Praxis Core exams. UST uses a list of

“transition points” to monitor progress toward licensure.

Integrating Coursework and Clinical Experience. Course goals and competencies are further addressed through a year-long, school-based clinical experience that integrates coursework with hands-on classroom experience. Candidates teach and learn alongside a master teacher who provides ongoing mentoring, observations, feedback, and coaching specifically related to student and teacher-candidate performance data. In contrast to traditional student-teaching structures, which can leave a big disconnect between the coursework and the child classroom, this model provides residents with a functional learning lab where they go beyond abstract understandings of theories to develop flexible “knowledge-in-practice, of-practice, and for-practice” (Cochran-Smith & Lytle, 1999) that is deeply embedded in the context of the classroom, school, and district.

Within this clinical framework, the program provides connections between coursework and application to teaching practice in three ways. First, many courses include applied assignments. These assignments require residents to apply knowledge and learning from the coursework to real work with students and school communities. For example, the UDL assignment requires residents to select one of their students, identify specific interests, strengths, and needs, identify ways to differentiate, and then plan and teach a lesson including the differentiation strategies. This lesson is observed by a peer, who shares feedback on ways to engage and connect with the student. The resident uses this feedback in future lessons. Through these applied assignments, residents receive feedback from their fellow students, mentor teachers, and course instructors. Cohort 1 data show that 88% of residents found assignments useful and meaningful. Residents have reported “amazing partnership between school district

and university,” and have asserted “the classes I am taking match up with my experience in the classroom.”

Residents seeking special education licensure have additional opportunities for applied assignments through additional clinical site experiences, called learning rotations. Twice during the residency year special education candidates spend a week at a site that represents a grade level other than their primary clinical location.

Second, the program has adopted the Learning Cycle (McDonald, Kazemi, & Kavanagh, 2013) as a framework to ensure priority elements from the SET teacher evaluation tool connect to at least one course and integrate across the curriculum and clinical experience. This process ensures residents receive an introduction to priority elements (e.g., behavior monitoring and response, engaging students, accepting and using feedback), practice implementation in courses, and then enact the new learning with students in SPPS classrooms. UST faculty and SPPS partners consult weekly. SPPS staff are adjunct faculty who teach key courses (50% of the course instructors are SPPS staff). Quarterly instructor retreats bring together all instructors and university field/clinical supervisors. The retreats have two primary goals: 1) to integrate coursework and clinical experiences, and 2) to explore and implement culturally responsive practices among the instructors and university field/clinical supervisors.

SUTR also provides connections between coursework and application and opportunity for collaborative learning through a weekly seminar during the academic year. Co-taught by SUTR coordinators, the seminar offers announcements, advising tips, transition to teaching (interviewing, resume, building SPPS network), and practice with the nine essential elements.

Clinical Site Selection. SUTR sites provide a rich setting in which the resident will prepare to be an effective teacher in SPPS. SUTR sites welcome and allow residents to practice standards of effective teaching with a gradual release of responsibility through co-teaching. The SUTR Steering Committee selects SUTR sites based on the following criteria:

- Leadership that supports residents and mentors and demonstrates belief in the development of new teachers.
- Capacity to host a cluster of three to four mentor-resident pairs. Mentor-resident pairs are grouped in this way to provide a more collaborative and supportive environment.
- Evidence that the following SPPS initiatives are in place:
 - Active Equity team
 - Inclusion model for SPED and EL students
 - Co-teaching
 - Readers and Writers Workshop model (elementary and middle)
 - PBIS structure for classroom and behavior management
- Is a high-need school, as defined by the TQP funding notice. Out of all 70 K-12 schools in SPPS, only 14 do not meet the definition of a high-need school. Seven of these are gifted, language immersion, or Montessori so would not be appropriate SUTR clinical sites. All 11 current sites are high-need schools, with free/reduced price lunch eligibility that exceeds minimum rate.

The SPPS HR Executive Director gives final approval for clinical sites.

University Supervisor. During the year-long clinical experience, each resident is assigned to a UST supervisor, who observes the resident at least once a month and provides feedback and

coaching. The supervisor and the mentor teacher meet at least monthly to complete a shared summary evaluation and make a plan with goals for the upcoming month. All but one of the UST special education faculty also supervise and one to two of the elementary faculty supervise.

Mentor teacher recruitment and selection. After clinical sites are confirmed, staff work with the school principals to recruit mentor teachers. Mentor teacher selection criteria include:

- Current full-time teacher, tenured in SPPS, licensed in assigned field
- Completed Beyond Diversity Training
- Strong belief in the SPPS Equity Policy
- Recommended by Assistant Superintendent/Principal/Leader based on teaching effectiveness, including assessing student learning, managing learning in the classroom environment, integrating research-based best practices, teaching with a lens of equity
- Evidence of professionalism, including collaborating to improve instruction, deepening content knowledge, communication, teacher leader, reflective practice, articulating practice, adapting expertise, modeling passion for teaching
- Appropriate skills in the essential components of reading instruction, training in literacy instructional strategies across core subject areas, and training in mathematics instructional strategies, as appropriate based on resident content area.
- Most recent SET evaluation of Developing or higher overall (across three domains, all 48 standards, see Appendix J - Other Documents)
- Ability to coach new teachers
- Demonstrates the following dispositions: culturally responsive, reflective, coachable, collaborative leaders, analytical problem solvers, organized, perseverant, and resilient

- Has not been on Improvement Plans, has no documented performance problems or issues of misconduct

Eligible and interested mentors complete a questionnaire to assess strengths, culturally responsive practices, classroom management philosophy, co-teaching approach and strategies, and SUTR dispositions. The SPPS SUTR Program Coordinator selects mentors and matches them with residents based on grade level and instructional area (general education, SPED, ELL) as well as personality strengths/challenges based on SUTR dispositions. The goal is to establish a functional and compatible match that aligns and supports instructional goals of the resident, facilitates a positive relationship to support learning and personal development, and ultimately improves learning outcomes for students.

Mentor teachers as co-teachers. Residents begin the yearlong classroom clinical experience at the beginning of the school year. Mentors spend each day throughout the year co-teaching with their resident and engaging in reflective conversations based upon residents' growing instructional and professional practices. Mentors spend approximately 1,200 hours coaching and teaching alongside each resident over the course of the program. Mentor teachers use a variety of instructional coaching strategies to help residents develop the knowledge, skills and habits of mind that come from years of experience in high-need classrooms.

Mentor teachers and residents meet weekly for lesson co-planning. Through a gradual release process over the course of the year, teacher residents move from a collaborative, co-teaching role in the classroom to an increasingly demanding, lead-teaching role. Residents start the school year with 20-30% of teaching enactment through co-teaching. Each month, the gradual release grows by approximately 10% with resident enactment achieving 100% by the

end of the school year with a dip in March due to the completion of the EdTPA. Cohort 3 will also experience a one week lead week in the fall, a two week lead period in the winter and a three week lead period in the spring. The gradual release also ties back to the learning cycle and focuses on the enactment of an activity and/or pedagogy along with analysis of learning.

Mentors continuously gather data about resident progress to provide targeted support and feedback. Mentors and university supervisors observe residents monthly and provide evidence-based feedback through an observation cycle of a pre-conference, observation, and post-conference in conjunction with the gradual release model. The SUTR SET list (priority elements from the SPPS teacher evaluation tool) provides the basis for this observation/analysis cycle, so that when residents are hired as SPPS teachers, they are familiar with the feedback tool used by administration and coaches. The UST clinical supervisor and the mentor teacher do a summary of the resident's effectiveness within each of the three main SET domains (Effective Instruction, Classroom Environment, Professionalism).

Each mentor teacher meets monthly with his/her university supervisor to use the observation and SET summary information to plan for the upcoming month, using the gradual release process to bolster and prioritize the resident's development of effective practices, strengthen content knowledge, and support teaching skills. The gradual release process provides the structured framework for weekly planning by mentor teachers and residents. The weekly plan outlines how the resident will:

- (1) own the planning, teaching, and assessing for a class, subject, or activity
- (2) organize lesson plans for which the resident will demonstrate a measurable goal, instructional strategies, and assessment

- (3) demonstrate culturally relevant pedagogy through development of high academic and behavior expectations and relationships with students
- (4) establish and implement co-planning time
- (5) implement co-teaching strategies such as one-teach/one-assist, one-teach/one-observe, parallel teach, team teach, and station teach

Support for mentor teachers. Mentor teachers receive a \$1,200 stipend for participating in the program, along with 30 CEUs for hosting the resident. Additionally, mentors receive ongoing professional development and support from a full-time SUTR mentor coach to ensure they have the time, resources, and coaching skills necessary to lead the development of an emerging teacher. Because mentors are required to observe residents and provide them with evidence-based feedback, they must continually develop their own mentoring and coaching skills. Mentors receive 20 CEUs for professional development sessions, including an initial two-day retreat (12 hours) and monthly professional development (nine days, six hours per day).

The training at the two-day retreat provides a foundational understanding of the SUTR model, outlines the schedule for the year, gives an overview of resident coursework so that mentor teaching aligns with course content, clarifies resident and program expectations for the clinical classroom, and prepares the mentor to be a model and support for the resident. Monthly day-long (six-hour) professional development provides time to engage in the learning cycle while developing mentoring skills. The first part of the monthly session includes content regarding data-based observation and feedback using SET, coaching and co-teaching strategies, equity in the classroom, voice and choice, and more (see Appendix J - Other Documents). The second half of the day is devoted to collaborative learning, including space for mentors to share

and reflect on how they are verbalizing instruction and making their teaching, actions, decisions, and practices known to assist the resident in learning the nuances of teaching. Mentors also collaborate with their university supervisor and SUTR program staff. UST instructors help provide mentor training sessions.

Mentor teachers help provide a residency experience that produces educators ready to be culturally relevant practitioners in SPPS. The experience also enriches the practice of the mentor. Mentor feedback from cohort one includes, “The work made me a more reflective teacher and shed a light on some of my weaknesses and strengths. It has made me think about the ‘why’ of my practice,” and, “I think more about what I’m teaching because I’m sharing my thoughts with my resident, hence I am more purposeful.”

HIRING AND RETENTION

Residency graduates commit to serving SPPS for at least three years after the completion of their residency. Graduates must follow the same procedures as all hires: the first step is being interviewed and accepted into the pool. When they are in the pool, they are eligible for the hiring process in buildings. In SPPS, all new teachers receive three years of induction support, as outlined in a shared commitment by the district and the teachers union:

- Year 1: Mentor/Mentee Program. New teachers receive orientation and 20 hours of support from a mentor. The content of 20 hours is flexible according to teacher needs. Mentors/mentees document their interactions. (Mentors will receive a \$700 stipend, 20 clock hours, and four hours of training.)
- Year 2: Peer Assistance Review (PAR). PAR is based on the award-winning Toledo Plan out of Toledo, Ohio. Saint Paul Public Schools along with the St. Paul Federation of

Teachers negotiated this induction framework as part of the teacher labor agreement. The PAR team consists of eight full-time consulting teachers (coaches) who support around 150+ probationary and tenured educators a year. PAR supports the professional growth of SPPS teachers, primarily teachers new to the district. PAR Coaches provide support to teachers around lesson planning, implementing effective instruction and moving toward personalizing learning. PAR Coaches support teachers in their work toward eliminating racial disproportionality and predictability of achievement. PAR Coaches collaborate with administrators to provide teachers with useful performance feedback.

- Year 3: Continued support in year three takes place at the building level as determined by the school's administrative staff based on the needs of the non-tenured teacher.

While all eligible SUTR graduates from cohorts 1 and 2 accepted positions in SPPS, cohort 1 had three candidates that were non-renewed. The feedback from these teachers, and others in the cohort, is that they need more support during the first year of teaching, beyond the induction seminar that is currently offered four times per year. The demands of first-year teaching, including understanding how to manage the “whole” of paperwork, systems, behavior, planning, executing, etc., can lead to burnout and poor attendance.

SPPS uses multi-tiered systems of support (MTSS) as an evidence-based framework for integrating multiple systems and services to address students' academic achievement, behavior, and social-emotional well-being. MTSS uses screening, tiered support, progress monitoring, and data-driven decision-making. In response to resident feedback, and using what SPPS has learned in implementing MTSS for student benefit, SUTR partners have developed unique tiered model for induction support for teachers in year one; both partners will be involved in implementing,

progress monitoring, and analysis of the model. TQP funds will support a full-time induction specialist to implement this structure. Tiered support will be based on individual needs as determined by the residents, mentors, building administration, special education coaches and others involved and invested in the development and support of new teachers in SPPS.

SUTR Induction, YEAR 1, Tier 1

- ❑ Four SUTR Induction Seminars aimed at continuing the SUTR collaborative learning and providing space for new teachers to discuss classroom instruction with colleagues. Attendance for these seminars has been 50-60%.
- ❑ Each cohort will identify volunteer SUTR Cohort Captains. This person(s) will assist with the induction seminars and promote community building events throughout the year.
- ❑ Two New Educator Week (NEW) professional development days prior to the start of school, *in addition* to the professional development days that are offered through the district. These two additional days will be used for support and organization of Due Process paperwork, classroom set-up, creating unit and daily lesson plans, etc.
- ❑ All SUTR graduates will complete a survey to determine the specific needs they would like to have in a mentor for their Mentor/Mentee match. The data given will be shared with program staff to ensure the best possible mentor match based on individual identified needs.

Y1, T1 Assessment:

In the fall of year 1, the building administrator will conduct a building walk-through and score the graduate's SUTR SET. The mentor will complete an assessment. Based on this data, residents will be identified to move to Tier 2 if they score too low on the SUTR SET or the

mentor recommends more support. Residents may also self-select to move to Tier 2 Supports.

SUTR Induction, YEAR 1, Tier 2

SUTR graduates can elect to participate in the following supports:

- ❑ Small group work sessions, co-facilitated by SPPS and UST every other week at a designated location. Graduates can get assistance with lesson planning, due process, classroom management ideas, and other areas based on need.
- ❑ Graduates are introduced to, and encouraged to take, SPPS union-sponsored enrichment courses to assist them in the areas where they struggle.
- ❑ UST supervisors, supported financially by SPPS contract with UST, continue to do monthly observations as-needed to support the growth of the SUTR graduate.
- ❑ UST faculty and staff can provide professional development for mentors and graduates based on requests. Examples include classroom engagement, progress monitoring, de-escalation, PBIS, STEM, differentiation, UDL, co-teaching. If requested, participants could earn CEUS and credit.
- ❑ The SUTR graduate participates in a regular reflection journal to be shared with the induction coordinator in order to address areas of concern.
- ❑ SUTR graduate lessons are filmed and sent to PAR Coach for review and feedback based on identified need. Graduate views and self-evaluates and monitors progress.

Y1, T2 Assessment:

During Tier 2 support, graduates will collect self-monitoring data through the recorded taped lessons or reflection journal. Building administrators, program staff and/or university supervisor will collect regular data and compare results monthly.

SUTR Induction, YEAR 1, Tier 3

If the SUTR graduate is not making progress on Tier 2 supports, this may be an indication that they need more support to be a successful teacher in SPPS. Based on data from past cohorts, program staff anticipate that 20% of graduates will need additional individualized supports to be successful in their first year of teaching. The definition of successful is that they return to work in SPPS for their second year. Based on assessment data (observation data, administrative observations, or other anecdotal information), the program will provide the following supports:

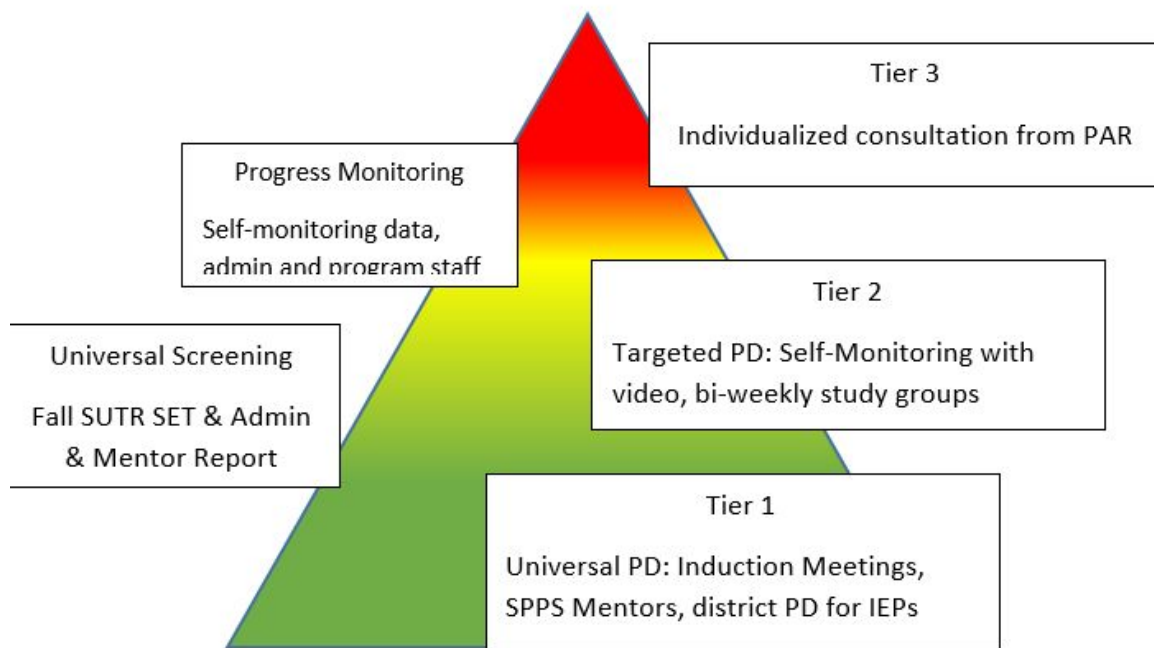
- ❑ “PAR-Lite”: 1:1 classroom observations including the observation cycle of lesson plan, observation and debrief conversation.
- ❑ Live coaching from the PAR-Lite consultant based on an individual growth plan.
- ❑ Site visits with PAR-Lite consultant to observe and learn from veteran teachers who have been identified as proficient or distinguished in the area of identified growth, per SET.
- ❑ PAR-Lite consultant and building administrator observe the graduate and give a debrief session together to identify areas of strength and areas of growth.
- ❑ Graduates can elect to meet regularly via web-conference or in person with a PAR Lite consultant to problem-solve classroom situations.
- ❑ PAR-Lite consultant models teacher moves needed to increase success in year one.
- ❑ Observation series - a series of three-, five- or 10-day consecutive observations by a PAR-Lite consultant that include hourly and daily debriefs based on administrator's perspective on needs from the SET.

SUTR Induction YEAR 2:

All SUTR Graduates will participate in PAR for their second year of teaching in the district. PAR Coaches will receive a record of what occurred in year one including all tiers of support that were offered so their consulting can start where they left off in Year 1.

SUTR Induction YEAR 3:

SUTR graduates and their Year 2 PAR Coach can create a Year 3 induction plan that meets the targeted need of the teacher and continue the use of tiered support listed above.



SPPS will seek additional funding to maintain the tiered induction model after the grant year ends. If that funding is not secured, the existing SPPS induction model will support graduating cohorts from grant years 4 and 5 whose three-year induction period will conclude after the grant has ended.

C. MANAGEMENT PLAN

1. Key Responsibilities and Milestones

SUTR is managed by the Department of Human Resources under the direction of Executive Director Laurin Cathey. Danaya Franke, SUTR Coordinator, manages day-to-day program administration. Ms. Franke will oversee this grant project, manage the grant budget, track completion of program requirements and prepare reporting to USED.

Both SPPS Human Resources and UST College of Education track completion of program requirements by SUTR candidates. SPPS tracks resident progress toward clinical aspects of the program and UST monitors academic progress. Ms. Franke receives regular updates on progress toward completion of both clinical and academic requirements during committee/team meetings, and works with residents as needed to ensure program completion. Multiple committees that represent different levels of organizational authority and contact with the program make SUTR program decisions. The SUTR Steering Committee meets every 8 weeks to discuss and make high level program decisions. These committee consists of representatives from UST and SPPS at a variety of departmental levels.

SPPS Human Resources Department, Payroll Division, manages stipends. Stipends are disbursed following the standard district payroll procedures. Health insurance and standard payroll deductions for state and federal taxes are coordinated through this process. The Grants Management Coordinator, Rebekah Doyle, who has extensive experience monitoring state and federal grant programs for compliance, provides grant management support.

Human Resources Executive Director (Laurin Cathey): Serves as the SUTR program Executive Director, oversees SUTR's financial health, analyzes data for program effectiveness,

and participates in the Advisory Board, Steering Committee and Advisory Committee. He represents SUTR locally and nationally and is the district's Senior Leader to advocate the SUTR program to the Superintendent's Cabinet and Board of Education.

SUTR Program Coordinator, 1.0 FTE (Danaya Franke): Coordinates the day-to-day SUTR program including recruiting residents, reviewing applications, leading the interview process, selecting residents, matching residents to mentor teachers and appropriate residency locations, observing residents and mentor teachers and providing feedback on performance. The Program Coordinator is responsible for representing SUTR with the IHEs and for all networking, public relations and marketing strategies, including SUTR's online presence. She also facilitates mentor professional development plans, initiates improvement plans, and leads both the SUTR site check-in meetings with principal and staff and the exiting process as needed. She supports development and implementation of a SUTR induction program, coordinating with other SPPS and SPFT efforts. She consults with other residency programs in Minnesota and other states. The program coordinator is the lead connection to NCTR (Technical Assistance Provider) and leads each of the committees, boards and planning team. The SPPS SUTR Coordinator regularly meets with the coordinator from UST, ensuring program continuity and consistency between partners.

SUTR Mentor Coach, 1 FTE (TBH): Support and coach SUTR mentors by creating a yearlong plan for mentors, providing orientation and ongoing monthly professional development; organize and respond to monthly observation data; provide clear communication to all mentors, residents and sites about program requirements; organize and facilitate SUTR site check-in meetings with principal and staff; develop and implement Mentor Selection/Interview Day; and participate in Advisory Board and Steering Committee.

Program Assistant, 1 FTE (TBH): The program assistant will execute recruitment activities under the direction of the SUTR Coordinator. He or she will also be responsible for assisting the SUTR Coordinator with grant accounting and reporting.

REA Program Evaluator 1 FTE (TBH): will hold an advanced degree and have extensive experience evaluating both federally funded projects and professional development or other education programs. The evaluator will execute the evaluation plan for TQP and be responsible for collecting outcome data for reporting purposes. The program evaluator will report to the director of REA in SPPS.

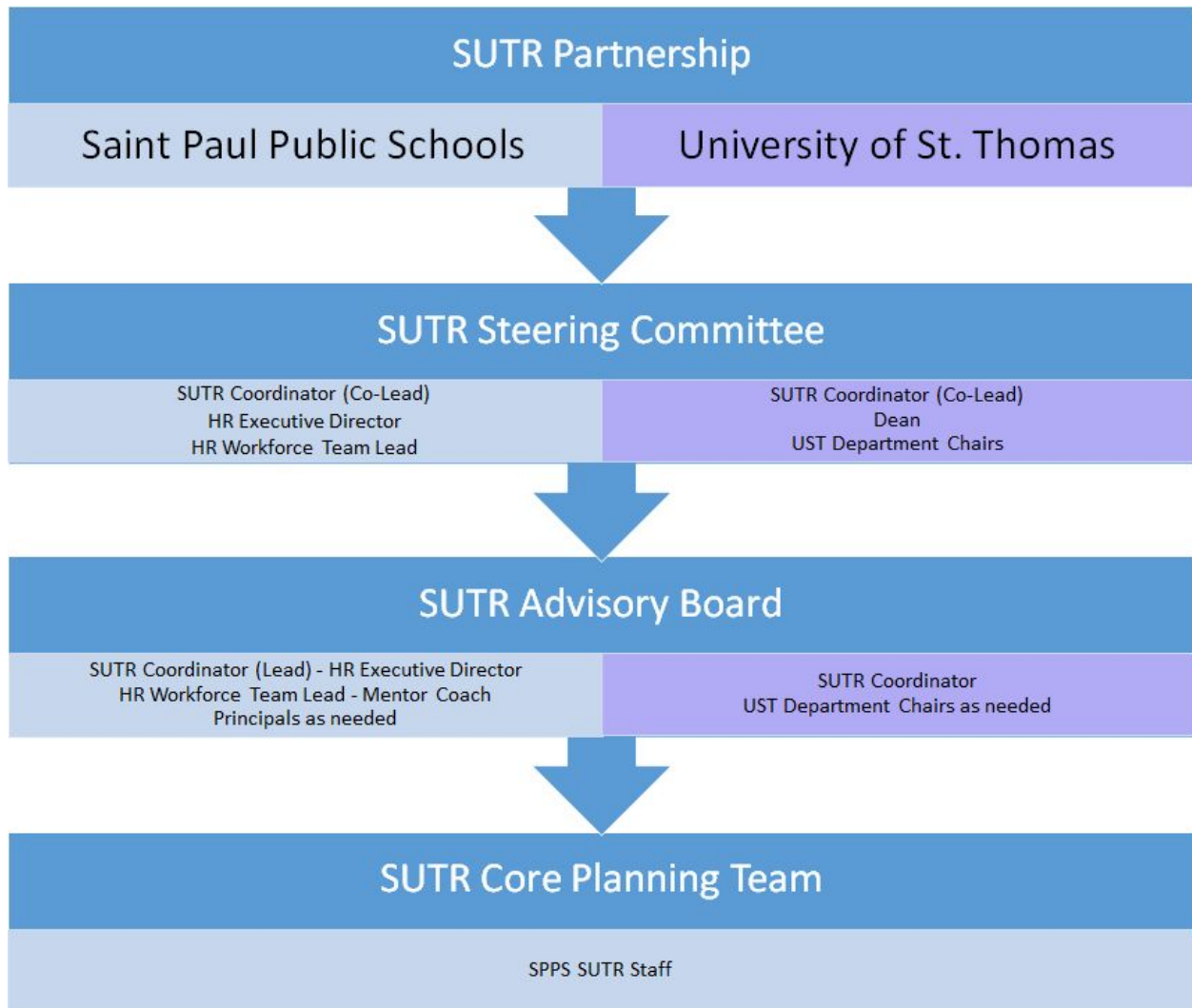
Induction Specialist, 1 FTE (TBH): Lead the new tiered induction program and ensure that the multi-tiered system of supports is working for each new teacher.

Steering Committee: Responsible for high-level programmatic decisions and continue to learn about the impacts of the program. The committee meets every eight weeks alternating sites between UST, SPPS and School Sites. The SPPS Steering Committee includes representatives from the UST College of Education, St. Paul Federation of Teachers, SPPS Human Resources, SPPS Office of Equity, SPPS Office of Teaching and Learning, and the SUTR Coordinator.

SPPS Core Planning Team: Includes SUTR Coordinator, HR, SUTR Specialist, and SUTR Program Assistant. This team manages manage day-to-day program needs and makes operational decisions. The team meets monthly.

Advisory Board: (SPPS HR, SPPS SUTR, SPPS Leadership, UST) Makes decisions regarding continued support of residents and meets as needed depending on individual progress and general progress. This group consults to determine next steps in supporting the growth of the resident or exiting them from the program after listening to the resident explain their situation.

SPPS-UST Fundraising Committee: Focuses on sustainability and program funding, and includes Ms. Franke, the SUTR coordinator from UST, grants staff and lobbyists from both organizations. Finally, the **UST Instructors group** makes decisions related to the academic content of the UST courses attached to the program.



Annual Schedule of Key events

Every Month: resident observations and supervisor meetings, Mentor Support day, monthly mentor observations and PD planning, Planning committee meetings, induction support activities

October: Begin Recruitment for spring applicants, Fall term classes are in progress, SpEd Residents do first learning rotation, Fall Gateways, NCTR Site visit

November: lesson planning work, set up staff and rooms for interview days, Induction Seminars, recruiting continues - info sessions begin

December: UST Fall surveys, Supervisors complete disposition surveys, “triad meetings” with Supervisor, Mentor and Resident, Winter Gateways, SET Data collection

January: recruiting activities continue, selected candidates begin applying to UST, Spring Semester begins, Instructor Retreat, Term 1 debrief, Learning Rotation 2 for SpEd residents, EdTPA Support, Begin Tier 2 resident and graduate supports for identified teachers, Prep residents for teacher pool interviews, Steering Committee Meeting

February: Interview Day(s) for candidate selection, continue EdTPA Support, Spring Gateways, pool interviews for residents for jobs after graduation, Induction Seminars, NCTR Instructional Rounds

March: Select candidates as finalists, notify candidates they are finalists, Debrief interview days, EdTPA Completed, Determine site selection criteria, plan for finalists info sessions, SET Data collection

April: Plan for next year’s application process, tuition, and recruiting; Accept new residents, resident ‘signing day’ and commitment to program, Term 3 courses start, instructor retreat, Pedagogy Assessment, Test Supports, Principals interview for teachers of record for following fall, Site Selection for residents, plan for graduation, Steering Committee Meeting, Tier 3 interventions as needed

May: UST Orientation, Spring Surveys, Debt Seminar, Sub Licences are due, continue supports for residents and SUTR Graduates, onboard new sites and administrators to SUTR, Match mentors and residents - host meet and greet, Induction seminars, SET data collection, negotiate NCTR Contract, NCTR Symposium

June: Revise promotional materials and recruiting items, UST Orientation debrief, Term 4 starts, Instructor Retreat, Term 1 starts for new residents, Beyond Diversity Training, NES Assessment, finishers apply for teaching license, host poster review day, Graduation, Develop Mentor PD model and plans, first mentor-resident co-teaching PD

July: Plan learning rotations, prepare for New Educator Week and SUTR Summer Institute, Plan induction with UST

August: Revise Gradual Release Plan, Revise Yearlong Plan, Revise Observation Cycle, Revise Focus Elements, Revise SUTR SET, Gateways Summer, Exit interviews, new site onboarding, Induction Seminars, New Educator Week and SUTR Summer Institute

September: Fall Term 2 coursework starts, plan for recruiting

2. Incorporation Into Ongoing SPPS Programming

SUTR supports and aligns with SPPS strategic planning work, and will be incorporated into continued programming accordingly. Five district committees recently completed their review of each of five strategic focus area. The committees analyzed community input, conducted research on best practices, engaged stakeholders, and defined objectives for each focus area. Through this work, they created strategic initiatives to be the components of the new strategic plan, still under development, that identify the work we must do to make a difference in student learning and achievement. Planners prioritized the phase one initiatives by looking at

work already being done, urgency of the initiatives, availability of resources, staff workload.

Superintendent Joe Gothard shared the District's newly created strategic initiatives at the June 2018 Board of Education meeting. The final strategic plan is expected to launch in fall 2018 with the ultimate goal of increasing achievement for all students.

Two strategic focus areas are relevant to TQP:

Strategic Focus: Positive School and District Culture

Objective: Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes

Initiatives:

1. Implement a structure of staff, student and family input to measure and improve culture (Phase 1)
2. Implement a talent development structure that ensures all employees are supported with clear performance expectations, a constructive evaluative process, impactful professional development and recognition
3. Implement effective staff recruitment and retention practices to build a workforce that reflects the demographics of enrolled students

Strategic Focus: Program Evaluation and Resource Allocation

Objective: Start, stop, or sustain practices based on their effectiveness and alignment to the strategic plan.

Initiatives:

1. Define and implement an ongoing process for collecting, analyzing, and using information to assess program effectiveness. (Phase 1)

2. Define and implement a system for the strategic distribution of resources, integrating program evaluation.
3. Use program analysis and the process of strategic resource allocation to define and implement a district-wide middle school model. (Phase 1)

3. Adequacy of Support

The State of Minnesota has recognized the importance of teacher residency programs and has offered three “Grow Your Own” grant opportunities over the past three years to expand teacher preparation programs. SUTR is currently supported with \$388,000 of these Grow Your Own grants. The current grant term ends June 2018. SPPS is applying for \$500,000 of Grow Your Own funding for another year, and will learn the outcome of that application this fall.

Recognizing the cost-benefit of these grant-funded programs, SPPS has allocated general operating funds to begin to support this program internally, even during a fifth consecutive year of drastic funding cuts. For fiscal year 2018-19, beginning July 1, 2018, SPPS has set aside \$648,000 to support the essential pieces of SUTR and provide matching funds to this TQP application. These essential pieces include the program coordinator, basic levels of mentor professional development and some induction support. Resident stipends are mostly paid through a grant from the Minnesota state legislature’s Grow Your Own Grant. UST commits significant resources as well, supporting a .5 FTE SUTR coordinator, paying faculty and other staff who are actively teaching and/or supervising (including mileage and expenses), and participating in steering and design meetings. UST provides \$599 stipends to all mentor teachers. Through reduced tuition, fewer required credits, and scholarships, UST contributes approximately \$30,000 to each cohort.

TQP funds will be used primarily to build upon the existing minimal support systems for mentors and new teachers. Four new staff will be hired to implement this project, three with federal funds: a mentor coach (supported by matching funds) an induction specialist, a program evaluator (with support from data analysts), and a program assistant to support the SUTR coordinator with recruitment and grant administration. TQP funds will also help support some resident stipends, but the majority of stipends are paid from the state and district funds.

Technical Assistance will be a purchased service from the National Center for Teacher Residencies. Their network of residency programs is a great benefit to planning and shared learning from other partnerships. There are associated travel costs to attend both these network meetings with NCTR and grantee meetings with USED. Supplies to be purchased - textbooks, computers, and materials for recruiting and training - are also split across federal and non-federal funds. TQP funds will be used to pay for license exam preparation and fees. A consultant will also be retained to capture the professional development currently delivered live and create online learning modules so that lessons can be repeated. This will be done for both the mentor training sessions as well as the test preparation lessons.

Without TQP funds, SUTR will continue in a challenging bare-bones format. With the grant, the partnership intends to demonstrate the cost effectiveness of investing in mentor training and stronger induction supports along with more SUTR data and evaluation. These combine with the supports in test preparation to help residents successfully complete their degree and license, get hired and be successful in SPPS.

D. PROJECT EVALUATION

The SPPS Department of Research, Evaluation and Assessment (REA) provides evaluation support for all federal and state grants, and has substantial experience in qualitative and quantitative methods, and handling private and sensitive data. The grant budget and budget narrative include allocation for an REA Program Evaluator. The job description for this role is included in the attachments. Minimum qualifications include Master's degree in program evaluation, education, sociology, psychology or a related field which includes a minimum of 12 semester hours in research methods and program evaluation including quantitative and qualitative methods and one year of program evaluation experience. Dr. Stacey Gray Akyea, REA Director, will supervise the Program Evaluator. Upon award, the REA Director and Project Director will confirm that REA has the capacity to support the evaluation plan outlined in this proposal. If REA does not have capacity, the REA Director and Project Director will engage an expert from within the district's pool of external evaluators who meets qualification requirements. The two-pronged evaluation of this project will focus (1) on the extent to which the project achieves the desired impact through its objectives, and (2) the extent to which SUTR's model of teacher preparation is comparable to standard methods of teacher preparation and induction in outcomes, demands on resources, and cost effectiveness.

Evaluation Path 1: Objectives

The extent to which the program meets objectives will be measured largely through quantitative data collection and reporting. Because SUTR is already in implementation, the evaluation will begin immediately with an inventory of what is currently being collected and where the information is being stored. It is expected that the inventory will reveal several

existing sets of information including; potential candidates, candidates, interview scores, resident performance data and professional development dates. Existing program data will be centralized to produce a programmatic data repository through which program administrative data can be tracked and reported quarterly to be used in a data-driven improvement cycle with program staff. It is reasonable to expect one or more reports to be produced that focus on high-leverage areas for program improvement. Examples of the data elements to be stored include but are not limited to the following: candidate, cohort, candidate recruited or self-selected, candidate race/ethnicity, candidate undergraduate degree characteristics, candidate licensure area, mentor name, mentor school, mentor years in district, mentor race/ethnicity, mentor gender and mentor area(s) of licensure. While quarterly data will be produced and shared with program staff, grant-required reporting will be considered summative; at the end of each grant year, a summative look on program objectives will be done. At the end of the grant period, the program will be able to share data related to each outcome for each year and overall. Table 1 outlines the objective evaluation.

****Objective 1: Increase recruitment of diverse candidates**

Indicators:

- Recruit 25 candidates each cohort
- 60-65% of candidates in each cohort represent populations of color
- 85% of those recruited for SUTR have evidenced SUTR dispositions in at least 6 of the 8 areas

Data Sources: Program, SPPS Human Resources

Data Method: Program data repository

Analysis:

- N of candidates

--% of candidates (disaggregation)

--Ratio – interested persons and candidates

--Average undergraduate GPA

****Objective 2: Prepare candidates to become teachers through graduate-level coursework and clinical classroom experience**

Indicators:

--Average mentor satisfaction to preparation training at 95% agreement

--Average candidate satisfaction to mentor relationship at 95% agreement

--90% of principals say that residency graduates outperform the typical new teachers

--90% of principals agree that the residency program improves achievement and student learning at their school.

--80% of candidates progress through curriculum coursework as designed

--90% of candidates find coursework relevant

--90% of candidates find coursework applicable

--75% of program graduates who have attained initial State certification/licensure by passing all necessary licensure/certification assessments within one year of program completion. (GPRA PM1)

--Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers (HEA evaluation requirement 3)

--100% of qualified program graduates¹ are hired by SPPS, a high-need LEA (HEA eval. req. 4)

¹ Refers to graduates 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 (20 U.S.C. 1412(a)(14)(C)).

--60% of program graduates hired by SPPS are members of underrepresented groups (HEA eval. req. 5)

--60% of program graduates hired by SPPS teach in special education setting (i.e. high-need area as defined by funding notice) (HEA eval. req. 7).

Data Sources: Mentor, Candidate, Principal

Data Method: Mentor feedback of PD, Candidate feedback of PD, Principal evaluation of candidate, Principal feedback of SUTR

Analysis: % of respondents agree/disagree (disaggregation)

The evaluation for Objective 2 will also include collection of the following: percentage of math/science program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of completion (GPRA PM2); percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting period. (GPRA PM3), and achievement data for prospective and new teachers, as measured by coursework, ongoing clinical assessment, and SET evaluation (HEA eval. req. 1).

****Objective 3: Increase induction support for program graduates.**

Indicators:

--90% of program completers report satisfaction of year 1 support

--90% of program completers receive satisfactory performance evaluation

--90% of program completers grow in areas of growth from performance evaluation tool

Data Sources: Mentor, Graduate, Principal

Data Method: Mentor feedback of PD, Graduate feedback of PD, Principal evaluation of candidate, Principal feedback of SUTR

Analysis: % of respondents agree/disagree (disaggregation)

Evaluation of objective 3 will include evaluation of the percentage of graduates who integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and are able to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement (HEA eval. req. 10). This is part of the full SET evaluation.

****Objective 4: Increase retention for SUTR program graduates.**

Indicators:

--90% of program graduates hired by SPPS remain with the district for three consecutive years after initial employment (GPRA PM 5, HEA eval. req. 2) and receive tenure in SPPS

--90% of mentors agree to continue mentoring if applicable

Data Sources: Program, SPPS Human Resources, Mentor, Graduate, Principal

Data Methods: Program data repository, Mentor feedback of PD, Candidate feedback of PD, Principal evaluation of candidate, Principal feedback of SUTR.

Analysis:

--% program graduates retention by year

--% program graduates achieving tenure (disaggregation)

--% of respondents agree/disagree (disaggregation)

Evaluation Path 2: Program Effectiveness

The extent to which SUTR's model of teacher preparation is comparable to standard preparation and induction in outcomes, demands on resources and cost effectiveness will be examined through a mixed-methods evaluation model that will use data collected via the objectives evaluation and incorporate other data. Because SUTR is implemented with other types of supports for new/non-tenured teachers in the district, it will be important for district resources to examine how these strategies align, where they intersect and how they differ. SUTR teacher retention data will be compared to overall retention for all SPPS teachers to evaluate the effectiveness of the partnership's teacher and educator support system. In addition, when applicable it will be important to the district strategy to compare the effectiveness of the various strategies with regard to the costs. A small part of the data collection will be document reviews.

Current qualitative data collection includes a satisfaction survey completed by cohort participants at the end of summer and fall term. A similar survey has been developed for mentor teachers to complete at the end of the academic year. SUTR also participates in surveys collected by NCTR mid-year and at the end of year. Upon program completion, residents complete exit interviews and Transition to Teaching. Teacher evaluation data is collected via the SET tool at multiple points during the first year of teaching. Additional qualitative data to be collected will primarily focus on feedback gathered at project-related events, such as professional development. When necessary, instruments to be created will be done collaboratively and translated into the appropriate languages.

The Program Evaluator will collaborate with SUTR staff and Steering Committee to conduct the evaluation, and will provide training on instruments and procedures for any other

individuals involved in data collection and reporting. Table 1 below outlines the effectiveness evaluation.

Table 1. SUTR Effectiveness Evaluation

Dimension of Evaluation	Potential Questions	Data Sources	Data Method	Analysis
Alignment	<p>--What are the other district strategies that focus on recruitment, support and/or retaining high quality teacher professionals?</p> <p>--How does SUTR align, intersect and/or differ from other district strategies</p>	<p>Programs</p> <p>SPPS Human Resources</p> <p>Mentor</p> <p>Candidate</p> <p>Principal</p>	<p>Program documents</p> <p>Informal interview</p> <p>Meeting notes</p>	<p>Systems mapping of programs</p> <p>Resource mapping</p>
Programming	<p>--What are challenges to implementation?</p> <p>--What are the district infrastructure necessary to implement and maintain these programs?</p> <p>--Do mentor types differ by strategy?</p>	<p>Programs</p> <p>SPPS Human Resources</p> <p>Mentor</p> <p>Candidate</p> <p>Principal</p>	<p>Program documents</p> <p>Informal interview</p> <p>Meeting notes</p>	<p>Qualitative narrative</p>

	--How is the SET performance evaluation used across strategies?			
Cost Effectiveness	--What is the cost of district strategies in time, and staffing? --If candidates leave the district, what are the influencers of the decision to leave?	Programs SPPS Human Resources Mentor Candidate Principal	SUTR meeting notes SUTR program staff interviews	Qualitative narrative

Teacher residency models are relatively new, and data on effectiveness in improving student outcomes is just emerging. The data that does exist is promising, and SUTR partners are committed to this program based on the belief that recruiting, preparing, supporting, and retaining a diverse group of teachers who are both highly-skilled and deeply connected to the school district will ultimately result in improved student achievement. The evaluation will include examining the program’s impact on student achievement. Evaluators will calculate aggregate learning outcomes of students using student growth data as measured by the Minnesota Comprehensive Assessment and the SET evaluation (GPRA PM6).