Project Overview

The University of North Carolina at Charlotte (UNC Charlotte) and its largest school partner, Charlotte- Mecklenburg Schools (CMS), are excited to submit a proposal to implement a re-designed teacher residency program that 1) addresses a critical need in local schools, 2) aligns with our common vision of educational equity, and 3) addresses the absolute (#2) and competitive (#1-4) priorities outlined in the funding opportunity. As student populations become more linguistically diverse, teachers need to know how to teach not only content, but also the language needed to understand the content (Turkan & Schramm-Possinger, 2014). *Project TLC* seeks to prepare teachers of hard-to-staff content areas, who are also well equipped to meet the needs of the growing number of English learners (ELs) in their classrooms. *Project TLC* would involve three diverse cohorts of 12 teacher candidates (36 total) who complete customized curriculum and professional development (PD) in the UNC Charlotte Teacher Residency Program leading to dual licensure in a hard-to-staff subject (e.g., secondary math) and K-12 English as a second language (ESL). Designed to build capacity and promote educational equity, the 36 candidates would be hired at one of 12 strategically selected high-need middle and secondary schools with large numbers of ELs, but few teachers who are prepared to work with this underserved population. Details of the project's goals and objectives, the steps to be taken to achieve them, and how success will be measured are provided below:

A. Quality of Project Design

i. The project demonstrates a rationale.

Goal 1: Increase educator diversity in hard-to-staff subjects in high-need schools. The critical shortage of qualified K-12 teachers of color in the United States is well-documented (Ingersoll & May, 2011; Li et al., 2017). Data from the National Center for Education Studies

indicate that non-White students comprise approximately 49% of the student population, yet teachers of color make up only 18% of the workforce (Sutcher et al., 2016). Specific to *Project TLC*, while more than three-quarters (75.2%) of CMS students are non-White, only 37.9% of its teachers are of color. Contributing to this problem is the lack of teacher candidates of color in teacher preparation programs that serve as a pipeline to the profession. Of the 502 students enrolled in a graduate-level teacher training program at UNC Charlotte in spring 2022, only 124 (24.7%) were Black, in comparison with 312 (62.15%) White students. Recruiting teachers of color is critical for high-minority, high-need schools (Achinstein et al., 2010), since teachers from under-represented groups are more likely to be interested in working in these schools and provide community and societal role models (Darling-Hammond & Carver-Thomas, 2017). As outlined in the Logic Model (Appendix C), *Project TLC* proposes to use multiple research-informed practices to improve educator diversity. Teacher residency programs, for example, have been found to recruit teachers of color at higher rates compared to other programs (Guha et al., 2016). *Project TLC* also proposes to remove barriers to the profession for under-represented groups by offering free, online Praxis bootcamps (see Appendix H) to aspiring teacher candidates in hard-to-staff subject areas (e.g., math, science). Research has shown that preparatory programs that help boost participant scores on admission tests, such as the Praxis Subject Assessment, tend to be costly and available in predominantly white, middle class neighborhoods (Kendi, 2019). Further, *Project TLC* will recruit more teacher candidates of color into the UNC Charlotte Residency program via the implementation of *Profound Niners*, a paid internship that involves undergraduates in their senior year at UNC Charlotte completing clinical experiences in K-12 classrooms with mentor teachers of color to ignite a passion to teach. Research has shown the motivational benefits of providing role models of color for aspiring

Black teachers (Ludwig et al., 2010; Young & Easton-Brooks, 2020). Promoting a diverse teacher workforce is consistent with education reform activities that promote teacher quality and student academic achievement in North Carolina. For example, to improve equity and inclusion in the education profession, North Carolina Governor Cooper issued Executive Order 113 to establish the DRIVE, Developing a Representative and Inclusive Vision for Education task force. The DRIVE report will assess the state's progress in increasing educator diversity in K-12 public schools, identify short, mid-range, and long-term strategies to increase educator diversity, and identify stakeholders, assets, and sources of funding that can be leveraged to recruit, retain, develop, and support more educators of color.

Goal 2: Improve the preparation of teacher candidates to meet the social, emotional, and academic needs of ELs. ELs are the most rapidly growing sub-group of students in U.S. public schools, accounting for almost 10 percent of the student population (Li et al., 2017). This population continues to underperform academically. In 2017, only six percent of ELs in U.S. public schools were found to be proficient in mathematics in grade 8, compared with approximately one-third for non-ELs (U.S Department of Education, 2017).

The presence of ELs and their academic challenges are even more prominent in the 12 participating CMS schools in *Project TLC* (see Table 1). Almost half (47%) of the 860 students at Eastway Middle School, and almost two-fifths (39%) of the 1,660 students at Garinger High School receive ESL support services (see Table 1). At Harding High School, where 23% of students receive ESL support, the school's performance grade was a D in 2020-2021. Of its 370 students receiving ESL support, only 2.5% met performance expectations that qualified them to exit ESL support services. Speaking to the need for social and emotional support that fosters a sense of belonging (Competitive Priority 3), ELs had the second highest chronic absenteeism rate

(absent more than 10% of all days enrolled) of all CMS student sub-groups. At Eastway Middle School, the participating school with the highest EL population (47%), the chronic absentee rate is 62% (ncreportcards.ondemand.sas.com).

Aligning with TQP expectations, Table 1 shows that CMS is a high-need LEA. With respect to poverty, CMS serves 43,918 students from low-income families (31% of its total student population). Out of 9,216 certified teachers, CMS has 981 teachers with either an emergency, provisional or temporary license, representing around 11% of its teaching workforce. The 12 secondary schools that have been strategically selected to participate in *Project TLC* also align with TQP expectations of high-need schools. As illustrated in Table 1, all have a high percentage of students qualified for free and reduced lunch, placing them in the highest quartile of CMS schools ranked by percentage of students from low-income families. As further illustrated, the students at these schools are underperforming academically.

Table 1. Partner School Performance (2020-2021), High-Need Eligibility, and English Learner Composition and Performance.

	Partner School Performance (2020-2021) and High-Need Eligibility				English Learner Composition and Performance			
Partner School	Report Card Grade	Performance Score	Low Perform-ing School/ Title I	% Free and Reduc-ed Lunch	EL popul-ation	ESL Students Directly Served	EL students meeting exit goal	Lang-uage Minor-ity %

Albemarle Road MS	D	Met	LPS + TI	61%	315	34%	3.7% (9)	63%
Cochrane Collegiate HS	D	Not Met	LPS + TI	70%	925	35%	2.7% (7)	66%
Eastway MS	D	Met	LPS + TI	72%	406	47%	5.1% (18)	66%
Garinger HS	C	Met	CSI + T1	67%	637	39%	5.7% (26)	60%
Harding HS	D	Not Met	LPS + CSI + T1	77%	370	23%	2.5% (6)	41%
James Martin MS	F	Not Met	LPS + CSI + T1	57%	125	17%	1.0% (1)	27%

Julius Chambers HS	D	Not Met	LPS + TI	55%	343	17%	1.6% (4)	35%
McClintock MS	C	Met	T1	55%	269	24%	3.2% (7)	44%
Northeast MS	C	Met	LPS + T1	53%	104	18%	3.3% (3)	41%
Quail Hollow MS	C	Met		49%	293	24%	2.1% (5)	45%
Ranson MS	F	Not Met	LPS + TI	78%	143	17%	1.7% (2)	26%
West Mecklen-burg HS	C	Not Met	T1	53%	226	19%	5.0% (8)	39%

Despite the increasing presence of ELs in mainstream middle and secondary school classrooms, and their continuing academic struggles, content areas teachers are rarely trained to meet the needs of this underserved population (Kissau et al., 2021; Li et al., 2017). As student

populations become more linguistically diverse, teachers need to know how to teach not only content, but also the language needed to understand the concepts (Turkan & Schramm-Possinger, 2014). As illustrated in the Logic Model (see Appendix C), *Project TLC* aims to interweave strategically chosen coursework focusing on research-based best practices in teaching ELs (e.g., TESL 5103, TESL 5104. TESL 5205), PD (e.g., TESL Praxis Boot Camp), and experience working with ELs into a teacher training program for aspiring middle and secondary teachers in hard-to-staff subject areas, leading to dual certification in both a content area (math, science, English language arts, Spanish, and Career and Technical Education) and K-12 ESL. Master et al., (2016) found that pre-service training for general classroom teachers that focused on EL-specific instructional strategies led to significant gains in EL academic performance.

Further, closely connected with increasing educator diversity (Competitive Priority 1) and meeting student social and emotional needs (Competitive Priority 3), the large majority of content area teachers in U.S. classrooms are white, middle class, monolingual females (Frankenberg et al., 2010), who often lack the cross-cultural understanding necessary to make their instruction meaningful to a diverse population of students from a variety of cultural backgrounds (Li, et al., 2017; Waxman et al., 2006). In response, *Project TLC* proposes to 1) couple coursework for teacher candidates focusing on multicultural education with PD to enhance intercultural competence and confidence and ability to implement culturally responsive teaching practices, and 2) measure the impact of this training on candidate beliefs and practices using valid and reliable instruments. In a study involving an urban school district that implemented intercultural competence training for teachers (DeJaeghere & Cao, 2009), analysis of pre- and post-test data from the Intercultural Development Inventory (IDI) revealed a significant, positive change in IDI overall scores. In a study conducted by members of *Project*

TLC (Kissau et al., 2021), the researchers found that providing TESL-focused PD to a group of K-12 general classroom teachers at high-need schools with large EL populations led to a reduction in deficit beliefs among the teachers and increased advocacy for their students.

Goal 3: Retain diverse educators. Teacher attrition is also problematic, particularly in high-need schools (Ingersoll & May, 2011). In 2021-22, over 11% of CMS's total teaching staff resigned (Morrison, 2022). Teachers at high-need schools report greater workplace demands (Fitchett et al., 2018) and leave teaching at twice the rate of their peers (Ronfeldt et al., 2014; Sutcher et al., 2016). Further, teachers of color have been found to leave the profession at a higher rate than White teachers (Carver-Thomas & Darling-Hammond, 2017). Of the total 761 CMS teachers whose contract will not be renewed this year due to failure to meet performance expectations, a disproportionate percentage are Black (Doss Helms, 2022). Teacher candidates of color also experience a higher rate of attrition than do their White peers. Over 91% of White students enrolled in a graduate teacher preparation program at UNC Charlotte in 2015 graduated within 4 years, compared to 85% of Black students. *Project TLC* has a plan to ensure teachers of color 1) successfully complete the residency program and 2) upon graduation, remain in the profession. For example, we noticed that our candidates of color perform less well on a performance assessment (edTPA) than White candidates. To support all candidates, and particularly those from under-represented groups successfully complete this high-stakes performance assessment, our re-designed residency model offers content-specific edTPA support seminars in the final semester of the yearlong internship. We also offer an edTPA summer bootcamp for candidates entering the program who want to gain a greater understanding of the assessment. As another step to prevent attrition from the re-designed residency program, our Office of School and Community Partners now work to place teacher candidates of color with

highly-qualified mentor teachers of color through its M.E.N.T.O.R program. Young and Easton-Brooks (2020) emphasized that beginning Black teachers benefit from induction support from ethnically-matched mentors. Further, once they have completed their licensure requirements and are hired by CMS, *Project TLC* completers will receive mentoring and coaching support through the North Carolina New Teacher Support Program (NC NTSP).

ii. Project Goal, Objectives, Outcomes & Priority Alignment

The three project goals, their specific objectives and measurable outcomes, and alignment with absolute and competitive priorities are specified below:

Table 2. Project Goals, Objectives and Outcomes

Goal	Objective	Measurable Outcome	Priority Alignment
1. Increase educator diversity in hard-to-staff subjects in high-need schools.	1.1 Recruit 36 candidates (12 in each cohort) of which at least 50% are of color in the UNC Charlotte residency program in a hard-to-staff licensure area.	Enrollment of 12 candidates per cohort (36 total) of which at least six (total 18) are of color.	Absolute Priority 2 Competitive Priority 1
	1.2 Assign candidates to a yearlong clinical placement in a hard-to-staff subject area in a high-need school.	12 candidates per cohort (36 total) are assigned a yearlong placement in a hard-to-staff subject area in a high-need	Competitive Priority 1

		school.	
	1.3 Fill teacher vacancies in hard-to-staff subject areas in high-need schools.	Candidates fill a total of 36 vacancies (12 for each cohort) in hard-to-staff positions in one of the identified high-need schools.	Competitive Priority 1
2. Improve the preparation of middle and high school teacher candidates to meet the social, emotional, and academic needs of ELs.	2.1 Candidates earn dual licensure in a middle or secondary content area and K-12 ESL.	Over 90% (11) of each cohort of 12 (33 total) pass their content area and TESL licensure exams and are dual certified.	Competitive Priorities 2 and 4
	2.2 Increase participants' intercultural competence to foster a sense of belonging and inclusion for ELs.	Participants demonstrate increased intercultural competence via increased mean score (from pre- to post-test) on the Intercultural Development Inventory and increased mean score on the ELL-Modified Danielson Classroom Observation Rubric (from initial to final observation).	Competitive Priority 3
	2.3 Increase participants' confidence and ability to	Participants demonstrate a significant increase in total mean	

	implement culturally responsive practices that foster a sense of belonging and inclusion for ELs.	score (from pre- to post-test) on the Culturally Responsive Teacher Self-Efficacy Scale (measure of confidence) and an increased mean score (from initial to final observation) on the ELL-Modified Danielson Classroom Observation Rubric (measure of ability).	
3. Retain diverse educators in hard-to-staff subjects in high-need schools	3.1 Candidates complete residency program and master's degree in less than 18 months	All 12 candidates from each cohort (36 total) successfully complete the residency program and master's degree.	Absolute Priority 2 Competitive Priority 1
	3.2 Candidates teach their hard-to-staff subject in a high-need school for a minimum of 3 years.	Over 90% of each cohort of 12 (11) remain teaching in one of the identified CMS high-need schools after three years.	Absolute Priority 2 Competitive Priority 1

iii. Comprehensive Effort to Improve Teaching and Learning

Informed by previous experience leading a successful Teacher Quality Partnership grant-funded project, *Project TLC* will prepare dual certified teachers to meet the needs of underserved middle and secondary school learners in hard-to-staff subjects in high-need schools. *Project TLC* will address the content, pedagogical, and social emotional needs of candidates to ensure they have

the support they need to meet the rigorous academic standards necessary to be recommended for licensure (e.g., minimum 3.0 GPA, passing score on edTPA, principal recommendation).

Strong content knowledge. Emphasizing the importance of content knowledge, Ball et al., (2008, p. 404) stated that "teachers who do not themselves know a subject well are not likely to have the knowledge to help students learn this content". All successful applicants to *Project TLC* must demonstrate strong content knowledge via one of the following requirements: a) an undergraduate degree majoring in a field relevant to the area of instruction, b) the equivalent of a major in a field relevant to the content area via the completion of 24 credit hours of instruction, or c) passing scores on the corresponding Praxis Subject Assessment.

Pedagogy and practice. While content knowledge is critical, Shulman (1986) emphasized that effective teaching also requires specialized knowledge to "unpack" the content in a manner that makes it comprehensible. The re-designed UNC Charlotte residency program offers a customized program of study including both content-specific and TESL-focused coursework. Program coursework outlined in Table 3 was strategically designed to provide candidates the needed pedagogical skills in a logical progression. Prior to stepping foot in a K-12 classroom, in semester 1 (MDSK 6162: Planning for K-12 Instruction), candidates learn classroom management strategies and how to design lessons based on North Carolina state standards. Responding to criticism that teacher education is often too theoretical and that completers lack the ability to apply what they have learned, MDSK 6162 includes a co-requisite lab where candidates rehearse strategies they have learned in their coursework and receive feedback from their instructor. Semester 2 is more content-specific, and provides opportunities for candidates to dig deep into content-specific standards and data-driven decision-making during methods and assessment courses (see Table 3). Similar to MDSK 6162, the methods course also has a co-

requisite lab focused on practicing. In semester 3, while completing their full-time internship, candidates complete a course (TESL 5103) to become familiar with state standards for ELs and evidence-based strategies for teaching ELs, including the use of videos, visuals, and graphic organizers to help make content comprehensible to ELs and opportunities for writing and speaking practice (Vaughn, et al., 2006, 2009).

Remaining coursework to complete the master's degree continues to focus on specialized instructional strategies in the content area (advanced methods) and in teaching ELs (TESL 5104, TESL 5205). In the advanced methods course (see Table 3), candidates learn strategies to teach students with disabilities, including training related to participation as a member of individualized education program teams. Master's degree coursework, specifically MDSK 6260, also focuses on helping candidates to develop the leadership skills they need to complete their Teacher Leadership Project, which involves candidates preparing and conducting a workshop to colleagues sharing what they have learned related to the teaching of language and content.

Coursework will be coupled with PD opportunities that align with expectations of PD outlined by the Elementary and Secondary Education Act. UNC Charlotte residency candidates will receive monthly PD offered by the NC New Teacher Support Program that focuses on critical skills for new teachers that align with the needs of our district partner (see Appendix B: Needs Assessment). Examples of intended PD topics include 1) classroom management, 2) use of technology to improve teaching and learning, 3) culturally responsive pedagogy, 4) methods of teaching children with special needs, and 5) trauma-informed instruction.

Knowledge of students. Effective teachers need to understand the students they teach to make concepts accessible and engaging (Ball et al., 2008). Further, teachers of ELs need to understand their students' cultural background and stage of language development to plan

instruction (Echevarria et al., 2004). As shown in Table 3, our re-designed residency model has incorporated coursework to ensure completers understand their students. In MDSK 6162, candidates learn to design lessons, manage classrooms, and integrate technology. In TESL 6204, candidates learn about the characteristics of ELs, issues that affect their success, and practices that infuse multicultural education. In TESL 5205, attention is paid to variables that influence the academic success and language development of ELs. PD threaded throughout the program focusing on intercultural competence and culturally responsive teaching practices (see Table 3) will serve to further enhance candidate knowledge of all students, including ELs.

Table 3. Program Curriculum & Professional Development

Customized Graduate Curriculum - Cohort 1 (model repeats for cohorts 2 and 3)					
Initial License (Phase 1)			Advanced License (Phase 2)		
Summer 2 2023	Fall 2023 (1st semester of internship)	Spring 2024 (2nd semester of internship)	Summer 1 2024	Summer 2 2024	Fall 2024
MDSK 6162; Planning for K12 Instruction (+ lab) +	Methods in Teaching Content Area (+ lab) + Assessment in	MDSK 6470: Graduate Student Teaching Internship (+ edTPA	Advanced Methods in Teaching Content Area + TESL 5104:	MDSK 6260: Teacher Leadership + TESL 5205	MDSK 6691: Seminar in Professional Development

TESL 6204: Multicultural Education	Teaching Content Area	support seminar) + TESL 5103: Methods in Teaching ESL	Authentic Assessment	Second Language Acquisition in K-12 Schools	
Customized Professional Development Series					
Culturally Responsive Classroom Management	Intercultural Competence + Trauma-informed instruction	Intercultural Competence + Book Study: Culturally Responsive Teaching and the Brain	Praxis boot camps in relevant content areas + Understanding emergent bilingual students	TESL Praxis boot camp + Use of Technology to Enhance Teaching & Learning	Methods of Teaching Students with Special Needs + Differentiated Instruction

iv. Research-based Design

The UNC Charlotte teacher residency program reflects up-to-date knowledge from research and effective practice. The residency program represents Phase I (18 credit hours) of a two-phase sequence of coursework that leads to a master's degree via completion of Phase II (12 credit hours), all of which can be completed in less than 18 months. The program is designed for aspiring middle and secondary school teachers with concentrations in licensure areas deemed

hard-to-staff by our school partner (math, science, English language arts, Career and Technical Education, and Spanish). Development of the program was informed by Guha et al. (2016), who identified the following eight characteristics of successful teacher residency programs.

1. *Strong partnerships between a school district and university.* The UNC Charlotte Teacher Residency Program was developed in collaboration with CMS, with which we have a longstanding partnership (see Appendix E). CMS Director of Talent Acquisition (Robert Ellyson) serves as a Co-PI, and members of district administration will be involved in interviewing and selecting candidates to address their instructional needs, and will serve on the Project Advisory Committee to monitor program effectiveness.

2. *Recruitment of high-quality teacher candidates and candidates of color.* The College of Education (CoED) plans to enlist the services of its Teacher Recruiter to recruit underrepresented minority teacher candidates using a variety of strategies including: 1) partnering with the nonprofit Profound Gentlemen to implement *Profound Niners*, a paid internship experience partnering undergraduate students of color with teachers of color to ignite a passion to teach; 2) organizing recruitment days for high school students from underrepresented groups; 3) advertising the residency program in outlets targeting minority groups; and 4) attending job fairs at minority-serving institutions to advertise the program.

    To ensure high quality candidates, all candidates must apply to the UNC Charlotte residency program and meet the following selection criteria: 1) an undergraduate degree from a regionally accredited four-year institution; 2) a cumulative GPA of at least 2.75; 3) three recommendations; 4) strong content knowledge; 5) demonstration of strong communication skills via a statement of purpose and participation in an interview; and 6) a clear criminal background check. To ensure a diverse pool of candidates are selected from the available

pool, applicants will be asked during interviews to describe how their cultural background and personal experiences have prepared them to work with a diverse population of students, and the interview team will be diverse and include CMS Human Resources personnel to ensure selected applicants help to address the district's goal to diversify its teaching staff. High expectations for our candidates reflected in program completion and licensure requirements will further ensure high-quality candidates. To be recommended for licensure all candidates must 1) complete all coursework with a GPA or 3.0 or better, 2) pass edTPA, 3) and have the principal, mentor teacher, and university supervisor sign off on the Certificate of Teaching Capacity indicating that the candidate has met all state requirements and is ready to teach.

3. *Sustained and deliberate clinical experiences.* Meaningful and intensive clinical experiences are the foundation of our teacher residency program. When developing the program, faculty and district partners collaborated to develop a year-long logical progression of clinical experiences that are connected to coursework. These clinical experiences require sustained involvement in K-12 classrooms, and provide opportunities for candidates to practice the skills learned in coursework and receive feedback from their mentor teacher.

4. *Relevant, clinically-driven, practice-based coursework.* The UNC Charlotte residency program has adopted a practice-based approach to teacher education (PBTE: McDonald, Kazemi, & Kavanagh, 2013). Central to PBTE is a focus on a select number of critical high-leverage teaching practices that when implemented well lead to improved student learning (Grossman et al., 2009). In coursework, such as MDSK 6162 and content-specific methodology courses, candidates learn about these practices and identify and deconstruct their micro-components. In co-requisite labs, candidates rehearse these strategies in low-stakes

settings (with instructor feedback and coaching), before enacting them in clinical experiences in middle or secondary school classrooms.

5. *Capable mentor teachers*. Mentoring and coaching are critical components of the UNC Charlotte Teacher residency program. Candidates will receive mentoring support from their assigned CMS K-12 mentor teacher, along with the support from the university supervisor. Mentor teachers must be established teacher leaders, have a minimum of five years of teaching experience, be recommended by their principal, collaborate with colleagues to improve instruction, use a variety of teaching strategies to engage diverse learners, and demonstrate evidence of teaching effectiveness (e.g., above average performance evaluations and meeting or exceeding student growth expectations). In accordance with TQP expectations, mentor teachers of math must have completed teacher training in mathematics instructional strategies. Further, since many of *Project TLC'*s proposed activities and outcomes center around culturally responsive practices, when seeking principal recommendations for outstanding mentor teachers, principals will be asked to consider mentor teachers who exhibit these practices themselves to provide positive role models to their interns.

Research has also shown that the critical role played by mentor teachers can be enhanced via purposeful training (Killian & Wilkins, 2009; McIntyre & Killian, 1987). A key element of mentor teacher preparation at UNC Charlotte is participation in a summer orientation intended to develop among all teacher educators a shared understanding and language of high-leverage teaching practices, and to learn and practice coaching strategies. The summer orientation will also familiarize mentor teachers with TQP expectations and all that is required of teacher candidates, including edTPA. In a study published in the *Journal of Teacher Education*, PI Kissau reported that teacher candidates whose mentor teachers received edTPA training

received significantly higher scores than their counterparts whose mentor did not (Kissau et al., 2019). To further support mentor teachers and develop a strong relationship with their assigned teacher candidates, mentor teachers will be invited to participate in PD offered to TQP candidates (see Table 3). In recognition of the time investment required of mentor teachers, CMS will pay (cost-share) for each mentor teacher to receive two substitute teacher days during the fall semester of the yearlong residency period. In addition, we are requesting federal funds to provide an additional two substitute teacher days in the spring semester of the yearlong internship, for a combined total of four substitute teacher days per mentor teacher across the yearlong internship. This instructional release time will allow the CMS mentor to co-plan or co-teach with their mentee, provide coaching opportunities, participate in team meetings with other colleagues, and attend additional PD.

6. *Cohort model.* Our most recent TQP project speaks to the value of candidates forging strong bonds with their peers to provide both academic and emotional support. During feedback sessions, TQP program completers often spoke to the strong support they received from peers in the program. To enhance the academic and emotional support that candidates receive, the UNC Charlotte residency model employs a cohort-model where candidates take coursework together with their fellow TQP peers. Cohort members complete Phase 1 coursework together to earn the dual license. Next, they apply to Phase 2, where they complete 12 additional credit hours together to earn the master's degree (see Table 3). Cohort members graduate from the master's degree program together each May. In addition to shared coursework, a series of opportunities are planned (e.g., TQP orientation, team-building, social events, group check-ins) that will bring TQP cohort members together to develop and strengthen bonds.

7. *Ongoing support for novice teachers.* Our teacher residency program offers mentoring support through a highly effective induction program. Upon completion of the initial licensure phase of the residency program, all graduates will receive two years of instructional support in their classroom from full-time coaches via the NC New Teacher Support Program (NTSP), a statewide program designed to reduce attrition. NTSP-supported teachers are more likely to remain in teaching and are associated with higher measures of educator effectiveness (i.e., value-added scores) than their peers (Bastian & Marks, 2017). The NTSP offers three core services: (1) Institute "boot camps"; (2) individualized classroom coaching"; and (3) PD sessions. During their first two years as teachers, *Project TLC* completers will also continue to receive support from the mentor teachers to whom they were assigned during the internship.

8. *Financial support for residents who guarantee a commitment to teaching.* The UNC Charlotte Teacher Residency Program will offer a living wage stipend of ████████ to each candidate to cover tuition and living expenses. This stipend is comparable to the annual salary of a first year CMS teacher (████████. Eligible candidates who receive the stipend must successfully complete the residency and master's degree programs, as well as all state licensure requirements, commit to teaching a hard-to-staff subject area at one of the identified high-need schools in CMS for a minimum of three years, and provide annual evidence of such employment. All candidates who are unable to satisfy all requirements will be required to repay the living wage stipend. Any repayment will be used to carry out additional activities that are consistent with the purposes of *Project TLC*.

While grounded in the principles associated with successful teacher residency programs, the re-designed UNC Charlotte program has been further customized and enhanced to prepare middle and secondary school teachers in hard-to-staff content areas at high-need CMS schools to meet

the needs of underserved students. Strategically selected graduate coursework and PD infused throughout the program will provide candidates with practices that are beneficial to all students, but critical to ELs. For example, candidates will be familiarized with the eight components and 30 features of sheltered English instruction in TESL 5103 (see Table 3) that when implemented well "have positively impacted the academic achievement and English language development for ELs (Echevarria & Vogt, 2011, p. 50)." Dovetailing with the preparation of content area teachers, in TESL 5103, candidates will practice designing lessons that contain both content and language objectives. Attention to the language of academic disciplines will also be emphasized in TESL 5205. Candidates will learn to teach a set of academic vocabulary words and a variety of word learning strategies that have been found in research to improve EL literacy (Carlo et al., 2004). EL-focused coursework and PD infused throughout the residency program will also improve teacher beliefs, attitudes, and cultural understanding related to teaching ELs. ELs bring with them knowledge and experiences that influence the way they learn, but that may not align well with the expectations of the predominantly white, monolingual, and female workforce (Frankenberg et al., 2010). In a study by PI Kissau and colleagues (2021), EL-focused PD offered to 30 teachers over the course of a year changed deficit beliefs and resulted in greater teacher advocacy for their ELs. Enhancing teacher candidates' understanding of culturally responsive practices will be a focus of TESL 5204 and the common reading experience (*Culturally Responsive Teaching and the Brain*). The program will also target intercultural competence through workshops (see Table 3). With enhanced intercultural competency, teachers incorporate greater cultural understanding into their lesson planning, which enhances their students' intercultural competency (Bickley et al., 2014).

v. **Continuous Improvement**

Feedback from the sources indicated below were integral to the design of *Project TLC*. Should *Project TLC* be funded, additional feedback will be sought moving forward to promote continuous improvement (see Methods of Collecting and Implementing Feedback).

Stakeholders. Feedback from school partners and program completers and analysis of candidate performance on signature assessments informed the re-design of the UNC Charlotte residency program. Responding to feedback from program completers and mentor teachers that candidates lacked confidence in their ability to apply what they learned in coursework, the program adopted a practice-based approach that focused on a set of high-leverage teaching practices with opportunities for rehearsal and coaching. In response to feedback that our program completers were not always prepared to teach in urban contexts, the program was designed to include a yearlong internship in an urban setting. During the first semester of the internship, candidates spend a minimum of two days per week in their mentor teachers' classroom completing a logical progression of clinical experiences. The second semester is a full-time experience in the mentor's classroom, where candidates gradually assume 100% of instructional responsibilities. Noticing that our candidates did not do as well as we hoped on Task 3 of edTPA (analyzing student data), we added a content-specific assessment course (see Table 3) that prepares candidates to analyze student assessment data, and use the data to guide instruction.

CMS Partners. Members of the project team have met with CMS leadership to discuss the project and secure the district's interest in collaborating (Appendix E). These discussions have focused on ensuring project alignment with the district's strategic plan and on critical content for the ESL-focused coursework. The CMS Executive Director of Learning and Language Acquisition suggested coursework focus on research-based practices that have been shown to be

effective with ELs, such as sheltered instruction, a focus on literacy across content areas, and instruction of a variety of strategies that address the teaching of academic vocabulary.

Current TQP cohort. We have also learned lessons from our current TQP candidates that are now working as classroom teachers with a different school partner. During check-in meetings where we seek candidate feedback, we heard that the middle and high school content area teachers do not feel well prepared to meet the needs of the ELs that are in their classrooms. It was this consistent piece of feedback that ultimately led to the design of *Project TLC*.

vi. Sustainability

Project TLC is designed to build capacity to meet the needs of ELs and yield results that will extend beyond the period of federal funding. *Project TLC* will result in 36 teachers 1) who will be prepared to teach a hard-to-staff content area and ELs, and 2) who will be hired to teach at 12 high-need middle and secondary schools with a large number of ELs. Just starting their careers, these dual certified teachers have the potential to impact countless students. Further, the impact of the project will extend beyond just the participating teachers at these schools. The development of leadership skills is a critical element of the master's degree program. In MDSK 6260 (see Table 3), candidates develop a PD workshop for teachers at their respective school to share what they learned related to teaching language and content. The impact of these teachers will extend as they progress in their careers and serve as mentor teachers for future candidates.

Further, many of the components of *Project TLC* have the potential to be institutionalized. For example, continuing to involve school district personnel in the selection of candidates will help to ensure that our candidates meet their hiring needs and reflect the diversity in their schools. Continuing to examine district and school demographic and performance data and adjusting our preparation programs accordingly to meet their unique needs will help to ensure

our programs remain relevant and beneficial. Having faculty members "in-house" with expertise in teaching ELs, academic language, culturally responsive practices, and intercultural competence will also help us to institutionalize the related PD in our teacher preparation programs. Infusing practices into coursework that 1) develop academic language skills, 2) are culturally responsive, and 3) promote intercultural competence have the potential to benefit all teacher candidates regardless of intended level of instruction or content area. Other features of *Project TLC* will also remain in place post-funding. For example, the mentor teacher orientation will continue to be offered each year to prepare K-12 mentors to coach, and the CoED will also continue to offer mentor stipends for mentoring candidates. The testing support provided to candidates will also remain in place post-funding, as will the recruitment and program retention strategies that are described in this proposal (e.g., Profound Niners and Project M.E.N.T.O.R).

B. Project Evaluation

EPRE Consulting LLC, an evaluation and research firm, will conduct the independent evaluation of this project. ███████████████ is Principal Consultant with EPRE Consulting LLC and will lead the evaluation in collaboration with ████████████████████████ is currently the evaluator of one other TQP project, and has evaluated three others over the past 14 years. ███

███████ holds certifications in administration, science education and diversity, equity and inclusion. ██████████ has 18 years of experience in education teaching diverse learners; advising and leading school, district and state-level education programs; coordinating and evaluating grants; providing professional learning; and designing instructional programs.

i. Methods of evaluation that provide valid and reliable data on relevant outcomes.

The approach to evaluation will follow Patton and Campbell-Patton's (2020) *Utilization-Focused Evaluation* which structures the implementation of the evaluation process to maximize its value

to project stakeholders, by explicitly identifying the key evaluation users and addressing their needs and concerns. Through this process, the aim is to provide both formative and summative feedback in a useful and timely manner for key evaluation stakeholders, so that they can use that information in the planning and management of the program.

The project evaluation has several purposes. Initially, the emphasis will be on *monitoring* the implementation of the program, and on providing *formative feedback* to key project staff and other stakeholders to assist in short-term measurement of benchmarks and project metrics. Early identification of areas that might need attention is of crucial importance. *Program monitoring* will remain a focus throughout the term of the project. Evaluation data and findings will be provided regularly and as needed for reporting to the project's key personnel, stakeholders, and to the funding agency. In the program's third year, *impact assessment* will begin to take a more prominent role, as two cohorts of residents will have completed their degrees, become certified, and begun their teaching careers. Although the early impacts are most likely to be seen in regard to the new teachers' ability to work effectively in their classrooms, influences on their schools and colleagues within the schools will be part of the impact evaluation.

Strategies will be implemented to provide quantitative measures of short-term outcomes of project activities, and longer-term impacts on the students and faculty at UNC Charlotte, and on the students and teachers at partner schools. These measures will be supplemented by data from interviews and observations, to provide a nuanced, holistic picture of the project's work.

The evaluation measures are guided by the project's logic model (Appendix C), a conceptual map that identifies the major project components and their relationships to one another. The articulation of the initial project logic model has begun to surface an institutional "theory of change", which will allow the project's components to be articulated and the underlying

assumptions be made explicit in the project's rationale. The logic model and theory of change are key for the evaluation, as they drive the evaluation approach, project metrics, and evaluation strategies. In addition, the TQP program includes a complex set of GPRA and short-term performance measures which are incorporated into the project evaluation plan.

Valid and Reliable Data

Valid and reliable data on relevant outcomes will be provided via the following strategies:

A. Intercultural Development Inventory - The Intercultural Development Inventory (IDI) is an online assessment measuring intercultural competence that provides information about an individual's intercultural competency on a continuum from denial to adaptation (Hammer et al., 2003). To measure candidate intercultural competence (Goal 2.2), candidates will complete the IDI at the beginning and end of the program (see Table 2).

B. ELL-Modified Danielson Teaching Rubric - To measure candidate intercultural competence (Goal 2.2) and ability to implement culturally responsive practices that foster a sense of belonging and inclusion for ELs (Goal 2.3), a university supervisor with ESL expertise will observe each candidate's instruction four times during the yearlong internship using the ELL-Modified Danielson Classroom Teacher Observation Rubric (Coady et al., 2019). The instrument was designed to align with best practices in teaching ELs and found to be a valid and reliable instrument in a recent study involving ESL teachers (Coady et al., 2019).

C. Culturally Responsive Teacher Self-Efficacy Scale - The Culturally Responsive Teaching Self-Efficacy Scale (CRTSE: Siwatu, 2007) is designed to assess teacher-candidates confidence to enact culturally responsive teaching practices. Candidates will complete the CRTSE at the beginning and end of the program (see Table 2).

D. Annual reflective interview of PI, other project leadership

E. Interview protocols will engage participants in discussion and reflection about their experiences and perceptions.

ii. Methods of evaluation are appropriate to goals, objectives, and outcomes.

As described in the proposal narrative, and summarized in the logic model, the project's goals, objectives, outcomes, and impacts form the basis for the evaluation plan. The following general evaluation questions provide foci for the implementation of the plan. In collaboration with the project's management and key personnel, it is expected that these questions will be prioritized and refined throughout the life of the project.

1. What aspects of the project's activities have been implemented as planned; what opportunities, challenges, and difficulties have been encountered; and how have the project's activities been modified as a result?

2. What have been the direct results of the project's activities in terms of the numbers of project participants and events, and participants' immediate outcomes?

3. What have been the impacts of this project on the UNC Charlotte teacher preparation curriculum, Project TLC residents, teachers in partner schools, and their students?

4. How does the inclusion of language learning and intercultural components affect the ability of new teachers to meet the needs of students in high-need schools?

5. What has been learned over the life of this project, and how and to what extent are elements of the program being institutionalized and sustained at the university or partner schools?

Table 4 below summarizes the project's goals and objectives, and identifies evaluation metrics and strategies that will be used to assess them. Table 4 lists the project's goals and objectives, related outcomes and evaluation criteria, and indicates the evaluation metrics and

strategies to be used. See Table 2 for a complete description of goals, objectives, and measurable outcomes.

Table 4: Goals, Objectives, Evaluation Questions, Outcomes and Evaluation Strategies

Goals, Objectives, Evaluation Questions	Outcomes and Criteria	Evaluation Metrics & Strategies	Timetable
Goal 1: Increase educator diversity in hard-to-staff subjects in high-need schools.			
Obj. 1.1: Recruit 36 candidates (12 in each cohort) of which at least 50% are of color	> Number and characteristics of candidates	> Analysis/ summary of candidate characteristics	Annually, autumn
Obj. 1.2: Candidates are placed in yearlong residencies	> Characteristics of schools > Candidates successfully complete residencies	> Summary of school placements > Number of candidates completing program	Annually, autumn Annually, at program completion
Obj. 1.3 Completers fill teacher vacancies in high-need schools.	> Hiring record of program completers	> Summary of program completer hiring	Annually, autumn, beginning in Year 2
Goal 2: Improve the preparation of teacher candidates to meet the social, emotional, and academic needs of Els			

Obj 2.1 Candidates earn dual licenses	> Over 90% of candidates are successfully certified	> Summary of program completer certification	Annually, autumn, beginning in Year 2
Obj 2.2 Increase candidates' intercultural competence	> Increased scores on the Intercultural Development Inventory (A) > Demonstrated in classroom observations (B)	> Analysis of pre/post-test scores > Analysis of data from classroom observations	Pre: 1st month of candidacy Post: After completion of residency Three observations during residency
Obj 2.3 Increase candidates' ability to implement culturally responsive practices	> Increased scores on the Culturally Responsive Teacher Self-Efficacy Scale (C) > Demonstrated in classroom observations (B)	> Analysis of pre/post-test scores > Analysis of data from classroom observations	Pre: 1st month of candidacy Post: After completion of residency Three observations during residency
Goal 3: Retain diverse educators in hard-to-staff subjects in high-need schools			
Obj 3.1 Candidates complete residency &	> Number of program completers	> Summary of candidate progress	Annually, autumn

master's degree on schedule		and program completion	
Obj 3.2 Candidates teach in high-need schools for a minimum of 3 years	> Employment record of program completers	> Summary of program completer early careers	Annually, autumn, beginning in Year 2
Evaluation Questions			
EQ1: Project implementation successes, challenges, modifications?	> Annual review of the project's progress toward completion of goals and objectives (D) > Perceptions of teacher candidates and mentor teachers	> Implementation review meeting with PI & team > Interviews of teacher candidates and mentor teachers	April, each year and as needed Teacher candidates: May Mentor teachers: March/April
EQ2: Direct results of the project's activities?	(See goals 1, 2, 3)	> Measures as specified above	
EQ3: Project impacts	> Annual review of project progress	> Implementation review	April, each year

| EQ4: Effects of inclusion of language learning and intercultural components | > Observed capacity to meet needs of ELs

> Perceptions of teacher candidates and mentor teachers | > Analysis of classroom observation data

> Interviews of teacher candidates and mentor teachers | > 3 observations during residency

> Teacher candidates: May Mentor teachers: March/April |
| EQ5: Sustainability: What has been learned that should be institutionalized and sustained? | > Annual review of project progress | > Implementation review | April, each year |

C. Adequacy of Resources

i. Adequacy of support

Collaborating in this project are the UNC Charlotte Cato College of Education (CoED), Office of International Programs, and Department of Mathematics and Statistics in the College of Liberal Arts and Sciences, and our valued and longstanding K-12 partner, CMS (see Appendix E).

Cato College of Education. One of the two largest producers of new teachers in the state, the Cato College of Education (CoED) has ample resources to support *Project TLC*. Specific to the residency program, the CoED has a well-established, convenient, and affordable online program. Online courses (see Table 3) have been developed by content area experts in collaboration with an instructional designer at the university's *Center for Teaching and Learning*

to meet Quality Matters (2018) standards (standards developed by a nationally-recognized program subscribed to by universities across the country to assure the quality of online education). To support online instructional delivery, the CoED utilizes a learning management system (Canvas), a library of videos showcasing National Board Certified Teachers exhibiting instructional best practices (ATLAS), and software that allows faculty to remotely observe candidates teach and provide immediate feedback (GoReact). The CoED also uses a data management system (Taskstream) to collect and store candidate data. The Office of School and Community Partnerships, housed within the CoED, places all teacher candidates with exemplary mentor teachers and has university supervisors representing all of the hard-to-staff subject areas addressed in *Project TLC*. All supervisors have been trained in coaching strategies and observe candidates throughout the yearlong internship and provide feedback. Complementing the CoED's instructional infrastructure is award-winning faculty with expertise teaching the content areas represented in *Project TLC*, including ESL, and with experience leading grant-funded cohorts of teacher candidates through our teacher preparation programs.

The CoED is at the forefront of educational initiatives in North Carolina. Demonstrating its capability and commitment to empirically-based practice and scientifically valid research on teaching and learning, it recently adopted a practice-based approach to teacher education (Ball & Forzani, 2010; Grossman et al., 2009). Central to this approach is attention to a series of high-leverage teaching practices shown in research to positively impact student learning outcomes when well implemented by teachers (Franke et al., 2006; Sleep et al., 2007). The CoED is consistently ranked by U.S. News and World Report in its top 100 graduate schools of education in the country, and is among the highest-performing teacher preparation programs in the state. In 2020-21, pass rates on all licensure assessments for our program completers (88%) was well

above the statewide pass rate of 79%. As evidenced in the NC Educator Preparation Program

Dashboard, on the 2020 Employer Satisfaction Survey, 95% of employers rated first year

teachers who completed their program at UNC Charlotte as comparable or better prepared than

the average first year teacher, and EVAAS data for 2015-2019 show that 84% of our initial

licensure completers meet or exceed student growth expectations.

Office of International Programs. In close alignment with *Project TLC goals*, the Office of

International Programs at UNC Charlotte strives to make international understanding,

intercultural competency, and global awareness a fundamental part of curriculum. In *Project

TLC*, ▮▮▮▮▮▮, Director of Global Education and Engagement, will offer workshops to all

cohort members on intercultural competence and will measure changes in intercultural

competence via pre- and post-administration of the Intercultural Development Inventory (IDI).

College of Liberal Arts & Sciences. The UNC Charlotte College of Liberal Arts and

Sciences, a long-standing collaborator with the CoED, is a partner in *Project TLC* through

participation of its faculty that offer content-area instruction, including Co-Principal Investigator

▮▮▮▮▮▮▮▮ (See Appendix E) in the Department of Mathematics and Statistics. ▮▮

▮▮▮▮ will lead the design, development, and teaching of content-specific courses for aspiring

math teachers, help recruit graduating math majors, and will serve on the advisory committee.

Charlotte-Mecklenburg Schools. CMS is an ideal partner for *Project TLC*. CMS is large

(the second largest school system in North Carolina and 25th largest in the nation) ensuring it has

the capacity each year to hire *Project TLC* completers. Further, CMS is a high-need district with

many high-need schools, and its student population is very diverse, representing 184 countries

and 204 languages. More than one-third (36.3%) of its students are African-American. More than

a quarter (28.4%) are Hispanic, and over 10% are Asian or multi-racial. CMS is also our largest

school partner. Each year, we place hundreds of CoED teacher candidates in CMS classrooms with expert mentor teachers. More recently, CMS has partnered with the CoED to launch Project M.E.N.T.O.R which seeks to partner teacher candidates with mentor teachers of similar race/ethnicity to provide positive role models for candidates from under-represented groups.

ii. Adequacy of budget

The proposed budget is appropriate to support *Project TLC*'s goals related to recruitment, quality preparation, and retention. The requested $1.83 million in federal funding will be utilized to recruit and support teacher candidates during initial licensure coursework (e.g. living wage stipend, textbook allowance) and again when they become teachers (e.g. coaching support). Mentor teachers will also be incentivized to participate with a stipend that is higher than what a typical mentor teacher receives. This will compensate them for the additional responsibilities associated with *Project TLC* that better prepare them to support and mentor the teacher candidates. Funding will also be used to provide PD (e.g. summer orientation/training, book study, substitute release days for instructional planning) for both the mentor teachers and teacher candidates. To determine the effectiveness of the project and to determine progress on the identified project goals, an external evaluator will be hired using grant funds. Finally, project personnel will use funding to disseminate the findings of the project and share lessons learned.

iii. Reasonable costs

Project TLC's program budget is cost-effective, adheres to the 2% administrative cost cap, and provides the required cost-match. Costs associated with administering the project and paying instructors to teach coursework will be absorbed by UNC Charlotte to meet cost-share requirements, as are costs associated with 1) providing required technology-based resources

(ATLAS videos, GoReact software), 2) conducting licensure test workshops (e.g., Praxis and edTPA boot camps), 3) offering PD opportunities (e.g., culturally responsive classroom management and intercultural competence workshops), 4) providing orientation sessions to teacher candidates and mentor teachers, and 5) recruiting candidates. Tuition costs (covered by the living wage stipend) are also very reasonable. The UNC Charlotte residency model was designed with affordability in mind. By streamlining curriculum, as part of our program re-design, and adopting a distance education format, the total cost of the initial licensure program (tuition and fees) was decreased from approximately $8,000 to $4,000. UNC Charlotte is located in the same county as CMS, and close to all 12 participating schools, which helps to reduce mileage expenses, as does the use of GoReact, which allows for virtual observation and coaching. In regard to significance, in addition to providing 36 highly qualified teachers in hard-to-staff subject areas to all students at the participating high-need schools, these 12 schools have a combined 4,156 ELs (see Table 1). Providing these students with teachers who are equipped to meet their social, emotional, and academic needs has the potential to change lives and improve overall school performance. The potential significance of *Project TLC* is amplified when considering that these 36 teachers will be expected to provide PD on what they have learned to other teachers at their schools as part of their Teacher Leadership Project in the master's degree program and will form an excellent pool of future mentor teachers.

iv. **Resources to extend the project beyond the funding period.**

Prior to the announcement of this funding opportunity, UNC Charlotte, CMS, and the Belk Foundation (see Appendix E) have been collaborating to implement a sustainable residency model. Informed by webinars offered by the Effective Educator Development Technical Assistance Center and the Texas Education Agency on strategies to promote the sustainability of

residency programs, members of *Project TLC* met with the Executive Director of the Belk

Foundation to develop a multi-pronged and collaborative plan to ensure the sustainability of the

UNC Charlotte residency model. First, to maintain financial support of candidates, CMS has

agreed to an innovative staffing model that would employ (as substitute teachers) all eligible

residency candidates during their yearlong internship. During the first (fall) semester of the

internship, candidates would be eligible to work three days per week, while spending two days

with their mentor teacher. In the spring semester, when completing their full-time student

teaching internship, candidates would work as a substitute teacher two days per week, while

fulfilling their student teaching requirements. This commitment amounts to over $13,000 in

financial support. Second, the UNC Charlotte Graduate School has committed to offer $3,000

Tuition Assistance Grants to 12 residency program candidates per year starting in fall 2026. The

CoED has also agreed to earmark 12 ███████ scholarships to residency candidates starting fall

2026. The Center for STEM Education at UNC Charlotte has also agreed to offer multiple

$1,000 scholarships for residency candidates pursuing a license to teach in a STEM field (see

Appendix E). We are also pursuing additional funding sources. For example, we are working

with our Advancement Office to seek community partners that are interested in education and

may be willing to invest resources in supporting residency candidates.

v.   Commitment of project partners to the project's success.

Project TLC aligns with the vision of the CoED to be a national leader in educational equity,

excellence, and engagement. We are committed to preparing teachers who provide all youth with

access to the high-quality education and to meet the needs of all students, regardless of their

backgrounds. The relevance of this project and our commitment to its success are also reflected

in our recently developed 2020-2025 Strategic Plan. Goal 1 of this plan is to expand and sustain

equitable and inclusive environments. Objective 1.4 is to develop infrastructure and allocate resources to forge effective partnerships, within the college, university and in the broader community, around equity and social justice. Close alignment with *Project TLC* is also evident in the new CMS strategic plan, which has a goal to cut achievement gaps by 50% for each sub-group (including ELs) and provide every student with access to more social and emotional support (CMS, 2021). The CoED and CMS have a long-standing partnership involving multiple initiatives that show our commitment to similar projects that support the teaching of underserved students and our ability to successfully implement them. As just one example, in 2017-2018, PI Kissau received federal funding that provided PD to 30 teachers at three CMS high-need elementary schools with large populations of ELs, but no formal ESL training.

D. Quality of the management plan

i.   Adequacy of the management plan to achieve objectives on time and within budget.

A strong management plan is in place to monitor project progress and ensure that it meets its intended goals on time and within the budget. Table 5 indicates the tasks planned to achieve each objective of the three project goals, when they will be completed, milestones indicating progress toward completion of the tasks, the person(s) responsible for completing them, and each person's commitment to the project. As outlined in Table 5, responsibility of task completion will be shared among both UNC Charlotte faculty and our CMS partners.

Table 5. Project Timeline & Responsibilities

Goal 1: Increase educator diversity in hard-to-staff subjects in high-need schools.
Objective 1.1: Recruit 36 candidates (12 in each cohort) of which at least 50% are of color in UNC Charlotte residency program in a hard-to-staff licensure area.

Strategy	Milestone	Responsible Person(s)	Time Commitment
Sponsor and organize recrnitment events for undeITepresented groups	Hold recrnitment events on and off campus each fall and spring.	Education Recrniter ▬▬▬▬	20%
Adve1iise in social media, print, and webpage.	Have a social media campaign in place by spring 2023.	Communications Director--	10-20%
Implement *Profound Niners* program to ignite passion to teach among undergraduate students of color.	Recrnit undergraduate students in spring of each year to complete paid internship in fall of their semoryear.	Education Recrniter ▬▬▬▬	20%
Offer free Praxis test bootcamps in hard-to-staff subject areas to aspiring teachers to help remove admission baITiers.	Offer free Praxis bootcamps to the colllllllunity each fall and spnng.	Project Director - ▮▬▬▬ (PI)	25%
Offer GPA forgiveness program for applicants	Review applications in spring of each year for	Director of Teacher Education,	10%

who do not have necessary GPA to be admitted to residency program.	candidates that qualify for GPA forgiveness.	Advising & Licensure - ▮▮ ▮▮▮▮	
Offer convenient and research-based teacher residency program.	Cohorts begin the program in July and complete initial licensure requirements by May of the next year.	Residency Coordinator & Department Chair- ▮▮▮▮	20%
Objective 1.2: Place candidates in a hard-to-staff subject area in a high-need school.			
Office of School and Community Partnerships works with the CMS Project Manager of Talent Acquisition to place cohort members in strategically selected classrooms.	Candidates begin yearlong clinical experience in late August of each year.	Director of the Office of School & Community Partnerships CMS Project Manager of Talent Acquisition	10% 10%
Objective 1.3: Fill teacher vacancies in a hard-to-staff subject areas in a high-need school.			
Develop agreement with CMS to hire program completers upon completion of residency program.	Letter of district support indicating commitment to hire program completers will be included with the application package.	Project Director - ▮▮▮▮ (PI)	25%

Work with CMS to hire candidates to fill vacancies in a hard-to-staff subject areas in high-need schools.	Each spring, candidates meet with CMS HR personnel to review hiring procedures and are interviewed by principals.	CMS Executive Director, Talent Acquisition - ███████	10%

Goal 2: Improve the preparation of middle and high school teacher candidates to meet the social, emotional, and academic needs of ELs.			
Objective 2.1: Candidates earn dual license in middle or secondary content area and K-12 ESL.			
Strategy	**Milestone**	**Responsible Person(s)**	**Time Commitment**
Offer customized curriculum in Residency and master's degree programs to candidates that prepares them to teach content and ELs and leads to dual licensure.	Participants in each cohort enroll in a customized program of study by established deadline each fall, spring, and summer.	Academic Advisor - ██ ███████	10%
Offer boot camps for TESL and content area Praxis exams.	100% attendance at content area and TESL Praxis boot camps.	PI - ███████ ████ (PI)	25%

Offer series of TESL-focused professional development workshops	Workshops are scheduled prior to the beginning of semester and have 100% attendance.	ESL Coordinator - ███ ███	20%
Candidates complete their yearlong internship in a high-need school with a high percentage of ELs.	Each summer, upon admission to residency program, each candidate will be placed in a high-need school with a high percentage of ELs.	Director of the Office of School & Community Partnerships – ███	10%
Candidates receive instructional support from university supervisors with ESL and content area expertise.	Each candidate will be visited in fall and spring semesters by supervisors with ESL and content area expertise.	Residency Coordinator - ███ ███	20%
Objective 2.2: Increase participants' intercultural competence to foster a sense of belonging and inclusion for ELs.			
Offer a series of workshops focused on the development of new knowledge, skills and attitudes that lead to greater	Candidates complete intercultural competence pre-test in summer of admission and post-test in	Director of the Global Education and Engagement –	10%

intercultural competence.	summer of graduation.	████	
Objective 2.3: Increase participants' culturally responsive practices to foster a sense of belonging and inclusion for ELs.			
Offer common reading experience - Culturally Responsive Teaching and the Brain	Book club begins in September and is completed by December for each cohort.	ESL Coordinator - ████ ████	20%
Candidates complete TESL 6204: Multicultural Education	Candidates enroll in TESL 6204 by May 1 and complete the course by the end of August.	ESL Coordinator - ████ ████	20%
Candidates complete Culturally Responsive Teaching Self-Efficacy Scale (CRTSE).	Candidates complete pre-test in the summer of admission and post-test in fall prior to graduating.		

Goal 3: Retain diverse educators in a hard-to-staff subject areas in high-need schools.			
Objective 3.1: Teacher candidates complete residency program in less than 18 months.			
Strategy	Milestone	Responsible Person(s)	Time Commitment

Pair teacher candidates of color with mentor teachers of the similar race/ethnicity in schools (M.E.N.T.O.R Program).	Office of School & Community Partnerships and CMS Project Manager of Talent Acquisition - identify mentor teachers that match race/ethnicity of teacher candidates in the summer of each year (2023, 2024, 2025) prior to student placements.	Director of the Office of School & Community Partnerships - ███ ██████ CMS Project Manager of Talent Acquisition - ██████	10% 10%
Offer licensure test (Praxis Subject Assessments, edTPA) support.	Praxis bootcamps will be offered each fall and spring and content-specific edTPA support seminars will be offered each spring and an edTPA boot camp each summer.	Project Director - ███████ (PI)	25%
Objective 3.2: Candidates remain teaching their hard-to-staff subject in a high-need school for a minimum of 3 years.			
Provide induction support for new teachers via the N.C. New Teacher Support	NC NTSP coaches visit each candidate at least once per week for two years following completion of licensure	Director of the UNC Charlotte chapter of the NC NTSP program	10%

Program (NC NTSP).	requirements.		

ii. Procedures for ensuring feedback and continuous improvement.

Progress toward project goals will be monitored by a Program Advisory Committee (PAC) made up of university and school partners. PAC representation and responsibilities are outlined below.

████████████ **(PI).** As Project Director, ████████ will provide project oversight, lead the advisory group, organize and attend meetings to collect stakeholder feedback, interview candidates, and complete annual reporting.

████████████ **(Co-PI).** As Budget Coordinator, ████████ will provide budgetary oversight, assistance with program reporting requirements, and organize PD.

████████████ **(Co-PI).** As Residency Model Coordinator, ████████ will oversee course scheduling and instruction.

████████████ **(Co-PI).** As the ESL Coordinator, ████████ will provide oversight of ESL-focused coursework and professional development.

████████████ **(Co-PI).** ████████ will represent the College of Liberal Arts and Sciences and will be instrumental in the recruitment and instruction of STEM candidates.

████████ **(Key Personnel).** ████████ will represent the Office of International Programs and will oversee all intercultural competence workshops and assessments.

████████████ **(Key Personnel).** As CMS Director of Talent Acquisition, ████████ will represent our school partner on the PAC.

████████████ **(Key Personnel).** ████████ will oversee teacher candidate placement and coordination of mentor teacher identification, partnering, and training.

███████████████ **(Key Personnel).** As the Education Recruiter, ███████ will oversee all recruitment initiatives.

One Middle and High School Principal (TBD). The principals will offer the perspective of participating schools in all project-related decisions.

The above-mentioned PAC members will continuously seek feedback from each of the following groups and will use the feedback to make recommendations to improve *Project TLC*. The PAC will also work with the external evaluator and the CoED's Director of Assessment and Accreditation to examine program data. ████████ will chair the PAC.

Candidates. Once per semester, check-in meetings will be organized with members of the PAC, teacher candidates in the residency program, and participants who are teaching and receiving induction support. In our current TQP project, we have found that bringing together cohort members at various stages in the program offers an extra layer of support, as new teacher candidates can learn from those who have already completed the licensure program and gain from their experiences. During these meetings, participants will be asked to describe their experiences, what is going well, what could be improved, and where they could use additional support. Minutes will be taken and shared at PAC meetings. Feedback from candidates will also be sought from the external evaluator, and shared with the PAC at monthly meetings.

Program faculty. Once per semester, a meeting will be held with the Project Director, the external evaluator, Residency Program Coordinator, Academic Advisor, ESL Coordinator, and faculty members teaching the courses in which the TQP candidates are currently enrolled. During these meetings, the progress of each candidate will be monitored, any areas of concern will be noted, and modifications to course content and/or instruction will be discussed. Feedback from this group will be shared with the PAC at monthly meetings.

Mentor teachers. Feedback from mentors will be sought throughout the project. At the beginning of the program (summer), mentors will provide feedback on the extent they feel that the orientation prepared them to serve as mentors. Mentors will also be invited to a Zoom meeting in the first semester of the candidate's yearlong internship (fall) and again during their full-time student teaching internship (spring) to seek their feedback on candidate progress, discuss next steps, and answer any questions they may have. University supervisors who supervise teacher candidates during their internship are also encouraged to check in weekly with the mentor teachers and to share any developments with the Project Director.

New Teacher Support Coaches. By the second year of *Project TLC*, the first cohort of candidates will be practicing teachers receiving induction support from New Teacher Support Coaches. One meeting will be scheduled with the Project Director, the external evaluator, Director of the UNC Charlotte chapter of the NC NTPS program, and the coaches that have been assigned to the TQP candidates. Coaches will provide feedback on areas where the teachers seem well prepared, areas where they are struggling, and how we might further support them.

Absolute Priority 2— Partnership Grants for Teaching Residency Programs

As outlined in more detail above, the UNC Charlotte residency program is based on successful residency models (Guha et al., 2016) and meets all of the requirements of Absolute Priority 2. More specifically, the model has been redesigned to offer a customized plan of study that leads to dual licensure in a hard-to-staff content area and K-12 ESL and to include a number of additional strategies to recruit diverse candidates. The program offers licensure tracks for the hard-to-staff subjects determined by our partnering district, and involves district partners in the interview and selection of candidates to ensure that admission goals reflect LEA staffing needs. We use a cohort-based model, where candidates complete coursework with their colleagues for

added camaraderie and support. The program braids meaningful clinical experiences throughout coursework, and our adoption of a practice-based approach ensures that candidates have multiple opportunities to practice the pedagogical strategies they learn in coursework. Candidates in our residency program are partnered with expert teacher mentors during a yearlong internship and upon completion of their residency are hired by our district partner and commit to serve in a high-need school in the district for a minimum of three years. During their first two years of employment, completers receive two years of induction support through the North Carolina New Teacher Support Program. In further alignment with Absolute Priority 2, our residency candidates receive a stipend that is comparable to the salary of a beginning CMS teacher and they can complete both the initial and advanced licensure programs in less than 18 months.

Competitive Priority 1 - Increasing Educator Diversity

Our vision in the Cato College of Education (CoED) at UNC Charlotte is to be a leader in educational equity. This vision is reflected in multiple changes we have made to our initial licensure programs to increase educator diversity. One of our goals in the re-design was to create a convenient and affordable program to attract a more diverse pool of candidates. In this pursuit, we streamlined the curriculum and adopted a distance education format that involved 100% online coursework with some opportunity for candidates to meet to rehearse strategies and receive feedback from a coach. Other recruitment initiatives include our Education Recruiter visiting schools with diverse student populations to promote a teaching career. We launched a partnership with *Profound Gentlemen*, a non-profit organization committed to recruiting male teachers of color. More specifically, we launched *Profound Niners*, a pathway to teaching that begins as a paid semester-long internship for UNC Charlotte males of color in the final semester of their undergraduate degree. Participants gain authentic exposure to K-12 education through

classroom service, PD, and mentorship from male educators of color in the hope that this experience will stoke their interest in becoming a teacher and will lead them to apply to our residency program. We have also partnered with Latin Americans Working for Achievement (LAWA) to sponsor an event that hosts Latinx students and their families to discuss pathways to an education degree.

As yet another example of a diversity-related initiative, at UNC Charlotte passing scores on standardized tests, such as the Praxis, can be used to meet admission requirements. These tests can, unfortunately, serve as barriers to the profession, particularly among under-represented groups who may have less access to test-taking support. To address this barrier, we offer free online boot camps (see Appendix H) in a number of content areas to not only our current teacher candidates, but to the entire community. We advertise these boot camps throughout local school districts and via social media, and get hundreds of participants each semester. Further, to ensure that strong, diverse candidates are not denied access to the teaching profession due to GPAs that are slightly below our admission requirement of 2.7, we have implemented a GPA forgiveness program that allows candidates to take the first two courses in our residency program as undeclared graduate students, and then uses the GPA earned in these two courses to meet residency program admission requirements.

To help retain candidates of color we launched a new initiative called The Making Education for New Teachers Obtain Results (M.E.N.T.O.R.) Program. The initiative focuses on pairing minority student teacher candidates with career clinical educators of the same race/ethnicity in schools to provide social/emotional support during the candidates' practicum and provide the candidate a "model" for success.

Competitive Priority 2 - Supporting a Diverse Educator Workforce

Despite the increasing presence of ELs in mainstream classrooms, content area teachers are rarely trained in their teacher preparation programs to meet the needs of this underserved population (Kissau et al., 2021). As student populations become more linguistically diverse, teachers need to know how to teach not only content, but also the language needed to understand the content (Turkan & Schramm-Possinger, 2014). The proposed project aims to interweave critical TESL-focused coursework, PD, and teaching experience into a teacher training program for aspiring middle and secondary teachers in a variety of hard-to-staff subject areas, leading to dual certification in both a hard-to-staff content area and K-12 ESL.

Competitive Priority 3 - Meeting Student Social, Emotional, and Academic Needs

Ways of teaching and learning are culturally-influenced (Echevarria & Vogt, 2011). The academic and social behaviors of ELs from a variety of cultural backgrounds may not align with the expectations of the teaching force, which is predominantly white, female, and monolingual (Frankenberg et al., 2010). This disconnect may lead to deficit beliefs among teachers and a sense of exclusion among ELs (Echevarria & Vogt, 2011). To foster a sense of belonging and inclusion among ELs, *Project TLC* proposes a customized program of study for aspiring content area teachers that infuses coursework focusing on multicultural education, coupled with a series of workshops to develop intercultural competence and enhance confidence and ability in implementing culturally responsive teaching practices. Upon completion, the impact of this PD on candidate beliefs and practices will be measured using valid and reliable instruments (e.g., the CRTSE, IDI, and ELL-Modified Danielson Classroom Observation Rubric). Teachers who are familiar with culturally responsive practices and confident in their ability to implement them are more likely to have high, self-fulfilling expectations for their ELs (Youngs & Youngs, 1999).

With enhanced intercultural competency skills, teachers can incorporate greater cultural understanding into their lesson planning, which in turn will enhance their students' intercultural competency skills and improve their sense of belonging (Bickley, et. al., 2014).

To meet the academic needs of ELs, *Project TLC* also proposes to infuse an evidence-based strategy endorsed as strong evidence by the What Works Clearinghouse (U.S Department of Education, 2014). Two studies by Vaughn, et al., (2006, 2009) involving adolescent ELs in a 7th grade social studies course found that integrating oral and written English language instruction into content-area teaching led to positive impacts on content area learning. Candidates in content-specific methodology coursework, TESL 5103, and TESL 5104 (see Table 3) will practice using videos, visuals, and graphic organizers to help make content comprehensible to ELs and to provide opportunities for writing and speaking practice.

Competitive Priority 4 - Promoting Equity to Educational Resources and Opportunities

Meeting the needs of ELs is the responsibility of all teachers, not just those designated ESL teachers (Turkan & Schramm-Possinger, 2014), but many have not been provided with ESL training, and as a result, are not equipped with the instructional strategies necessary to support ELs (Samson & Collins, 2012). ELs are under-performing in comparison with native-English speakers and need teachers who are prepared to meet their needs (OELA, 2020; U.S Department of Education, 2017). Further, many ELs do not see themselves reflected in the predominantly white monolingual teaching force. To promote educational equity, *Project TLC* proposes to recruit three diverse cohorts of 12 teacher candidates (36 total) that are preparing to become middle and high school teachers and offer them customized coursework and PD that will prepare them to effectively teach not only a hard-to-staff content area, but also to meet the needs of underserved ELs, and ultimately lead to dual certification in both the content area and K-12 ESL.