Promoting Equity by Building Sustainable Pipelines of Diverse, Effective Educators

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INTRODUCTION

Alder Graduate School of Education (Alder GSE/Alder), Palm Springs Unified School District (USD), local education agencies (LEAs) in the West San Gabriel Valley Special Education Plan Area (SELPA) including Alhambra Unified School District (USD), El Monte City School District (CSD), El Monte Union High School District (UHSD), Garvey School District (SD), Mountain View SD, Rosemead SD, a consortium of high-need schools within high-need LEAs, Stanford University School of Humanities and Sciences, and SRI respectfully submit this proposal for the Teacher Quality Partnership (TQP) program. (Note: All LEAs in California participate in a regional Special Education Local Plan Area (SELPA) that provides special education services to children within the region's boundaries.)

This proposal responds to **Absolute Priority 2:** *Partnership Grants for the Establishment of Effective Teaching Residency Programs*, **Competitive Preference Priority (CPP) 1**: *Increasing Educator Diversity*, **CPP2**: *Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning*, **CPP3**: *Meeting Student Social, Emotional, and Academic Needs*, and **CPP4**: *Promoting Equity in Student Access to Educational Resources and Opportunities*, and **Invitational Priority (IP)**: *Partnership Grants for the Establishment of Grow Your Own Programs*. We use these acronyms to reference required checklists:

AP: Absolute Priority Checklist	**GP:** General Program Requirement Checklist	**IHE Elig:** IHE Eligibility Checklist	**LEA Elig:** LEA & School Eligibility Checklist

(A) QUALITY OF PROJECT DESIGN

(i) Project Rationale

Need. **[GP(a)]** The LEAs in this partnership are experiencing a number of acute needs (further described in Appendix B) that will be addressed by the proposed teacher residency

project: (1) Schools are facing long-term teacher shortages, most critically in special education, math, and science. (2) High-need students and schools often have the least experienced and least qualified teachers - many of whom have emergency teaching permits and are underprepared to teach. (3) Students of color are often taught by teachers who do not share their racial or ethnic demographics, despite research showing same-race teachers improve student outcomes. (4) The COVID-19 pandemic has amplified the need for effective teachers who promote equity and support the remediation and acceleration of learning. Not having access to a high-quality teacher compounds educational inequities for underserved students - particularly students with disabilities and English learners, and high-need schools.[1] (References are in Appendix H.)

California has had a chronic teacher shortage for over a decade,[2] which was exacerbated during the COVID-19 pandemic due to significant increases in teacher resignations and retirements, a decreased supply of candidates, and additional teaching positions made possible by federal recovery funds.[3] California mirrors national trends with high teacher attrition in special education, mathematics, and science, as well as in high-need schools.[4]

Research has established the most important school-based factor in student achievement is a student's teacher.[5] New teachers are often not as effective as experienced teachers[6] and new teachers are disproportionately assigned to hard-to-staff schools in low-income areas.[7] To fill shortages often caused by high turnover and limited supply, high-needs schools often employ teachers on emergency permits or waivers, or teaching subjects outside of their certification.[8] As of 2019-20, the number of substandard credentials nearly tripled from 2012-13, totaling over 13,000. While this influx of new teachers with emergency credentials provides short-term relief, too many schools rely on underprepared teachers. New teachers hired on permits or waivers have a staggering 40% turnover rate by the end of their third year of teaching.[9] Hiring teachers with

substandard credentials is perpetuating long-term teacher shortages. Hiring underprepared new teachers perpetuates poor student outcomes. Well-prepared, certified teachers consistently yield stronger student achievement than inexperienced teachers with temporary licenses.[10]

Rigorous empirical research shows the importance of students being taught by someone who looks like them - random assignment of students to a same-race teacher leads to increased achievement,[11] lower suspension rates,[12] and higher high school graduation and college attendance rates.[13] There is a significant gap in representation in California's teaching workforce, approximately 20% of California K12 public school teachers are teachers of color, while 78% of California K12 public school students are children of color. To better support students' social, emotional, and academic needs, there is a clear and urgent need for a pipeline of fully credentialed, ethnically and racially representative teachers who will be retained long term.

The LEAs in this partnership are experiencing these strains in their local contexts. Demographics, contexts, and specific needs for each partner LEA are detailed in Appendix B. Table A1 demonstrates LEAs meet need metrics as defined by this grant opportunity.

Table A1: High-need LEAs and High-need Schools [LEA Elig(A1),(B2),(B3),(C2),(C3)]

Partner LEAs	Pov-erty	Teacher Turnover		Sub-standard credential	High-Need Schools % students eligible for FPRM∗	
		All	SPED	All	Elementary	Non-elementary
Target/Comparison	≥20%	≤ 8% in CA		≤ 0%	≥60%	≥45%

Garvey SD	24%	13%	28%	8%	9 schools, 65%	2 schools, 62%
Mountain View SD	26%	5%	8%	2%	8 schools, 72%	n/a (elem only)
Rosemead USD	20%	7%	13%	0%	4 schools, 71%	1 school, 76%
El Monte UHSD**	*18%*	*5%*	*10%*	*11%*	*n/a (HS only)*	*7 schools, 86%*
Alhambra USD**	*16%*	*5%*	*10%*	*0%*	*13 schools, 50% (4 are > 60%)*	*4 schools, 59%*

*FPRM = Free and reduced price meals

**El Monte UHSD and Alhambra USD have high-need schools and will act as a resource to the high-need LEAs served by this partnership. The elementary LEAs feed into El Monte UHSD and Alhambra USD is the organizing agent for the West San Gabriel Valley SELPA.

ATR Program Overview. To overcome challenges, partner LEAs are committed to investing in their long-term human capital pipelines. The Alder Teacher Residency (ATR) is a research-based, cost-effective teacher residency and induction model with a strong track record of effectively preparing and supporting exemplary educators. Over the past 12 years, Alder GSE has refined and codified ATR, consisting of research-based components identified in the logic model (Appendix C) and in the simplified logic model below:

INPUTS	COMPONENTS/ACTIVITIES	OUTCOMES		
Continuous Investment in Partnerships to Build Capacity, Sustainability, and Scale				
		Short-Term	**Mid-Term**	**Long-Term**
Alder GSE & Stanford Inputs Dedicated faculty, staff, materials & resources	**Resident Recruitment, Selection & Placement in High Need Schools**	Improved pipeline of quality, diverse teachers for shortage areas and high-need schools	Residents hired as teachers and rated effective; Mentors are effective and return as mentors	Improved teacher retention
	Screening & Training of Mentors			Improved student achievement
	Rigorous Coursework & Clinical Experience	Mentors experience professional growth as instructional leaders	Students experience evidence-based practices in positive, inclusive learning environments	
District/School/ SELPA Inputs Staffing, human capital strategy, job placement, PD & supports	**Priority Hiring in High Need Schools**			Improved equity in student access to resources & opportunity
	Screening & Training of Induction Coaches	Teachers experience evidence-based practices in positive, inclusive, safe learning environments	Partnership has sufficient capacity and resources to sustain and scale	
	Two-years of Job-Embedded Induction			
Continuous Improvement Through Formative Feedback				

ATR's design is aligned with state and local priorities and needs to promote teacher quality and student academic achievement. **[GP(d)(2)] [GP(f)(6)]**. By offering an effective and sustainable teacher pipeline for K12 partners through long-term partnerships, ATR disrupts patterns of teacher shortages, underprepared teachers in high-need schools, high turnover, gaps in diversity, and inequity in access, especially for underserved students. ATR partners will plan and launch two new residency and induction programs in high-need LEAs, one with Palm Springs USD and one with six LEAs in the West San Gabriel Valley SELPA. Together, 125 teachers will be prepared through 8 cohorts of residents (two cohorts/year in Years 2-5 of the grant).

ATR will provide a unique and impactful approach that includes (1) a collaborative and contextualized partnership between IHEs and high-need LEA to cultivate diverse and local talent in order to promote equity in access to resources and opportunity for students in high-need schools (CPP2, CPP4); (2) a high-touch wraparound approach for recruitment, preparation, support, development and retention of a diverse pipeline of teachers (CPP1, CPP3); (3) a "whole child" and "whole adult" program model that fosters an inclusive environment and sense of belonging and prepares teachers in evidence based practices that ultimately meet the social, emotional, and academic needs of students (CPP3, CPP4); and (4) targeted professional development for mentors, which supports them as instructional leaders, coaches, and reflective practitioners for their students, further promoting equity in high-need schools (CPP4).

ATR's Research-Based Program Design Drives Outcomes: The ATR program design builds upon research-based strategies that have been shown to be effective at selecting and preparing teachers to positively impact student achievement in high-need schools. A What Works Clearinghouse (WWC) Intervention Report on Teach for America (TFA) concluded that, compared to teachers trained by other programs, TFA teachers had positive effects on student

achievement in math and potentially positive effects in science.[14] Like TFA, Alder GSE works with schools with high-need students, and utilizes three core TFA practices described as the critical components in the TFA model: <u>selective admissions</u>, <u>intensive pre-service training</u>, and <u>placement and in-service support during the first years of teaching</u>.[15]

ATR's new teacher induction programs build from evidence in the WWC Intervention report on New Teacher Center (NTC).[16] Key components of the induction programs in partner LEAs include <u>rigorous induction coach selection</u> and <u>training</u>, and two-years of <u>on-going job-embedded instructionally focused support for new teachers around critical practices</u> like lesson planning, observation and feedback, and analysis of student work. **[GP(f)(2)] [GP(g)(2)]**

Beyond this evidence base from the WWC reports, Alder GSE has 12 years of data demonstrating improved outcomes aligned with this project. Since the inception of ATR in 2010, Alder GSE has partnered with 29 LEAs to recruit and prepare over 900 teachers, with over 300 new residents in its largest class to date starting in June 2022. A strong record of success and high demand has led Alder GSE to collaborate with Palm Springs USD and the participating LEAs in the West San Gabriel Valley SELPA to launch community-based residencies.

CPP 1: Increasing Educator Diversity and IP: Establishment of Grow Your Own Programs. Increasing teacher diversity is a key priority for this partnership because teachers of color benefit all students and are critical to ensuring educational equity in local contexts.[17] ATR is designed to intentionally reach, recruit, enroll, prepare, support, place, develop, and retain teachers from historically underrepresented groups. Alder GSE's results to date demonstrate this priority. ATR will build on existing successful practices and refine them for each LEA's local context. Through high-touch and personalized outreach, ATR attracts candidates from historically underrepresented groups (83% in class of 2020-21) **[AP(II)(a)(6)(ii)],** first

generation college graduates (66% in class of 2020-21), and candidates from low-income backgrounds (53% are Pell grant recipients in the class of 2020-21). Through comprehensive support with certification and credentialing offered by Alder GSE faculty and staff, 85% of residents earn a Masters and credential in one year and another 5% complete within two years. **[IHE Elig(i)(A)] [IHE Elig(ii)(B)]** 96% of graduates are hired as educators upon completion—most are placed in high-need schools in the LEAs where they trained. Recruitment, admission, enrollment, graduation, and hiring rates are tracked across demographics. Candidates of color are fully represented at comparably high rates at each stage.

Based on program data, Alder GSE graduates are rated more effective and retained at higher rates than their non-Alder GSE counterparts in the same LEA. Alder graduates score statistically higher on an effectiveness scale compared to other teachers with similar levels of experience. And graduates are retained at rates of at least 20 percentage points higher compared to their non-resident counterparts (e.g. 62% of ATR graduates are teaching after three years, compared to 41% of their non-resident peers). Increased retention of effective teachers leads to significant benefits for students and communities in partner LEAs. Specific strategies to increase educator diversity, including how we recruit, support, hire, develop, and retain underrepresented candidates, are integrated into all components of the program which are detailed in section A(iv).

With the addition of ATR, each LEA will establish its own "Grow Your Own" pathway that offers a suite of opportunities for its community members - such as K12 alumni, certificated staff, staff from after-school and youth development programs, as well as people affiliated with or supported by community-based organizations - to enter teaching. The pathways offer a range of on-ramps, including exposure experiences to students and community members, through formal Career Technical Education pathways, student clubs and/or volunteer experiences. Some

LEAs offer tuition reimbursement or low-cost options for classified staff to pursue Bachelors degrees, preparing to join ATR. There is rich diversity in the talent within school communities, so these efforts strengthen the pipeline of diverse candidates.

(ii) Specific and Measurable Project Goals, Objectives, and Outcomes **[GP(f)(1)]**

Goal 1: Build a pipeline of high-quality and diverse teachers in partnership with high-need LEAs that effectively meets their human capital needs and certification shortage areas.

Objectives 1.1: Align between LEA and IHE on hiring needs, recruitment strategies, materials and processes; 1.2: Engage in community outreach and supportive recruiting practices to recruit a pipeline of highly-qualified teacher residents who have similar demographics to the students in high needs LEAs; 1.3: Engage teacher residents in a year-long full-time apprenticeship that provides rigorous coursework and aligned feedback from faculty, supervisors, and mentors; 1.4: Provide targeted and personalized supports to residents to ensure completion of the program and attainment of State certification.

Outcomes: 1a: Prepare 125 new educators (20 in Year 2; and 35 per year in Year 3-Year 5); 1b: 60% of new educators will be prepared to teach special education, math or science (K-12) (TQP Performance Measure 2) (CPP2); 1c: 60% of new educators will be people from historically underrepresented groups (CPP1); 1d: 90% of residents graduate from the program in 2 years (TQP Performance Measure 3) (CPP1); 1e: 100% of new graduates obtain State certification and pass all necessary assessments (TQP Performance Measure 1) (CPP2)

Goal 2: Promote equity, strengthen student learning, and meet the social, emotional, and academic needs of students by modeling and by building capacity of mentors and residents to use evidence based practices and to create positive and inclusive learning environments.

Objectives: 2.1: Select and train high-quality mentors providing an exceptional clinical

experience for diverse and high-quality residents; 2.2: Support mentors/resident pairs to deliver high quality instruction and social, emotional support to students in high needs schools; 2.3: Place graduates in high needs schools; 2.4: Select and train high-quality induction coaches to support new teachers; 2.5: Provide ongoing development of early career teachers through instructionally focused induction support aimed at creating positive and inclusive environments, fostering a sense of belonging, and improving student learning.

Outcomes: 2a: 80% of mentors report training and support they receive is high quality and evidence based (CPP3); 2b: 80% of residents report that they receive useful coaching from their mentor; 2c: Conduct an evaluation that produces evidence of barriers and facilitators to implementing promising practices, mentor teacher outcomes, and resident outcomes, all of which are connected to promoting equity and improving student achievement (TQP Performance Measure 6) (CPP3, CPP4); 2d: 85% of graduates secure teaching positions in partner LEAs (TQP Performance Measure 4) (CPP1); 2e: 80% of graduates are rated effective by principals (CPP2); 2f: 80% graduates placed in partner LEAs are retained for two or more years (TQP Performance Measure 5) (CPP4).

Goal 3: Increase impact by building capacity, sustainability and scale of the partnership and high-leverage strategies.

Objectives: 3.1: Enable all partners to engage in a continuous cycle of learning driven by data and communication to inform improvements; 3.2: Enable all partners to sustain the residency and development program beyond the grant period.

Outcomes: 3a: 100% of partners engage in continuous improvement through regular review of formative data; 3b: By Year 5, partners have developed a sustainability plan to create a cost-effective pipeline of effective teachers for high-need schools (TQP Efficiency Measure).

(iii) Project Is Part of a Comprehensive Effort to Improve Teaching and Learning and Support Rigorous Academic Standards for Students

California efforts to improve teaching and learning. California uses the Common Core State Standards (CCSS) for ELA and math, Next Generation Science Standards (NGSS), and California English Language Development Standards (ELD). To implement these standards, the California ESSA State Plan[18] emphasizes the importance of well-prepared teachers and details how LEAs are supported to incorporate an equity planning process to improve equitable access to effective teachers across their high-need schools. ATR is one important way that each partner LEA is planning to prepare more effective teachers that will be hired and retained in their high-need schools. Residents and graduates are supported to understand content standards and plan assessments and instruction around them to ensure better outcomes for students. **[GP(d)(1)]**

The California Commission on Teacher Credentialing (CTC) is an independent standards board that governs educator preparation ensuring preparation programs are designed to improve teaching and learning. Alder GSE was unanimously approved by the CTC because its model supporting teacher development aligns closely to the California Standards for the Teaching Profession. To improve retention and classroom performance, the CTC requires new teachers to participate in a two-year induction program to clear their credentials and become fully licensed. The teacher induction programs detailed in this project (see Appendix H, H3) are aligned to CTC requirements outlined in the California ESSA State Plan, which include "effective mentoring" and an emphasis on "meeting new teachers' immediate needs and supporting long-term teacher growth through ongoing reflection on and analysis of practice" (p.127).[19]

Local-level efforts to improve teaching and learning. A critical first step in implementing the residency model with each partner LEA is identifying human capital needs and

ensuring alignment and cohesion with broader efforts to support teaching and student learning. Each LEA has specific teaching and learning priorities and human capital plans (detailed in Appendix B). Common priorities include identifying teachers who: are fully credentialed in special education, math, science, and multiple subject; can deliver standards-aligned instruction to promote student learning; reflect the racial, ethnic and linguistic diversity of their student enrollment; can create safe and inclusive learning environments for all students, including students with learning differences and English learners; and are prepared to teach the "whole child", especially students most impacted by the pandemic and chronic inequities.

CPP2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning. An important part of meeting each LEA's comprehensive goals for teaching and learning is to support effective and diverse teacher candidates as professionals that are trained in evidence-based practices and with high-quality instructional materials. By preparing qualified teachers in a comprehensive program grounded in rigorous academic standards and subject area licensure needs, students in high-need schools will have access to effective and diverse educators. The residents and mentors trained and supported through ATR will improve outcomes for all students and promote equity and access for the most underserved students (see CPP4). To ensure the workforce is diverse, residents and mentors receive high-touch and personalized support from staff and faculty across all partners. Our "whole adult" approach at every stage of the teacher pipeline, promotes engagement, belonging and retention (see CPP3). In order to address the state and local teaching and learning needs, this partnership will support high quality and diverse teacher candidates through coursework and their clinical experience to earn a Special Education Mild/Moderate credential, a multiple subject credential, or a single subject credential in English, Social Studies, Science, or Math. Some residents opt to

pursue dual credentials, which can include licensure in multiple general education areas, and/or as an education specialist, and/or to receive bilingual authorization. Residents take content-based methods coursework every term, which introduce rigorous academic standards (e.g. CCS-ELA, CCS-Math, NGSS, and ELD) and spiral to deepen understanding and application of standards and evidence-based practices in planning, instruction, and assessment. Residents learn to analyze student understanding within disciplines to facilitate student intellectual discourse around concepts, and to engage and inspire students. A focus on literacy is woven throughout the year-long methods coursework, and residents also take an additional course focused on literacy in their discipline. These courses focus on standards, text complexity, academic language, reading, writing, speaking, and assessments. **[GP(d)(1)] [GP(f)(5)(ii)]** Graduates continue to receive support with rigorous academic instruction through induction programs where they work with coaches in inquiry cycles to plan and assess student achievement aligned to academic standards. This partnership will have faculty from Stanford School for Humanities and Sciences engage as content experts with Alder's faculty and Directors, as well as with residents and mentors. ATR will create many opportunities for residents and teachers to connect with subject-matter content that will reinforce the training they receive to develop their pedagogical content knowledge and their use of content standards in instruction.

In alignment with the Individuals with Disabilities Education Act (IDEA)[20] requirements and CTC Program Standards,[21] every resident and new teacher (general education and education specialist) receives training and ongoing support on inclusive strategies, including co-teaching, how to serve students with learning differences and disabilities, and how to apply Universal Design for Learning (UDL) principals in their classroom environments, in their lesson and assessment design, and through their instructional practices. Participants are supported to

integrate a "whole child" lens to child development, a culturally responsive teaching approach, and UDL principles into their teaching to ensure students of various abilities and backgrounds receive the differentiated and culturally relevant instruction required for them to succeed.

For residents pursuing their Education Specialist Mild/Moderate credential, the residency model is carefully designed to provide residents with a continuum of service delivery settings (learning center, co-teaching in the general education classrooms, transition classes, special day class settings, etc.) in adherence with the mild/moderate credential. Education Specialist Residents learn to teach within a broad range of grade levels, disabilities, and delivery models. Upon graduation, residents are well-prepared to enter the vital and challenging work of being an Education Specialist in California, one that requires differentiated instruction for K-12 students with disabilities, adherence to policy, and collaboration with multidisciplinary teams. **[GP(d)(1)]**

Once a new teacher is hired, they continue to receive targeted support and coaching focused on developing high-leverage instructional strategies to improve instruction, promote ongoing development, and support student academic success. Coaches are embedded in each partner LEA, enabling them to focus on district-wide priorities. To support and retain teachers developed through the residency, partners provide ongoing professional growth opportunities, competitive compensation, access to teaching teams (to promote collaboration and support), a professional learning community for alumni of the residency program, and targeted feedback and coaching from principals and instructional coaches at their school sites. Finally, teachers developed through ATR, often become mentors for future candidates, which is another way the "Grow Your Own" strategies of LEAs reinforce engagement, career growth, and retention.

CPP3: Meeting Student Social, Emotional, and Academic Needs and CPP4: Promoting Equity in Student Access to Education Resources and Opportunities. To meet

student social, emotional and academic needs and increase educational equity for underserved students, research shows it is critical for students to have access to high quality teachers, standards-aligned instructional materials, and inclusive classrooms that promote learning for all, including students with disabilities and English learners.[22] The LEAs identified critical factors to promote educational equity, including underserved students having access to: well-prepared and credentialed teachers, safe and inclusive learning environments, and quality resources needed to access education opportunities. LEAs in this partnership need teachers with a background in trauma-informed support, culturally relevant pedagogy, and social-emotional competencies to meet the needs of students and ensure social-emotional skill development and academic success.

The primary sources of inequity in school systems often stem from challenges associated with poverty. Many students served by the partnering LEAs are growing up in poverty, which often correlates with higher rates of exposure to stress and trauma (leading to adverse childhood experiences),[23] which negatively affects children's physical, psychological, emotional, and cognitive functioning.[24] Additionally, many students of color may experience the chronic stress of racism through implicit bias, stereotype threat, and punitive discipline. Learning is stifled when learners (child, adolescent, adult) feel stressed, fearful, or traumatized.[25] According to ███████████████████████████[26] caring and culturally responsive "environments that are relationship-rich and attuned to students' learning and developmental needs can buffer students' stress, foster engagement, and support learning." Additionally, teachers who employ culturally responsive pedagogy, which includes maintaining an asset-based lens regarding their students' identities (e.g. racial, ethnic, class, etc.), have a higher chance of connecting with and better supporting the academic and non-academic learning of all of their students.[27]

ATR is designed to provide, model for, and train teachers to develop their own culturally

responsive, emotionally safe learning environments to strengthen students' academic and non-academic skills. ATR takes a "whole adult" approach to support teacher candidates and mentors as adult learners and professionals with high-touch and relationship-centered experiences that provide holistic support to ensure an individual's full range of needs are addressed. ATR nurtures a positive, inclusive, and identity-safe climate in the preparation program and in professional development opportunities. By modeling and explicitly reflecting on these approaches and practices, residents and mentors are able to adapt and adopt practices they experience first-hand as learners into their own classrooms and for their students as teachers.

ATR is also designed with a "whole child" lens to explicitly support our candidates to develop trauma-informed practices for students in order to foster inclusive and safe learning environments, a strong sense of belonging, and social, emotional, and academic development. To develop these approaches, residents and mentors engage in activities that include (a) resident coursework and mentor professional development grounded in critical research and theory on the social and emotional development of children, culturally responsive pedagogy, trauma-informed practice, personal identity, inclusive learning environments, family and community engagement, and the history of education in the U.S.; (b) applied coursework activities (e.g. community mapping, student interviews, family visits) to develop a deep understanding of their students; (c) the use of data-inquiry cycles that utilize student data to respond to key conditions for learning; and (d) exposure to and practice with culturally responsive, evidence-based strategies that respond to student data. More details can be found in each of the components in section A(iv).

(iv) Project Design Reflects Up-to-date Knowledge from Research and Effective Practice

Building on the research outlined in the sections above and as depicted in our Logic Model (Attachment C), the ATR project design is based on research and effective practice.

Component 1: Resident Recruitment, Selection & Placement in High Need Schools.

To align with hiring objectives of partner LEAs, including establishing a "Grow Your Own" pathway, ATR has a robust recruitment and selection model that builds on evidence-based practices including those outlined in the TFA WWC report.[28] Through this approach, we will cultivate local, diverse, high-potential candidates to bring greater racial, ethnic, and linguistic diversity to the teaching profession.[29] **[AP(II)(a)(6)(i)]**

Recruitment. ATR prioritizes a high-touch recruitment approach that provides strong personalized support to candidates throughout the recruitment and admissions process. Hiring projections and priorities of partner LEAs are used to design recruitment activities and Alder GSE's dedicated recruitment staff work with partner LEAs to customize and implement strategic approaches to recruitment. In alignment with CPP1, teachers of color are a priority across partner LEAs. To ensure candidates reflect their school communities, staff at Alder GSE and partner LEAs start by prioritizing outreach to recent alumni of the school system, instructional aids, paraprofessionals and after-school educators. Targeted outreach is coupled with personalized support to candidates to effectively implement a "grow your own" strategy for each LEA.[30] We then expand outreach to the broader community, such as working with a variety of organizations including local colleges, community-based organizations, City Year, EnCorps, Breakthrough Collaborative, and student and professional associations. We also advertise throughout local communities including in organizations that represent and advocate for diverse individuals. **[AP(II)(b)(2)(i-iii)]** Over the past 12 years, Alder GSE has increased the relative proportion of residents in each class from historically underrepresented groups (from 35% to 83%) while increasing enrollment (20 to 300 residents). Recruitment staff provide high-touch support to candidates, through a long-cycle of recruitment which includes building trusting relationships,

understanding candidates interests and needs, providing guidance based on LEA priorities, and supporting them through the application process. These supports are critical to diversifying the candidate pool (CPP1) as they help candidates navigate processes and overcome barriers (CPP4).

Selection. ATR implements a rigorous, multi-stage selection process, which has been shown to identify qualified talent. ATR builds on this research, by evaluating a wide range of competencies, skills, and dispositions beyond what traditional higher education programs typically examine. Candidates submit an initial application that includes a personal statement and recommendation forms. Applicants are required to hold a bachelor's degree and provide a transcript demonstrating cumulative or last 60 units with a GPA of 2.65 or above. **[AP(II)(b)(1)(i-ii)] [IHE Elig(ii)(A)]** Applications are reviewed by staff at partner LEAs, and promising applicants participate in a phone interview that is scored with a rubric. This is followed by interviews and performance tasks for finalists. At the final interview, candidates teach two demonstration lessons—they are observed by a panel and receive feedback after the first lesson that must be applied in the second, assessing candidates' ability to grow from feedback. Additionally, candidates read and reflect on a reading about the role of implicit bias in teaching, an activity which reflects a deep focus on equity and dispositions for teaching. Candidates are evaluated by panels which include representatives from LEAs (e.g. mentors, principals, district leadership, the residency Director, students, etc.) and Alder GSE (e.g. recruitment and admissions staff, faculty, alumni, etc.). Once identified as a priority candidate for a partner LEA, the candidate must submit necessary documentation to be accepted into Alder GSE (e.g. transcripts, personal statement, recommendation, etc.). This highly targeted and selective admissions process leads to acceptance rates around 30%. The candidate pool is significantly diverse and candidates are supported at every stage, resulting in diverse cohorts of

selected candidates (between 70%-85% candidates of color annually). Together, these recruitment and selection strategies ensure the highest qualified candidates who demonstrate targeted teaching dispositions and represent their communities participate in the residency.

Wraparound student services. Research demonstrates the gaps in enrollment and persistence for students who are from lower-income backgrounds, first in their families to attend college, and from underrepresented racial and ethnic backgrounds.[31] Common barriers for underrepresented students in higher education include accessing financial resources, navigating complex processes and systems, and having accessing basic needs. IHEs often overlook providing support to overcome these barriers.[32] For ATR, dedicated staff provide a variety of high-touch and personalized supports through the design of our recruitment, selection, admissions, enrollment, financial aid, and student services processes which ensure promising candidates have the access to the information and resources they need to enroll and persist in residency programs.[33] ATR's "whole adult" focus is tailored for candidates based on their needs (CPP4), promoting success for historically underrepresented groups (CPP1).

Component 2: Screening & Training of Mentors. [AP(I)(c)(2)]

The resident mentoring model in ATR is supported by the large body of research showing that having a highly effective mentor significantly increases teachers' retention rates and effectiveness[34]; research also shows that extensive preparation involving integrated field and coursework components lessens teacher attrition rates.[35] Mentor teachers are employed full-time by partner LEAs and provide a robust year-long clinical experience for residents. Alder GSE works closely with partner LEAs to ensure a rigorous mentor selection process, which is based on principal and instructional coach recommendations, student achievement data, successful experience in their specific school context, and holding the corresponding clear credential.

Mentor teachers must be rated in the top tier of teacher effectiveness as defined by their district or region and be considered teacher leaders who can advance student learning. **[AP(II)(a)(3)(ii)]** Mentors must demonstrate (1) proficiency in planning and preparation, knowledge of content, pedagogy, and formative and summative assessments using valid measures; (2) success engaging students with different learning styles **[AP(II)(a)(4)(i-v)]**; and (3) their ability to collaborate with colleagues. Mentors receive a stipend and protected time to support residents. **[AP(II)(a)(3)(iii)]**

The quality of the clinical experience depends on the quality of feedback provided to the resident.[36] Mentor teachers receive intensive support throughout the year from Alder GSE faculty, including monthly full-day seminars, 1:1 meetings, and regular observation and feedback sessions to ensure the clinical experience is tightly aligned to coursework. **[AP(II)(a)(3)(i)]** Mentor support focuses on how to 1) give feedback; 2) have difficult conversations; 3) co-plan and co-teach; and 4) gradually release responsibility. **[AP(I)(c)(4)]** Mentors engage in a year-long professional learning community where they leverage evidence-based practices that model inclusive education and service delivery for both special and general educators. This cadre of mentors supports important system-wide cultural shifts in schools. Mentoring is challenging work and strong support provided to mentors is critical to the program's success. Mentor feedback indicates they deeply value this support and professional development. Research has shown investing in the support and development of teachers as leaders, as we do with mentors, can improve the retention of teachers.[37] Investing in mentor professional development benefits the resident, the mentor, the students in the mentor's classroom.

Component 3: Rigorous Coursework & Clinical Experience. [AP(II)(a)(1)]

ATR is an intensive, full-time, cohort-based program culminating in a Master of Arts in Education (MA) degree and a California teaching credential. In preparing effective educators,

Alder GSE strives to nurture the head, heart, and hands of residents: *Residents' <u>heads</u> are prepared with deep understanding of the theory underlying the practice of teaching; their <u>hearts</u> are prepared with powerful identities as social-justice teachers dedicated to ending predictably inequitable outcomes in schools; and their <u>hands</u> have pedagogical skills that ensure success in the classroom.* These intentions, guided by California's Teacher Performance Expectations, the Lumina Degree Qualifications Profile for graduate programs, and feedback from partner LEAs, form the basis for ATR's program and resident learning outcomes.

 Learning outcomes. The following are selected learning outcomes that guide residents' coursework and clinical experience. (The full set of Program Learning Outcomes and Student Learning Outcomes can be found in Appendix H, H2.) (1) Residents will be able to plan and design learning experiences for all students, influenced by considerations of state-adopted standards, student learning needs, local curriculum, and data. **[GP(f)(8)(i)]** (2) Residents will be able to plan and design literacy instruction that includes key features of reading instruction. **[GP(f)(8)(ii)]** (3) Residents will demonstrate rigorous pedagogical skills that foster success in the classroom. **[GP(b)] [GP(g)(1)]** (4) Residents will be able to design and adapt cognitively engaging learning experiences informed by an analysis of student data that promote subject matter knowledge of all students, including the full range of English learners and students with disabilities and learning needs. **[GP(f)(7)]** (5) Residents will be able to differentiate instruction based on data in order to meet all students' needs. **[GP(c)]** These learning outcomes are also the basis for program assessments and capstone projects.

 Coursework focused on research, theory and content knowledge foundational to teaching. ATR residents select a scope and sequence of courses and assessments from Alder GSE, which include either 34 units of graduate-level coursework for an MA with a concentration

in Teaching, or 37 units of graduate level coursework for an MA with a concentration in Special Education. These requirements conform with expectations for this degree in institutions around the state and country. **[AP(II)(a)(2)]** Graduates earn a preliminary California multiple subject credential, a single subject credential in English, Social Studies, Science or Math, or a Special Education Specialist Mild/Moderate credential. LEA partners have identified these credential areas as critical (CPP2). (See Appendix B for partner LEA needs). Residents may take additional assessments to earn authorizations to teach other subject areas (CPP2). **[AP(I)(a)][GP(f)(6)]**

Residents participate in cohorts to complete their graduate coursework through in-person intensive courses three times per year (summer, fall, and spring), weekly seminars, and online courses during the school year. Through in-person and online courses, faculty build inclusive and safe learning environments for residents to grapple with critical theory and research foundational to teaching (CPP2), including topics such as learning theories, history of education, current educational landscape, child and adolescent development, identity, culturally responsive teaching, neurodiversity and designing inclusive classrooms, partnering with families and communities, classroom management, backwards design, content-specific pedagogy, assessment and instructional strategies, action research, etc. In addition to these credit-bearing courses, one day each week, residents attend a full-day resident seminar with a partner-based cohort to facilitate collaboration and shared learning. **[AP(II)(a)(5)]** Acting as a bridge between the educational theories learned in coursework and the everyday skills developed in the clinical experience, weekly seminars engage residents in conducting case study analyses of key problems of practice, collaboratively problem solving around critical incidents from the classroom, and learning, developing, and practicing a sequence of high leverage classroom techniques. Coursework and seminars are aligned to LEAs' instructional goals, program, and demographics.

The ATR residency year is intense and purposeful; residents must demonstrate mastery of rigorous standards through Alder Resident Evaluations (ARE), as well as several keystone assessments such as the edTPA, a performance-based, subject-specific assessment and support system, and Alder GSE's master's oral exams.

Alder GSE's residents engage with research and literature that represent diverse points of view, including both seminal works and cutting-edge research findings, and learn about diverse pedagogical approaches. Faculty intentionally design coursework to model best practices that are inclusive, supportive, equitable and evidence-based. Residents and mentors are supported to develop their own culturally responsive learning environments that strengthen social, emotional and academic skills in students (see CPP3 and CPP4). Faculty expose residents to academic scholarship that develops disciplinary knowledge and engages them as reflective practitioners who are able to think critically about pedagogy, policy, and systems.

Clinical experience to practice effective pedagogy and high leverage practices. Four days per week for a full school year, residents participate in a clinical experience where they co-teach with a mentor teacher **[AP(I)(c)(1)]**, sharing responsibility (allocated through a gradual release model) for duties involved with a full-time teaching position. **[AP(I)(b)]** In the first month of school they lead routines, transitions, and less complex instructional activities (such as a math do-now). As the year progresses, they take on full lessons in all subject areas, culminating in three takeover experiences (14-18 days total) in which the residents plan and lead all elements of the classroom. Mentor teachers and residency Director guide resident learning around lesson and unit planning, assessments, parent relationships and communication, and principal/colleague relationships. Targeted, effective feedback is critical to resident success. Mentors set aside at least one full hour of "sacred time" each week to ensure their resident has time to plan, reflect,

discuss and ask questions. Directors are regularly in classrooms, observing residents and mentors, and providing feedback and coaching. This regular observation and feedback is in contrast to traditional graduate programs and alternative route programs, of which just 43% and 23% respectively conduct five or more observation and feedback cycles with each candidate.[38] Residents are expected to attend staff meetings and professional development, plan lessons, communicate with families, perform regular duties, maintain the classroom space, analyze data/student work, and help grade assignments. **[GP(f)(9-10)]**

Support for certification exams. **[IHE Elig(ii)(B)]** Alder GSE faculty guide and support residents to help them prepare for their teacher certification exams, working to remove barriers to entry that have exacerbated the troubling lack of diversity in the teaching force. Residents participate in programming, content-specific study materials, coordinated study groups, and tutoring sessions, and testing vouchers to cover costs. Residents can access weekly office hours to check in on progress and plan for studying and/or financial assistance if needed. For those who need it, Alder GSE provides independent study time in addition to the standard support. All (100%) of our graduates pass all State qualification assessments before entering the classroom, which is a result of the deliberate and structured attention to providing support. **[IHE Elig(i)(A)]**

Resident stipends. To ensure that residents are able to focus on their studies and practice during the intense year of the ATR program, residents receive stipends from partner LEAs to cover living and other expenses. Stipends vary, but are typically between ███████████ Residents, once certified as graduates, agree to serve as a full-time teacher for at least three academic years in a high-need school and in a high-need subject area as designated by partner LEAs. Partner LEAs will provide proof of employment each year as verification of this commitment. **[AP(II)(c)(1-3)(i-v)]** As a condition of the service agreement, if a resident does not

complete the program or service obligation, the resident is required to repay the stipend to the partners at an interest rate that will be specified in the agreement. Other terms and conditions of meeting obligations are specified in the service agreement, including partial repayment for partial service due to health or inability to be placed. The partners can use the repayments to provide additional activities to achieve project goals and objectives. **[AP(II)(d)(1-3)]**

Component 4: Priority Hiring in High-Need Schools

ATR is described as a year-long interview and a year of professional training embedded within the LEA's context, community, and frameworks. Graduates receive priority hiring in partner LEAs' high-need schools because they have the required certifications to fill vacancies and skills needed to support high-need students. On average, 85% of ATR graduates secure teaching positions in partner LEAs and 65% secure positions teaching math or science (K-12).

Component 5: Selection & Training of Induction Coaches and Component 6: Two Years of Job-Embedded Induction [AP(I)(c)(3)] [AP(II)(a)(7)] [GP(g)(3)]

Based on NTC's research-based practices[39] described in the rationale, the design of partner LEA induction support includes key features: (1) a rigorous selection process for induction coaches based on evidence of improving student learning, (2) matching subject areas and grade levels, (3) a collaborative approach, and (4) protected time to support new teachers. Partner LEAs build on these and provide two years of induction support focused on instruction. At each partner LEA, induction coaches receive training in adult learning theory and how to develop high leverage instructional practices for Alder GSE graduates. Coaches and new teachers meet regularly to consider how to develop lessons that promote learning agency based on students' strengths. This process supports new teachers as they learn to internalize the lesson content and concepts and plan for differentiated strategies to meet the needs of each learner.

Induction coaches also observe new teachers and collect evidence of student engagement with content. This provides data for coaches and new teachers to co-assess together to identify areas for growth. Finally, coaches and teachers analyze student work together assessing students' learning and mastery of content based on data rather than perceptions. These skills and processes are critical in mitigating bias and ensuring high expectations for all learners. More detail about the induction activities for each partner LEA is included in Appendix H.

Alumni support provided by Alder GSE. Alder GSE has a large and growing network of over 900 residency-trained alumni across California. Through this partnership, we will design and implement programming that focuses on the needs of new graduates and early-career teachers for the partner LEAs in this partnership. A dedicated manager of this network will engage faculty and offer a variety of professional learning communities for alumni in partner LEAs focused on continuous improvement, mentorship and support. The programming will include establishing effective learning environments, building meaningful and supportive relationships, planning and assessment, implementing culturally responsive teaching and social emotional learning strategies, and building connections with students, families and communities. Over time, we will connect alumni to serve as mentors - formally and informally. The aim of this network is to provide another layer of connection and support for graduates to promote diversity (CPP1), effectiveness (CPP2), and retention, all of which promote educational equity (CPP4).

Component 7: Continuous Investment in Partnerships to Build Capacity, Sustainability, and Scale and Component 8: Continuous Improvement Through Formative Feedback

These components are critical to success across all other components and to long-term impact and sustainability. Both are detailed in sections A(v) and C(iii).

(v) Performance Feedback and Continuous Improvement Are Integral to the Project Design

Research demonstrates the importance of formative feedback to measure progress over time.[40] Alder GSE embeds ongoing feedback into its approach to the residency model and to its partnerships. The evaluative and formative data we collect from students, residents, mentors, graduates and partner LEAs will be used to improve the design of our model. All stakeholders in this partnership will frequently review data from a variety of sources to ensure they have the information they need to understand implementation and make course corrections as needed. Alder GSE will facilitate stakeholder convenings, including monthly forums with mentors, quarterly meetings with program directors, and semi-annual step-backs with central office leaders where formative and summative evaluation data can be shared. Alder GSE faculty will identify best practices and areas for continuous improvement. Additionally, Alder GSE's external evaluation partner, SRI International, will share formative data in monthly site meetings as it is available. They will also share summative evaluation data at annual convenings of all partners.

Through this partnership, faculty from Stanford University School of Humanities and Sciences will engage as experts in subject-area content and as critical friends. They will enhance the content-rich experiences that residents will have during their coursework and clinical experience, by providing their content-specific expertise to Directors, mentors and residents. This will help ensure that the program, faculty and residents are integrating and improving based on cutting-edge content areas and the instructional needs of the partner LEA classrooms.

(vi) Project Is Designed to Build Capacity and Yield Results that Will Extend Beyond the Period of Federal Financial Assistance

ATR is a demonstrated, scalable, sustainable, and replicable teacher residency model. ATR builds the capacity of collaborative partnerships between IHEs and high-need LEAs to

cultivate a pipeline of diverse, local talent and share costs to ensure sustainability. Several features differentiate ATR from other residencies, including (1) tuition revenue sharing from the start to avoid a financial cliff at the end of the grant, (2) shared personnel to lead residency to ensure alignment and coherence from recruitment to induction, (3) investing in high-need LEA partners to amplify local talent and diversify the teaching force, and (4) supporting all partners to identify diverse revenue streams to promote innovation, impact, and long-term sustainability beyond the period of federal assistance.

Tuition Sharing: Residencies have been shown to be an effective way to train new teachers,[41] but high cost and lack of sustainability planning have been significant barriers.[42] To overcome these obstacles, ATR partners commit to a high level of investment in human capital, developing deep partnerships, as well as a smart financial model with shared tuition between Alder GSE and partner LEAs. Tuition sharing is one way Alder GSE demonstrates deep commitment to partner LEAs because it enables partner LEAs to invest in the single most important lever they have to improve student achievement—their teachers. Alder GSE shares over a quarter of tuition revenue with each partner to contribute to the costs of a dedicated residency Director (aka clinical faculty) embedded at the LEA.

Alder GSE also works with partners to build the resident and mentor stipends into the school system budgets. This intentional and collaborative focus on finances ensures buy-in from partner leadership and emphasizes early planning to identify funding for the residency. Alder has a successful track record of implementing this financial model with LEAs across California.

Shared Personnel: The shared tuition model allows the partnership to intentionally build deep capacity in local LEA staff to promote alignment with LEA priorities and to ensure sustainability of the residency program. Shared tuition revenue pays for the residency Director,

who serves as a critical bridge between the Alder and the schools. Alder takes full responsibility for training and supporting the Director through weekly meetings and lesson planning, data reviews, three retreats/year, and at least one national conference focused on teacher training. As an LEA employee, the Director deeply understands the community, culture and instructional priorities; as a guide, the Director knows, observes, provides feedback, and supports each resident in their development and successfully completes required assessments. The Director helps Alder GSE provide the local adaptations necessary for residents to be successful in their context including alignment with local priorities, learning standards, and curriculum.

Mentors are also a shared resource. Alder supports partner LEAs to select highly-qualified mentors who are employed by the districts (see section A(iv)). These mentors receive significant training from Directors to ensure alignment of district priorities, residents' coursework and on-going resident support. These mentors become a resource for the sustainability of the ATR model as they support residents, allowing them to hone their own practices as an effective teacher while receiving extensive professional development and leadership in their schools.

Amplify local talent: Aligning with the *IP: Establishment of Grow Your Own Programs*, this partnership builds the capacity of each partner to reach and support the incredible talent that exists in their local communities, which is more likely to reflect local diversity and support teacher retention. By delivering a high-quality pathway that delivers desired results, the "Grow Your Own" approach will become embedded in each local community, becoming a respected way of developing teachers. Our long-term commitment and investment in this pathway will have a long-lasting impact on elevating and diversifying the teaching workforce in each LEA.

Sustainable and replicable: This project will provide the start-up assistance needed to

launch and scale residencies in Palm Springs USD and LEAs in the WSGV SELPA. As these programs build momentum, other nearby LEAs may want to join efforts, promoting efficiencies in replication and scale. As a partnership, we will work together to identify a variety of funding sources to support ATR's long-term core costs. By diversifying the funding streams that support this work in these local contexts, we will be able to ensure sustainability. Additionally, Alder GSE is scaling to reach sustainability (detailed in section C(iv)), where the majority of our operating budget is covered by tuition, reducing reliance on philanthropy. This enables us to offer the residency model to partner LEAs for many years to come.

(B) QUALITY OF PROJECT EVALUATION

(i) Project Evaluation Methods Will Provide Valid and Reliable Performance Data [GP(f)(4)]

SRI International, a nonprofit research organization with extensive experience carrying out program evaluations, will conduct a rigorous independent evaluation of ATR in the seven partner LEAs in this partnership. The dual goals of this effort will be to evaluate program outcomes related to new teacher and mentor teacher practices and retention, and provide formative feedback on program implementation. Consistent with the logic model (Appendix B), SRI's evaluation will address the research questions (RQs) shown below.

- **Implementation.** To what degree is the Alder program implemented as intended with respect to teacher recruitment, preparation, placement, induction, and program sustainability?

- **Barriers and facilitators.** What factors hinder or catalyze (1) recruitment, placement, and retention of a racially and ethnically diverse resident pipeline, (2) development of mentor teacher practice, and (3) residents' and mentor teachers' adoption of inclusive practices that promote students' social and emotional development?

- **Mentor teacher outcomes.** To what extent do mentor teachers develop their instructional and mentoring practices over the residency? Are mentor teachers retained as mentors?
- **Resident outcomes.** At what rates are graduates placed at, and retained in, high needs schools? Do graduates continue to implement inclusive pedagogical practices as teachers of record? How do these trends vary by LEA, grade, subject area, and graduate race/ethnicity? **[GP(f)(11)]**

Research Design Overview: To address the research questions, SRI will use qualitative and quantitative methods from several data sources as shown in Table B1 to document program implementation and measure teacher and mentor outcomes.

Table B1: Research Questions and Data Sources

1) Implementation	X	X	X	
2) Barriers and facilitators		X	X	
3) Mentor teacher outcomes	X	X	X	
4) Resident outcomes				X

As shown in Table B2, the study will focus on the residency year and subsequent years of teaching for participants in cohorts 1, 2, and 3, and implementation of the residency year for cohort 4. Implementation data collection and analysis will occur during each residency year, and resident outcomes will be measured at the end of the resident's first year of teaching. Outcomes on mentor teacher practice will be measured at the end of the residency year, while mentor retention will be measured in the year following the residency year.

Table B2: Study Activities During the Course of the Project

Cohort 1		Resident	Induction year 1	Induction year 2	
Cohort 2			Resident	Induction year 1	Induction year 2
Cohort 3				Resident	Induction year 1
Cohort 4					Resident
Study activities	Instrument design Planning	Implementation data collection and analysis for C1, C2, C3, C4			
		C1 mentor outcomes	C1 graduate and C1-C2 mentor outcomes	C1-C2 graduate and C1-C3 mentor outcomes	C1-C3 graduate and C1-C4 mentor outcomes

Data Collection and Analysis: SRI will conduct a study to provide Alder and LEA

leaders with formative feedback throughout the grant period, and to measure resident and mentor

outcomes. The study will assess the fidelity of program implementation within and across LEAs,

including recruitment, placement, coursework, clinical experience, and induction supports for

Alder graduates and training for mentors (RQ1); explore resident, mentor teacher, faculty, school

and district leader, induction coach, and Alder program staff perspectives regarding facilitators

and barriers to developing a racially and ethnically diverse pipeline of residents and developing

mentor teacher practice (RQ2); assess the extent to which mentor teachers develop their own

instructional and mentoring practices and are retained as mentors (RQ3); and determine whether

Alder graduates are hired and retained as teachers in partner LEAs or other high needs schools,

and the extent to which they sustain inclusive teaching practices once they are in the classroom—as well as how these outcomes vary by LEA, grade, and subject area, and graduate race/ethnicity (RQ4).

Program data. Alder routinely collects data on the establishment of partnerships, completion of necessary training sessions, and development of sustainability plans. SRI will work with Alder to develop a fidelity of implementation matrix with benchmarks for full implementation in key areas, including partnership formation; recruitment and placement of racially and ethnically diverse residents; high-quality training and support to residents and teacher mentors; and instruction in academically rigorous, culturally responsive, and inclusive pedagogical practices for residents and teacher mentors. SRI will collect and analyze data annually to determine whether benchmarks on these measures have been met and the extent to which implementation differs across partner LEAs (RQ1). The fidelity of implementation benchmarks will guide this data collection and analysis.

Alder will also track mentor retention throughout the grant period. SRI will work with Alder to refine the processes for collecting these data and will review them on an annual basis to understand trends in mentor teacher development and retention (RQ3).

Monthly teacher log. SRI will administer monthly logs to residents and mentor teachers to measure program fidelity and capture details regarding the use of inclusive instructional and mentoring practices. Log development will occur in Year 1 and data collection will begin in Year 2 and continue throughout the project. Building on log instruments used in prior TQP evaluations, SRI will work closely with Alder to identify inclusive instructional practices taught in the program to include in the log. SRI will work with Alder and instructional staff to ensure that the instrument is aligned to Alder's program. On a monthly basis, teachers will provide

details about program participation, including (1) attendance at professional development or meetings (RQ1), (2) the frequency of co-teaching and co-planning (RQ1), (3) the use of practices that promote historically underserved students' social and emotional development and create inclusive classrooms (RQ2 and RQ3), and (4) the use of mentoring practices (RQ3). SRI will work closely with Alder to coordinate participant follow-up and will offer gift cards to participants to incentivize participation and reach satisfactory response rates. SRI will update descriptive statistics each month from logs to monitor program participation and classroom practice, providing aggregate data to Alder monthly to inform program delivery. At the end of each school year, SRI researchers will aggregate log data across time points and analyze trends in teacher practice, illuminating which practices are used most frequently. SRI researchers will also estimate changes in practice from the beginning to the end of the school year and conduct correlational analyses using OLS regression to understand how those changes vary for mentor teachers and residents of different LEAs, subject areas, grade levels, teacher race/ethnicity, and school characteristics.

Interviews. SRI will conduct interviews in the spring of Years 2, 3, and 4 to understand program implementation, including barriers and facilitators, and mentor teacher practices (RQ1, RQ2, RQ3). Interviewees will include Alder project leadership, recruitment and admissions staff, district leaders, school leaders, residents, and mentor teachers. In Years 3 and 4, SRI will also speak with induction coaches to understand the extent to which induction supports are being implemented with fidelity. Building on prior TQP evaluations, SRI will develop semi-structured protocols for each type of interview that explore how resident recruitment goals are set and the extent to which they are met; how residents are recruited and supported through the application and placement process; how residents are supported by supervisors, faculty, and mentor teachers;

alignment of the teacher preparation curriculum with the residency; the instructional strategies used by residents and mentors; program supports for residency directors and mentor teachers; and, how partnerships are developed, particularly with an eye towards sustainability. Interview data will be coded and analyzed for patterns, both within and across districts. SRI will share a summary of findings with Alder each year, providing formative feedback on program implementation (RQ1), barriers and facilitators to implementation (RQ2), and perceived outcomes of the program on mentor and teacher outcomes (RQ3 and RQ4).

Graduate surveys. Alder currently administers surveys to all graduates. SRI will work with Alder to review and refine the existing instrument and will offer gift cards to incentivize participation and reach satisfactory response rates. Graduate surveys will be administered in the spring of Years 3, 4, and 5, allowing SRI researchers to estimate teacher retention rates as well as the frequency with which graduates implement instructional practices that were a part of their preparation during the Alder residency (RQ4). SRI researchers will employ descriptive and correlational methods to examine how trends in retention and teacher practice differ according to LEA, grade levels, subject areas, teacher race/ethnicity, and school characteristics. For example, SRI could explore if Alder graduates in one LEA report implementing inclusive practices to a greater degree than graduates teaching in other LEAs.

(ii) Project Evaluation Methods Are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes

By collecting data on both implementation and outcomes, this evaluation will provide Alder with valuable information about progress towards the goals and outcomes detailed in section A(ii). Given that ATR will serve residents distributed across grades and content areas, many of whom are training to become Education Specialists, the evaluation explores outcomes

that cut across grades and content areas and are relevant for teachers serving students with special needs in high needs schools. Specifically, the evaluation will explore the extent to which Alder is able to recruit, place, and retain teachers (particularly teachers of color) in high-needs schools and the extent to which these new teachers use inclusive instructional practices. We will also study the extent to which Alder's program is successful in supporting mentor teachers to develop their own instructional and mentoring practices and retaining them as mentors.

In analysis, the research team will triangulate between data sources to produce a nuanced characterization of how program activities relate to outcomes. The study will explore the extent to which residents and mentor teachers are retained and the extent to which residents continue to use inclusive instructional practices once they become teachers of record by analyzing program data on teacher and mentor retention alongside log, graduate survey, and interview data. The research team will also explore factors that facilitate or hinder these outcomes via interviews.

SRI will provide formative feedback throughout the evaluation and a final, summative report at the end of the grant. Combined, the evaluation methods will provide meaningful data on the relevant outcomes of resident retention (particularly for residents of color), mentor retention, and residents' and mentors' use of inclusive instructional practices. Implementation memos in Years 2, 3, and 4 will provide Alder with formative feedback to inform program improvements, while the summative report will characterize Alder's progress towards achieving overall program goals and document promising practices for the establishment of future partnerships.

(C) ADEQUACY OF RESOURCES

(i) Lead Applicant's Adequacy of Support

Alder GSE is a nonprofit graduate school of education that will serve as the lead applicant and fiscal agent. Alder GSE earned its accreditation from WASC Senior College and

University Commission in March 2019. The residency program now supported by Alder GSE has been in operation for 12 years. In 2020, the National Center for Teacher Quality rated Alder with the strongest marks in all of its available ratings including admissions, program diversity, early reading, clinical practice, and classroom management.[43] **[IHE Elig (i)(B)(1)]** Alder GSE partners with K12 district, charter, and county school systems across the state of California.

Federal grants management. Alder GSE has a strong track record of managing federal funds and projects, and has a highly skilled staff dedicated to this grant effort. In collaborative partnerships with other organizations, Alder has secured and managed federal grants on time and within budget, including Teacher Incentive Fund, Charter School Program, Investing in Innovation, School Improvement Grant, and Supporting Effective Educator Development (SEED) programs. To ensure success of this grant, we will devote a variety of resources such as staff time, grant management infrastructure, and office space (detailed in section D).

Facilities. Alder GSE's unique model requires limited facilities compared to more traditional institutions of higher education because (1) residents engage in their immersive clinical experience at K12 partner schools, (2) residents pursue half of their course credits in-person at partner-provided sites within their region and half online, and (3) Alder GSE staff members are distributed across California, many working from home and traveling to regional K12 partner sites. Alder GSE has its headquarters in Redwood City, California. Through MOUs, LEA partners commit to providing access to space in schools or offices for weekly in-person seminars and quarterly in-person course intensives. Faculty travel to regional in-person courses, and costs are embedded in Alder GSE's budgets. Additionally, LEAs provide classrooms and meeting space for residents, mentors, Directors, teachers and induction coaches to meet and attend site-based professional learning.

Technology and equipment. Technology is essential to Alder GSE's overall success by allowing residents to collaborate across regional sites located throughout California and enabling faculty members in different geographic locations to collaborate as a high-functioning team. Online instruction has been a part of the residency program since it first began in 2010. Every Alder GSE staff and faculty member receives a laptop for their professional use, software subscriptions, and IT support. Alder GSE staff and faculty have access to technology support including their own video conferencing accounts to flexibly support collaboration. The faculty has selected Canvas as the platform for online classes, along with Populi (SMS) and Access (data repository). Resident access to Canvas and Populi is provided to residents by Alder GSE with no additional costs. Alder GSE staff and faculty have access to comprehensive technology support from a dedicated third-party provider including procuring technology; network maintenance; information technology support; phone services; email and software support; data collection, sharing and analysis; and modeling services. Additionally, Alder GSE contracts with consultants, as needed, to provide training. Through MOUs, partner LEAs commits to provide residents with a laptop, internet connection, IT support, required software, and credentials needed to access school- and district-based information and resources.

Library/Information Resources. Alder GSE is committed to providing its faculty and students with access to a high-quality collection of information and learning resources appropriate for a graduate-level academic culture. Alder GSE has a librarian who manages and curates Alder GSE's independent collection of library resources through Overdrive Library and membership in the Statewide California Electronic Library Consortium. The librarian also provides research and writing support for Alder GSE residents via seminars and 1:1 or small group working sessions. The online nature of the resources aligns well with Alder GSE's

distributed model. Residents are also able to rent hotspots, books, and other physical resources from Alder GSE's home library, as needed to support their coursework and clinical experience.

Faculty and partner LEA staff time. [GP(e)(1-3)] All partners dedicate significant personnel time to ATR success. Alder GSE will contribute faculty and staff to ensure successful implementation and execution of grant goals. (See the Budget Narrative for personnel details.) Each of the 125 residents will have a mentor and an induction support for two years after becoming a teacher of record who will be staffed by partner LEAs. These staff are embedded in the operating costs of each LEA partner and represent significant financial investments in this project. Partner LEA staff provide professional learning to both residents and teachers.

(ii) Adequacy of Project Budget

Based on experience launching and operating residencies and managing projects of this size, we are confident the proposed budget will adequately support the project's goals and intended impact. As detailed in the budget narrative, the primary costs include personnel, evaluation resources, and stipends for residents. The intended use of grant funds is as follows:

Alder GSE and SRI. There are upfront investment costs for planning, evaluation design, recruiting residents, and adapting the program for each partner LEA. Operating costs for Alder decrease as the operating model shifts and as each partner LEA scales to a full cohort of 20-23 residents. To support ATR's goals, Alder GSE will have faculty and staff supporting the planning and launch of residencies with each partner, as well as a project director for the grant. Alder GSE's CEO, Dean, and Sr. Director of Partnerships will provide oversight. Alder GSE will also contract with SRI to evaluate the implementation and impact of the work. Alder GSE and each partner LEA will work closely with two research scientists through our project, using formative data to make implementation adjustments. To ensure the project has adequate financial support,

Alder GSE has already identified funding sources to match their portions for Year 1 and Year 2 (detailed in the Budget Narrative and supported in Appendix G).

Partner LEAs. For partner LEAs, the majority of costs for this project are personnel-related, including mentor stipends, resident stipends, induction supports, and in-kind time for principals and district administrators who support recruitment, selection, coordination, and oversight. Partner LEAs have budgeted to support these roles and demonstrate 100% project match for their portion.

Partner Director compensation and professional development. The successful alignment of ATR with local priorities hinges on the quality of the relationship with partner LEAs; thus, the partner Director role is critical to this success. As set forth in partner MOUs, Alder GSE contributes financially to the Director salary to ensure that each partner Director is both embedded in the culture of the partner LEA and is an engaged member of Alder GSE's faculty with access to the same professional development opportunities. Partner LEAs often commit additional funds to augment the salary and benefits of the Director.

Stanford School of Humanities and Sciences. Stanford School of Humanities and Sciences will serve in an advisory capacity for Alder GSE and each partner LEA. Content-specific faculty in literature, math, history, and science will bring their knowledge, expertise, and robust content lenses into professional development for residents and mentors.

(iii) Project Costs Are Reasonable for the Proposed Objectives, Design and Significance

ATR's goals are to launch two new sustainable residency programs with seven partner LEAs in order to recruit, train, support and retain a pipeline of diverse and effective teachers for high-need schools and to demonstrate the capacity to sustain and replicate the model.

Significance and scalability. This project will serve seven LEAs that include over 74

high-need schools that serve approximately 57,000 students annually. Due to high retention rates, graduates trained in this model will reach and teach many more students over time. ATR will provide professional development to 60+ mentors and induction coaches in partner LEAs. As mentors, teachers continue to hone their teaching and extend their leadership in their schools and districts, which can have exponential benefits for students, schools, and their communities during the grant period and for years to come.

The design of this partnership, the promising practices developed, the formative feedback gathered, and the lessons learned from this project will inform many future partnerships, increasing the impact of this work across California. Alder GSE will leverage this project to improve, codify, and share the ATR model more broadly as it scales to serve additional LEAs. Partner LEAs in this project will have opportunities to share relevant learning within Alder's growing network of partners. Alder GSE currently has a broader residency network of 40+ partner LEAs (projected to serve 300+ residents in 2022-23 and growing to 500+ per year by 2025) that have representatives who participate in twice-weekly video calls, quarterly in-person retreats with faculty, regional meetings, and newsletters reporting research and practices from within the network. These contact points create opportunities for Directors, mentors, principals, and LEA leaders to shift the way they think about professional development and support for their school communities. Alder GSE actively participates in networks devoted to improving teacher effectiveness, where programs share learning, seek thought partnership and support with challenges, and learn from others in the field. Alder will share strategies, learnings, and evidence of progress among existing teacher education networks, including National Center for Teacher Residencies (whose network includes over 40 residency programs), the Schusterman Family Foundation Learning to Teach group, American Association of Colleges for Teacher Education,

American Educational Research Association, and all organizations with whom Alder actively engages. Each partner LEA participates in its own LEA-focused regional, state, and national networks where they can share the efforts of this project through their networks.

Costs are reasonable. The partners in this project have created a feasible timeline and budget to seed two new residency and induction programs and support the project's success and dissemination (see Table D1, section C(ii), and Budget Narrative). Alder GSE has the organizational capacity to ensure objectives are achieved on time and within budget. Given ATR's design and significance, the return on this investment is significant. Studies examining the ROI of deep mentoring and induction support found a 22% return to the LEA due to higher new teacher retention.[44] This estimate equates to ▮▮▮▮▮ in savings over a five-year time period based on 100 teachers/year. These results were found in high-need LEAs where 90% of enrollment are students of color and 85% of students are eligible for free/reduced price meals.[45]

(iv) Applicant Has Resources to Operate Project Beyond the Length of the Grant

A multi-year financial and operating model and accompanying plan. This partnership is committed to operating ATR beyond the length of the grant. Alder GSE's model is unique in that sustainability is inherent in its design. As a graduate school of education, Alder GSE receives tuition revenue, which is maintained at an intentionally accessible price-point compared to the most affordable master's programs in California—and students have access to financial aid and scholarships. Alder GSE shares tuition revenue with K12 partners to offset costs of the critical Director position, which ultimately becomes a part of LEA budgets. With partner LEAs covering and/or contributing significantly to the resident and mentor stipends, as well as the Director position overseeing the residents and mentors across schools, ATR has found a place in district budgets - a longstanding obstacle to long-term viability of the typical residency model.

By 2025, Alder GSE plans to train 500 residents per year in partnership with ~50 LEAs. Alder is scaling to reach sustainability where the majority of its operating budget is covered by tuition revenue, reducing reliance on philanthropy. This enables Alder to offer ATR to partner LEAs indefinitely, which benefits LEA partners. Alder GSE has grown and diversified its philanthropic base to invest in growth, evaluation, and model development. There are also notable efficiencies of scale as Alder GSE works with new partner LEAs, such as base MOUs, mentor training materials, common resident coursework, recruitment and selection playbooks - all are used across the network, adapted as needed for local contexts, and evaluated and improved continuously. These efficiencies drive down the cost for the ATR program.

In this partnership, Alder GSE works closely with leaders throughout the LEA systems including the Superintendent, key district leaders (i.e HR, business services, academics, special education, certificated staff), principals, and unions. Alder GSE's CEO and CFO work with each partner system to share how other K12 systems have created a budget that allows the school system to invest in mentor and resident stipends, including budget planning that looks at return on investments, cost savings, and budgetary opportunities. Alder also spreads financial learnings and efficiencies across LEA partners.

(v) Relevance and Commitment of Each Partner to Project Implementation and Success

Designated project leads and resources committed by each partner are summarized below. These commitments will ensure successful implementation of the project. Resumes can be found in Appendix D.

Alder GSE + Contract with SRI - Project Leads: ███████████████, CEO; █

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Investigator; ███████████ SRI, Education Researcher. <u>Committed resources</u>: Faculty, materials and resources to design and facilitate coursework and clinical experience; Faculty and resources to support credential testing requirements; Staff, materials and resources for recruitment, admissions, financial aid, student services, operations and finance; Staff to support data collection and evaluation; Staff to support coordination and grant management; Staff and resources to support strategic planning, including financial and sustainability planning.

<u>WSGV SELPA</u> - <u>Project Leads</u>: ████████████████████ WSGV SELPA; TBD, Director of ATR for the WSGV SELPA expected to be hired immediately. <u>Committed resources</u>: Staff, materials and resources to coordinate between consortium of LEAs and schools; Faculty to support on recruitment, admissions, program delivery, and continuous improvement

<u>LEA Partners</u>: <u>WSGV SELPA LEAs</u> - <u>Project leads</u>: ████████████, Director of Human Resources (HR), Alhambra USD; Virginia Castro, Assistant Superintendent of Education Services (ES), El Monte CSD; ████████ Assistant Superintendent for HR, El Monte Union HSD; ████████ Assistant Superintendent of HR, ████████; ███████████████████, Assistant Superintendent of ES, Mountain View SD; ██████████ Coordinator of HR, Rosemead SD; <u>Palm Springs USD</u> - <u>Project leads</u>: ████████████ of Assessment & Data Analysis; ████████, Director of Certificated HR Recruitment, TBD, Director of ATR at Palm Springs USD expected to be hired immediately; <u>Committed resources from all LEAs</u>: District administrators and staff to support planning, recruitment, monitoring, and coordination; Mentor teachers, induction coaches, and school principals; Leadership and Board buy-in demonstrated via MOU and Letter of Support; Professional development programming and ongoing supports for teachers; Mentor release time and stipends; Facilities and meeting spaces for stakeholders; Technology and supplies for residents and new teachers.

Stanford University School for Humanities and Sciences - Project lead: ████████ Dean of the School of Humanities and Sciences; Committed resources: Faculty with content-expertise to support faculty, Directors, residents and mentors.

Planning efforts and formal agreements in process. Partners will spend the first nine months planning for the launch of ATR. Leadership at each partner is already in regular contact coordinating efforts needed to launch this project on time, to successfully recruit and select the residents for each partner LEA, and ensure successful operations in the 2023-24 school year.

The partnership between partner LEAs and Alder GSE is recognized through a formal MOU that articulates responsibilities and addresses the specific needs of the partner LEA for effective new teachers. Further, the MOU defines the terms of engagement, including shared tuition revenue and personnel. Collaborative financial planning ensures expenses become part of the LEA's annual budgeting, which demonstrates partners' commitment to ensuring a sustainable pipeline of diverse, well-prepared graduates. Letters of support included in Appendix E demonstrate each partner LEAs' commitment to bring this residency and induction support model to their high-need schools and students. Each letter describes partner commitments to the project, and together they represent broad support and engagement from key stakeholders.

Commitment to 100% financial match. The Budget Narrative and Appendix G include documentation of the project's 100% match. Each partner will contribute personnel, materials, travel expenses, and in-kind support to match the grant funds requested. This financial planning demonstrates each partner's commitment of resources to the project to ensure success.

(D) QUALITY OF THE MANAGEMENT PLAN

(i) Management Plan is Adequate to Achieve the Project Objectives on Time & Within Budget

The proposed project brings together a robust management team to ensure successful

implementation of goals and objectives. (See section C(v) for the list of project leads at each partner.) Alder GSE, the lead applicant, has a strong track record of success with managing federal funds (see C(i)), and a highly skilled staff dedicated to this grant effort. To achieve the program objectives, the following are key partner responsibilities:

Objective 1.1: Align on hiring needs and recruitment efforts & Objective 1.2: Recruit a pipeline of highly-qualified, diverse teacher residents: Staff at Alder GSE (recruitment, admissions, registrar), Directors at LEAs, and staff at partner LEAs (HR, recruitment) will design and operate targeted, community-based recruitment and selection efforts to cultivate diverse candidates and to match residents with mentors; Faculty at Alder GSE and Directors at LEAs consult with school principals to design and execute processes to identify and select mentors based on rigorous criteria, pair them with residents and provide ongoing training.

Objective 1.3: Year-long full-time apprenticeship and coursework & Objective 1.4: Ensure attainment of State certification: Faculty at Alder GSE (deans, content specialists, clinical faculty) and Directors at LEAs develop, contextualize and continuously refine coursework to align theory, research and practical experience to meet the needs of LEA context; Staff at Alder GSE and Directors provide personalized supports to residents to ensure they successfully graduate with a Master's degree program, complete certification exams, and receive credential; Faculty from Stanford provide content-expertise to Alder GSE faculty, residents and mentors.

Objective 2.1: Train high-quality mentors: Directors at LEAs support HR staff and principals at LEAs to hire and place graduates at high-need schools.

Objective 2.2: Deliver high quality instruction support to students: Faculty at Alder GSE and Directors at LEAs provide regular training to residents and mentors and engage in regular observation cycles; School leaders at partner LEAs support mentor-resident pairs through

professional development, observation and feedback.

Objective 2.3: Place graduates in high needs schools: Staff at partner LEAs hire program graduates; Directors support principals and residents to ensure priority consideration.

Objective 2.4: Train induction coaches & Objective 2.5: Provide ongoing professional development: Staff at partner LEAs develop criteria and select induction coaches; Induction coaches receive ongoing support in adult learning theory and high leverage practices; Induction coaches at partner LEAs provide support and professional development of new teachers; Induction coaches at partner LEAs have regular meetings and focus on developing and implementing high leverage practices in new teacher classrooms; Staff at partner LEAs (district- and school-based) develop on-going professional development and supports for new teachers; Alder GSE staff provide professional learning communities to residency graduates.

Objective 3.1: Engage in a continuous of improvement: Staff at Alder (faculty members, recruiters, and others involved in residency operations) continuously gather data for formative evaluation of ATR; CEO and staff at Alder GSE engage regularly in conversations with staff at partner LEAs to review data and make improvements; SRI research scientists share formative data and annual summative data with project partners for continuous improvement.

Objective 3.2: Sustain the program beyond the grant period: Staff at Alder GSE continuously assess and refine operating model to ensure long-term sustainability of the overall organization and of residency at each partner LEA; Staff at partner LEAs become program advocates and develop a sustainability plan beyond the grant; Staff and faculty at Alder codify resources and coordinate opportunities for sharing lessons learned; Staff and faculty at Alder and staff at partner LEAs share lessons learned in broader networks focus on teacher effectiveness.

The management plan in Table D1 is designed to achieve the project's objectives on

time and within budget. It defines milestones, responsibilities, and timelines for the grant period.

Table D1: Goals, Objectives, Milestones, Timelines, Responsibilities

Milestones	Responsible	Timeline (by year)	
		Y1	Y2-5
Objective 1.1: Align between LEA and IHE on hiring needs, recruitment strategies, materials and processes.			
Annual collaborative review of hiring needs and customization of recruitment plans and materials	Alder, LEA recruitment leads	Oct	Aug
Community mapping to identify potential talent pipelines	Alder, LEA recruitment leads	Oct	Jun
Objective 1.2: Engage in community outreach and supportive recruiting practices to recruit a pipeline of highly-qualified teacher residents who have similar demographics to the students in high needs LEAs.			
Targeted district and community-based recruitment events and activities	Alder, LEA recruitment leads	Oct-May	Aug-May
Residents selected based on rigorous selection criteria in a multi-stage process	Alder, LEA selection teams	Nov-Jun	Nov-Jun
Residents placed in high-need schools	LEA principals, Director	Jun	Jun
Objective 1.3: Engage teacher residents in a year-long full-time apprenticeship that provides rigorous coursework and aligned feedback from faculty, supervisors, and mentors.			
Review and refinement of course content by Alder GSE and Stanford faculty ensuring rigor	Alder faculty, Stanford faculty	Oct-Feb	Feb-Mar
Summer coursework/pre-service training	Alder faculty	N/A	Jun-Aug
Master's coursework and clinical experience for residents	Alder faculty, Director, LEA mentors	N/A	Jun-Jun
Ongoing feedback from mentors and faculty	Director, LEA mentors, Alder faculty	N/A	Aug-Jun
Objective 1.4: Provide targeted and personalized support to residents to ensure completion of the program and attainment of State certification.			
Use of high-leverage instructional practices with mentors	LEA mentors	N/A	Daily
Cohort-based seminars with other residents	Director, LEA mentors	N/A	Weekly
Support through observations and coaching	Director, LEA mentors	N/A	Weekly
Targeted support for certification exams	Alder faculty, Director	Mar-Jun	Jul-Jun

Milestones	Responsibilities	Timeline (N/A Y1)	
		Y2	Y3-5

Objective 2.1: Select and train high-quality mentors providing an exceptional clinical experience for diverse and high-quality residents.

Milestones	Responsibilities	Y2	Y3-5
Annual review of mentor selection criteria and selective recruitment of mentors	Alder faculty, Director, LEA principals	Oct-Feb	Aug-Feb
Mentor kick-off and training	Alder faculty, Director	N/A	Jul-Aug
Ongoing mentor training	Alder faculty, Director	N/A	Aug-Jun
Structure for resident/mentor oversight and support	Alder faculty, Director	Feb-Jun Planning	Ongoing

Objective 2.2: Support mentors/resident pairs to deliver high quality instruction and social, emotional support to students in high needs schools.

Milestones	Responsibilities	Y2	Y3-5
Provide cohort-based experience for residents with coursework and weekly resident seminars	Alder faculty, Director	N/A	Jun-Jun
Provide cohort-based professional development experience for mentors in monthly seminars	Alder faculty, Director	N/A	Jun-Jun
Engage in regular coaching cycles with residents and mentors to improve instructional strategies	Alder faculty, Director	N/A	Jun-Jun

Objective 2.3: Place graduates in high needs schools.

Milestones	Responsibilities	Y2	Y3-5
Graduates hired for roles in schools	LEA principals, Directors	N/A	Mar-Jul

Objective 2.4: Select and train high-quality induction coaches to support new teachers.

Milestones	Responsibilities	Y2	Y3-5
Review induction coach selection criteria and identify induction coaches	LEA leadership & staff	Jan-Aug	Jan-Aug
Training for induction coaches	LEA staff	N/A	Jul-Jun

Objective 2.5: Provide ongoing development of early career teachers through instructionally focused induction support aimed at creating positive and inclusive environments, fostering a sense of belonging, and improving student learning.

Milestones	Responsibilities	Y2	Y3-5
Regular meetings between induction coaches and teachers	LEA induction coaches, teachers	N/A	Aug-Jun
In-service supports and professional development for new teachers	LEA staff, principals	N/A	Aug-Jun
PLCs for early-career teachers hosted by Alder	Alder faculty	N/A	Jul-Jun

Milestones	Responsibilities	Timeline	
		Y1	Y2-5

Objective 3.1: Enable all partners to engage in a continuous cycle of learning driven by data

and communication to inform improvements.			
Regular reviews of practice data with residents, mentors, teachers and coaches	Mentors, Directors	N/A	Weekly
Steering committee meets to review data	Alder, LEA leadership & staff	Quarterly	Quarterly
Stepback meetings with stakeholders to review formative data across the project	Alder, LEA leadership & staff, SRI	May	May
Objective 3.2: Enable all partners to sustain the residency and development program beyond the grant period.			
Annual cost-analysis and planning	Alder, LEA leadership	Jan	Jan
Identify dedicated program advocate to manage residency implementation	LEA leadership	Ongoing	Ongoing
Sustainability plan for each site for continuing beyond the grant	Alder, LEA leadership	N/A	Jan Y3-Jan Y5

(ii) Project Procedures Are Adequate to Ensure Feedback and Continuous Improvement

All partners are data-driven organizations that embrace a culture and practice of continuous improvement, using qualitative and quantitative data to drive organizational and procedural improvements and hold ourselves accountable for student and teacher success. Alder's Director of Data Strategy & Systems collaborates with Alder's CEO, Dean, and clinical faculty to drive continuous improvement within Alder GSE, and Alder GSE works closely with each LEA partner to collect and analyze multiple types of formative and summative data to identify areas in need of improvement and successes to scale. Collected data range from residents' admissions information (demographics, past performance, motivation), coursework (grades, completion status), apprenticeship (gateway assessment/evaluation scores, mentor teacher characteristics, student learning data), oral exam scores, job placement, retention, credentialing needs, student test scores, teacher evaluation ratings, and reflections (through NCTR-administered and other surveys) from all relevant stakeholders.

To support ATR, Alder will establish a tight feedback loop among key stakeholders to ensure the project is implemented with fidelity and is achieving desired outcomes. Alder will

produce and share annual Impact Reports with Superintendents of partner LEAs to create opportunities for feedback and continuous improvement. To evaluate progress, Alder will analyze interim reports from the external evaluator SRI as well as internal data. Project leaders in each LEA will meet quarterly to discuss high-level progress and make adjustments. Project staff across the two organizations will meet every one to two months to work collaboratively, share learnings, and continuously iterate the management plan.

The project team will also have access to SRI data and will design supports for Directors, residents, and mentors informed by this formative data. The ATR team will create regular opportunities to analyze and discuss findings with research staff, and to plan for program improvements, so the continuous improvement work will fit into existing structures. A diverse group of stakeholders, including students, residents, alumni, mentors, principals, LEA leaders, universities, and consultants, is regularly engaged in ATR's program assessment. All levels of staff, faculty, and administration are involved in examining data and planning improvements. Structures include monthly faculty meetings and quarterly faculty retreats focused on debrief, learning, improvement, annual evaluation and planning process, a multi-year program review process, meetings with LEA leaders to solicit feedback, and surveys, interviews, and focus groups with external stakeholders. At Alder, the multi-year program review involves self-study and an external review. From this process, Alder creates a findings and recommendations report and integrates findings into sustainability planning.