TQP Grant Proposal

WINSTON-SALEM STATE UNIVERSITY

IHE/HBCU

Applicant and Fiscal Agent Proposes:

WINSTON-SALEM TEACHERS FOR EQUITY, ACHIEVEMENT, COMMUNITY, & HUMANITY (WS-TEACH)

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ABSOLUTE PRIORITY 2: Partnership Grants for Effective Teaching Residency Programs

Winston-Salem State University, in partnership with Wake Forest University, Salem College, and Winston-Salem/Forsyth County Schools (WS/FCS), proposes the ***Winston-Salem Teachers for Equity, Achievement, Community, & Humanity (WS-TEACH)*** *program,* a Teacher Quality Partnership (TQP) grant designed to improve student achievement and meet WS/FCS's urgent need for diverse groups of highly-effective K-12 teachers. WS-TEACH represents an inter-institutional, collaborative educator preparation model that will transform the landscape of teacher preparation in the region. Over a five-year period, Winston-Salem State University (WSSU), Wake Forest University (WFU), and Salem College (Salem) will work together to execute a sustainable model that recruits, prepares, and retains 120 K-12 teachers who are equipped to improve the academic achievement and well-being of diverse groups of students in WS/FCS high-need partner schools.

Winston-Salem TEACH meets the Absolute Priority #2 of the Teacher Quality Partnership grant by: 1) Creating an innovative, inter-institutional teacher residency program that uses a cohort model to prepare highly-effective teachers through a 12-month teacher apprenticeship with mentor teachers in partner high-need public schools; 2) Aligning three Master's-level programs with inter-institutional collaborative components to effectively prepare traditional and non-traditional candidates to attain a Master's-degree in 14 months; 3) Supporting pre-service teachers with a 12-month, living stipend to incentivize traditional and non-traditional students to invest in their pre-service preparation and become highly-effective K-12 educators; and 4) Developing an induction coaching program that supports new teachers in the further development of their teaching skills. Winston-Salem TEACH uses a four-phase, cohort-based model grounded in six central competencies that synthesize research-based approaches to increasing achievement in high-need schools. In the first phase, each Resident will take 14-months of Master's-level coursework at the university partner institution leading teaching licensure in following areas of focus:

- Winston-Salem State: Special Education (K-12)
- Wake Forest University: Secondary Education (Grades 9-12, English Language Arts, Mathematics, Science, and Social Studies)
- Salem College: Elementary Education (K-6)

Residents will all participate in two teaching internships (totaling 12-months) at a WS/FCS high-need partner schools. Residents will also meet monthly at one of the three partner institutions, on a rotational basis, to engage in teacher workshops that support Residents' development of WS-TEACH's six core competencies.

WINSTON-SALEM TEACH FRAMEWORK			
PHASE I: The Community of Practice Year 1, Summer I	**PHASE II: The Residency Apprenticeship** Year 1, Fall/Spring + Summer II	**PHASE III: Collaborative New Teacher Induction & Support** Year 2	**PHASE IV: The Teacher as Leader** Years 3-4
Cross-Cohort Social Gatherings	Fall: First teaching internship and coursework *Supervision by WS/FCS mentors and university supervisors*	First year of teaching in WS/FCS *Coaching from WS-TEACH Instructional coaches; Mentorship by WS/FCS mentor*	Second and third years of teaching in WS/FCS *Coaching by WS-TEACH coaches; Mentorship by WS/FCS*
Common Summer Course: *Teaching Diverse Learners*	Spring: Second teaching internship and partner clinical coursework *Supervision by WS/FCS mentors and university supervisors*	Fall: New Teacher Summit Spring: Empowering Learning Institute	Y2 and Y3 Residents serve as buddies for first-year Residents
Introductory coursework in specific programs	Summer: Coursework and WS/FCS onboarding	Summer: Professional Development Opportunities	Summer: Professional Development Opportunities

After successfully completing 14 months of required coursework, WS-TEACH Residents will be hired to teach in a high-need WS/FCS school for at least 3 consecutive years upon completion of the 1-year residency. If funded, WS/FCS will write an MOU stating that WS-TEACH Residents will be prioritized for hire in a WS/FC Qualified Opportunity Zone (QOZ) school, when teaching positions are available. If a teaching position is not available at a WS/FC QOZ

school, WS/FCS will prioritize WS-TEACH Residents for hire in one of the districts' low-performing, high-need schools based on availability, or other high-need school in WS/FCS, based on availability, per our proposed tiered placement approach (pp. 26-27).

During Residents' first three years of teaching, they will be supported with intensive WS-TEACH early-career coaching that will support Residents in increasing students' academic achievement and well-being. WS-TEACH graduates will also participate in annual professional development workshops, including at least two summer workshops, that will support Residents' use of evidence-based best practices and their development as leaders.

Competitive Preference Priority 1- Increasing Educator Diversity

This project will expand a high-quality comprehensive teacher preparation program at an HBCU, Winston-Salem State University. WSSU has never received a Teacher Quality Partnership grant, nor have they ever been a member of a group application that has been awarded (34 CFR 75.127-75.129). In partnership with WFU and Salem, WSSU will improve the recruitment, outreach, support, development, and retention of a diverse educator workforce by challenging the many barriers for educators of color including: (a) Application fee waiver for any HBCU student or graduate; (b) A 12-month, living-wage stipend during the Residency, minimized student loan debt needed; (c) Cultural competency in faculty and curriculum; (d) Highly-personalized induction coaching support; (e) In-service mentoring from a veteran teacher in the same field; and (f) Regular professional development opportunities during first three years of teaching.

Competitive Preference Priority 2- Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning

WS-TEACH is designed to increase the proportion of well-prepared, diverse, and effective educators serving underserved students in high-need schools. Our partner LEA, WS/FCS, currently has 13,675 students in 26 high-need schools. Approximately 88% of students at WS-TEACH high-need partner schools are People of Color (POC); however, only 26.33% of certified WS/FCS Elementary and Secondary teachers are People of Color (See Table H1.d in Appendix H1). Based on aggregate data provided by WS/FCS Office of Equity and Assessment, African-American and Hispanic students reflect lower proficiency scores across all of the

district's academic achievement subject areas (Tables H1.b in Appendix H1). The most significant student achievement gaps based on race and ethnicity are in the following areas: (a) Elementary Math (45-50%); (b) Elementary and Middle School Science (36-42%); (c) Elementary Reading (37-39%); (d) and High School Math 3 (34-36%). In order to address the need to increase the diversity of WS/FCS teachers, WS-TEACH will recruit, prepare, and retain 120 highly-effective educators to teach in WS/FCS in high-need areas, with a specific aim to diversify the educator workforce by enrolling at least 15 (50%) Residents of color each year by Year 4. Applicants who attended or live in a community near one of our high-need schools will also be prioritized during the application review process. See Logic Model (Appendix C) for more information.

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

Our partner LEA, Winston-Salem/Forsyth County Schools, has an expressed interest in supporting the social, emotional, and academic needs of students in high-need schools, particularly students from underrepresented backgrounds. Given this need, one of our five project goals is centered on supporting the social and emotional well-being of students:

Goal 3. WS-TEACH will prepare and support Elementary, Secondary, and Special Education educators to increase students' social and emotional well-being in high-need schools.
We will meet this goal through activities guided by two correlated objectives (see Table 4, pp. 19-21), which will be supported through Master's coursework and aligned clinical experiences:

Relatedly, WS-TEACH's Goal #2 is grounded in the commitment to increase academic achievement of students in high-need schools through the implementation of evidence-based practices:"WS-TEACH will prepare and support Elementary, Secondary, and Special Education Residents to integrate research-based best teaching practices to increase students' academic achievement in high-need schools." This goal will be supported by six main objectives connected to our six core competencies, described in more detail on pages 14-15 of the proposal.

WS-TEACH will also integrate identity-affirming practices for all Residents and model practices that support teachers' social and emotional well-being.

INTRODUCTION

Winston-Salem State University, in partnership with Wake Forest University, Salem College, and Winston-Salem/Forsyth County Schools, proposes the ***Winston-Salem Teachers for Equity, Achievement, Community, & Humanity (WS-TEACH)*** *program,* a Teacher Quality Partnership (TQP) grant designed to improve student achievement and meet Winston-Salem/Forsyth County School's urgent need for diverse groups of highly-effective K-12 teachers. WS-TEACH represents an inter-institutional, collaborative educator preparation model that will sustainably transform the landscape of teacher preparation in the region. If funded, WS-TEACH will recruit, prepare, and retain 120 teachers in WS/FCS high-need schools prepared to promote academic achievement in high-need areas, impacting **approximately 15,120 WS/FCS students in high-need schools over a five-year period (see Table B3).**

QUALITY OF PROJECT DESIGN

Project demonstrates a rationale:

In order to develop a residency program that is able to improve educator practice and support student achievement, our planning team: (1) conducted a thorough Needs Assessment of schools in the area's high-need schools in WS/FCS; (2) completed an extensive review of teacher quality research literature to identify evidence-based practices that prepare educators to effectively support student achievement and well-being in high-need schools; and (3) developed a Logic Model that aligns the theories guiding WS-TEACH with evidence of effectiveness.

With a total student enrollment of 53,307 and 79 total schools in its system, WS/FCS is the fourth largest school system in North Carolina. Winston-Salem has a total estimated population of 249,545 and is the second largest municipality in the Piedmont Triad region (US Census Bureau, "Quick Facts: Winston-Salem). Although Winston-Salem is the fifth most populous city in North Carolina, it has a history of poverty that creates a lack of upward mobility for children who are reared in these conditions. **According to 2020 U.S. Census Bureau Small Area Income and Poverty Estimates (SAIPE), 11,703 WS/FCS students are from low-income families** (see Table 1). A report published in 2018 estimated one-third of children in Winston-Salem live in poverty, and the city ranked 20th in the nation for highest child poverty rates, which is higher than larger urban cities like Chicago, Pittsburgh, and Dallas. More troubling is the city's history that shows conclusively that children from low-income families in

Forsyth County are less likely to move up the income ladder as adults compared to children almost anywhere else in the United States (Chetty, Friedman, Hendren, Jones, & Porter, 2018).

Table 1. School District Demographic Summary

School District	# of Students Served (2022)	# of Students in Poverty (2020)*	Minority % (2022)	ELA Proficient % (2020-21)	Math Proficient % (2020-21)	Science Proficient % (2020-21)
WS/FCS	53,307 students	11,703	66.31%	38%	31%	54%

*According to U.S. Census Bureau (2020) Small Area Income and Poverty Estimates (SAIPE) data, WS/FCS qualifies as a high-need school district.

High-Need School Within High-Need LEA

WS-TEACH has identified 26 high-need partner schools in WS/FCS that will serve as Residents' clinical internship placement sites and sites for employment after graduation (see Table 2). The 13 high-need elementary schools have an average Free-and-Reduced-Price Lunch (FRPL) rate of 71.24%, above the TQP 60% FRPL rate required for elementary school eligibility. The 12 secondary schools, placement sites for our Secondary Residents and a portion of our Special Education Residents, have an average FRPL rate of 56.5%, which is above the TQP 45% minimum FRPL rate required for secondary school eligibility. Table H1.a in Appendix H1 specifically includes information about our high-need QOZ partner schools.

Table 2. WS-TEACH High-Needs Partner Schools Student Demographic Table (2020-2021)

School	Students Served*	Min-ority %*	% Economically Disadvantaged	Reading Proficient %	Math Proficient %	Science Proficient %
Elementary Schools						
Ashley Academy for Cultural & Global Studies	352	100%	80.4%	6%	7%	17%
Bolton Elementary	200	78.5%	59.6%	30%	23%	46%
Cook Literacy Model School +	336	96.73%	90.4%	10%	<5%	5%

Diggs-Latham Elementary	458	90.83%	69.7%	19%	21%	23%
Easton Elementary	559	95.53%	68.3%	12%	8%	15%
Forest Park Elementary	562	94.66%	67%	11%	7%	11%
Gibson Elementary	655	93.59%	59.4%	20%	11%	18%
Hall-Woodward Elementary	585	87.73%	62.4%	16%	14%	22%
Ibraham Elementary	368	72.82%	69.9%	19%	9%	33%
Kimberley Park Elementary +	281	96.8%	85.9%	15%	<5%	6%
Mineral Springs Elementary	557	94.97%	59.9%	22%	12%	31%
North Hills Elementary +	482	98.13%	78.1%	22%	8%	24%
Petree Elementary +	500	95.2%	75.1%	12%	6%	32%
Middle Schools						
East Forsyth Middle School	764	80.89%	57.8%	19%	14%	46%
Flat Rock Middle School	868	89.86%	50.8%	22%	15%	52%
Lowrance Middle School +	153	69.93%	60%	24%	22%	43%
Northwest Middle School	832	83.77%	50.4%	23%	14%	48%
Paisley Middle School +	883	80.07	50.0%	43%	26%	55%
Philo-Hill Magnet	397	92.7%	73.6%	13%	5%	27%
Winston-Salem Preparatory Academy +	334	98.8%	71.1%	7%	<5%	25%
High Schools				**English II**	**Math I**	**Biology**
Carver High School	621	97.42%	68.6%	20%	11%	9%
John F. Kennedy High	530	52.45%	54%	34%	17%	11%

School +						
North Forsyth High School	948	91.77%	48.7%	36%	5%	20%
Parkland High School	1,292	99.77%	46%	33%	<5%	16%
Walkertown High School	707	45.12%	47%	41%	15%	20%
Winston-Salem Preparatory Academy +	334	98.8%	71.1%	7%	<5%	25%
TOTALS/AVGS	**13,675**	**88%**	**64.43%**	**21%**	**11%****	**26%**

2020-2021 data was collected from *NC School Report Cards*
*Data based on Spring 2022 data from WS/FCS Office of Accountability & Equity
**Any scores less than <5% were entered as 4% to calculate the average %. The accurate average percentage may be lower than this number.
+School in a Qualified Opportunity Zone (QOZ) assessment

High Teacher Turnover Rate & High Percentage of Temporary BT Licenses

WS/FCS has had difficulty hiring and retaining highly-qualified certified teachers within appropriate discipline areas to teach in WS/FCS's QOZ schools and high-need schools. Among WS-TEACH partner high-need schools in 2019-2020, there was an average 16.92% turnover, with a turnover rate of 18.3% in our partner elementary schools, 21.39% in our partner middle schools, and 19.8% in our partner high schools (see Table B10, Appendix B). There are a total of 152.43 teacher vacancies across elementary, middle, secondary, and non-traditional schools in WS/FCS (See Table H1.c in Appendix H1.). Elementary certified teacher vacancies are most concentrated in 4th grade (*n*=6) and 5th grade (*n*=6), followed by large numbers of vacancies in Certified Exceptional Children (EC) teaching positions (*n*=5) and 1st grade (*n*=5). High school certified teacher vacancies are most concentrated in Mathematics (*n*=13), Exceptional Children (*n*=9.5), Science (*n*=6), and English (*n*=5). See Tables B7 and B8 in Appendix B. 150 out of 230 (65.2%) WS/FCS first year Beginning Teachers (BT1) are on temporary license, and 52 out of 121 (42.98%) WS/FCS second year Beginning Teachers (BT2) are on temporary licenses. According to the National Center for Educational Statistics (NCES), in 2017-2018, only 4% of public school teachers held a temporary license, so the percentage of WS/FCS with temporary licenses is significantly higher than the national average (See Table 6, Appendix B).

Given this assessment and the needs expressed by WS/FCS, WS-TEACH will prioritize the need to recruit, prepare, and retain: 1) Elementary Education teachers, 2) Special Education

teachers (K-12), and 3) Secondary Education teachers across four key disciplines: Math, Science, English, and Social Studies.

Evidence-Based Model to Meet Needs

Based on our needs assessment, the project's leadership team and WS/FCS identified four primary needs that can be met by the WS-TEACH project, outlined in Table 3. A partnership between WS/FCS and the city's three institutions of higher education—Salem, WFU, and WSSU—presents a unique opportunity to address the community's teacher recruitment, preparation, and retention needs. Each institution offers a Master's program that uses curricula rooted in Technological Pedagogical Content Knowledge (TPCK), Culturally-Relevant Pedagogies (CRP), and Social-Emotional Learning (SEL) practices that equip teacher candidates with the knowledge, skills, and dispositions necessary to support K-12 student achievement and well-being. Additionally, these institutions benefit from their geographic location in the Piedmont Triad region of the state where there are 11 four-year institutions of higher education, producing a rich baccalaureate degree-educated citizenry from which to draw for enrollment into their graduate programs. This context makes this geographic area ideal to launch a teacher residency that recruits, prepares, and licenses recent college graduates and mid-career professionals as highly-qualified teachers in high-need discipline areas for QOZ and high-need WS/FCS schools.

Table 3. WS/FCS Needs and WS-TEACH Strategies

IDENTIFIED NEED	STRATEGIES TO MEET NEED
Need #1: WS/FCS needs to recruit more teachers, and specifically teachers of color, in high-need schools for Elementary, Exceptional Children (EC), and Secondary school teaching positions. There is a particular need for teachers	● Over the course of five years, WS-TEACH will recruit and prepare 120 highly-successful college graduates (30/year) to become highly-qualified, licensed Elementary, Special Education, and Secondary teachers. We will aim to recruit the following number of teachers will be recruited each year: ● Elementary: 10 Resident/year (30 total) ● Special Education: 10 Residents/year (30 total) ● Secondary Education: 10 Residents/year (30 total) ● WS-TEACH will recruit diverse groups of teachers by advertising the

in the following grade-levels and content areas: ○ K-12 EC teachers ○ 1st grade ○ 4th grade ○ 5th grade ○ Secondary Mathematics ○ Secondary Science ○ Secondary English	residency among groups of undergraduates or mid-career professionals without a teaching license. WFU is providing an in-kind 50% FTE Recruitment Officer to assist WS-TEACH in meeting our goal to recruit diverse groups of teacher candidates. ● Diverse groups of applicants will also be actively recruited by: ● Waiving the application fee for anyone who is attending or has graduated from an HBCU ● Developing personal relationships with the 9 other HBCUs within North Carolina and the 14 HBCUs in neighboring states ● Advertising the residency through HBCU and HBCU alumni partnership networks among the 24 HBCUs in North Carolina and neighboring states, including WSSU.
Need #2: WS/FCS needs highly-qualified educators who are prepared to effectively support the academic achievement of diverse groups of students across content areas, but particularly in Reading/English and Math.	● Through 14-months of Master's-level coursework, WS-TEACH Residency will develop Residents' expertise in their content area, which will equip them with the content knowledge needed to effectively teach in their licensure area. ● Through a combination of Master's-level coursework and two teaching internships (total of 12-months) in WS/FCS high-need partner schools, WS-TEACH Residents will develop expertise in integrating research-based best practices in their licensure area. This will include an emphasis on disciplinary literacy practices and Technological Pedagogical Knowledge (TPK) that show evidence of supporting student achievement in both Reading/English and Math across grade-levels. ● Through coursework and a teacher research project, WS-TEACH Residents will increase their data literacy and use student achievement data to improve their teaching practices.
Need #3: WS/FCS needs educators who can support the academic achievement	● Through 14-months of Master's-level coursework, WS-TEACH will develop Residents' understanding of asset-based, Social Emotional Learning, and Culturally-Responsive teaching practices that can

and well-being of diverse groups of students through the effective integration of Social-Emotional Learning and culturally-responsive teaching practices.	support students' academic achievement and well-being. ● During two teaching internships in WS/FCS high-need schools, WS-TEACH Residents will develop expertise in integrating Social Emotional Learning and Culturally-Responsive Pedagogy to support students' academic achievement and well-being in high-need schools. ● Supported by a highly-innovative WS-TEACH in-service coaching model, WS-TEACH Residents will be supported to continue integrating asset-based SEL and CRP approaches in the classroom during their first three years of teaching.
Need #4: WS/FCS needs to retain more highly-qualified Elementary, Special Education, and Secondary teachers to remain employed in high-need schools.	● WS-TEACH Residents will receive a 12-month, $30,00 living wage stipend in exchange for a commitment to teach for at least three years in a high-need WS/FCS school, with placement priorities in one of the WS-TEACH's high-need WS/FCS partner schools. ● Supported by a 3-year WS-TEACH in-service coaching model, WS-TEACH Residents will be supported to develop a high sense of self-efficacy and impact teaching in a high-need WS/FCS school. ● WS-TEACH Residents will engage in on-going professional development facilitated by WS-TEACH, which will develop their leadership and use of best-practices in the classroom.

WSSU is a state-supported public historically Black university that offers a rich curriculum rooted in a high-quality liberal education. The undergraduate student enrollment at WSSU is 4,800 with a 50% first-generation population. The institution's core mission is to prepare students who commit to the university's motto of "Enter to Learn, Depart to Serve." WSSU has a proud history of preparing teachers to meet the challenges and opportunities of a changing society. Formerly known as Winston-Salem Teachers College, WSSU was the first black institution in the nation to grant degrees for teaching in the elementary grades. Today, WSSU offers licensure in eight undergraduate areas and a Master of Art in Teaching (MAT), and its Educator Preparation Program (EPP) continues to play a significant role in increasing the diverse teaching workforce for NC. According to a recent report entitled "The Retention of UNC System Prepared Teachers in North Carolina Public Schools" (Education Policy Initiative at Carolina,

2020), **WSSU had the highest teacher retention rate in the state: 87.34% of teachers return to any NC public schools for three consecutive years.** This study also reported that new teachers from WSSU and other Historically Black Colleges and Universities (HBCUs) in the state are more likely to return to both high poverty and rural schools. Thus, WSSU early-career teachers are significantly more likely to return to NC schools overall. This trend was especially true in schools that serve the highest proportion of low-income students of color. Thus, WSSU EPP is uniquely suited to support special education MAT candidates.

Salem, the oldest educational institution for women in America, now enrolls 450 students, with 25% of its students enrolled in educator preparation programs. While the traditional undergraduate program is solely for women, Graduate and Professional Studies and the Marth H. Fleer Center for Adult Education are open to men. As an independent liberal arts college, Salem has implemented a distinctive focus on health leadership. Through this focus, Salem prepares teachers who understand the impact of education on the overall health of children, families, and communities. The elementary education program emphasizes a whole-child approach that addresses physical and emotional well-being as well as cognitive development.

Wake Forest is a private institution that enrolls approximately 8,950 students with the undergraduate population comprising 5,472 of the total enrollment. Thirty percent of the undergraduate students at WFU are ethnically diverse with students hailing from 47 states and 45 foreign countries. WFU's mission is to prepare students who commit to the motto *Pro Humanitate* (For Humanity), which is a calling for students to use their knowledge, talents and compassion to better the lives of others. The Department of Education at Wake Forest seeks to engage and prepare future teachers, school leaders, and educational policy makers from diverse backgrounds for caring and effective service in the field of education. The Master Teacher Fellows (MTF) program in secondary education is their oldest and most established graduate program and combines a rigorous academic curriculum, rich clinical experiences in local public schools, and an engaging teacher research component supported by nationally-recognized faculty experts in each content area.

Partner IHE Eligibility:

Percent of Graduates Passing State Qualification Assessments

On average, all three partner institutions exhibit strong performance on State-determined qualifying assessments for new teachers. An average of 80% or more of the partner EPPs

candidates who intend to enter the field of teaching have passed all the applicable State qualification assessments (see Table H1.e., Appendix H1), including an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach. Between 2012 and 2015, an average of 94.72% of the three partner EPP candidates passed the state-required assessments (see Table H1.f, Appendix H1). Between 2016 and 2020, since the state-required assessments have changed and data has been reported on the EPP report cards, an average of 85.06% of the three partner EPP candidates passed the state-required Praxis Assessments. Beginning on July 1, 2018, NC teacher candidates were exempt from the Principles of Learning and Teaching (PLT) assessment requirement if the candidate can produce evidence of a passing score on a nationally scored edTPA or PPAT assessment.

Highest-Performing Teacher Preparation Programs: EPP Report Card 2016-2019

While North Carolina does not rank their EPP programs, all three institutions have been highly-evaluated compared to other North Carolina EPP programs according to the North Carolina Department of Public Instruction (NCDPI) Educator Preparation Program (EPP) Report Card since publication in 2016 (See Tables H1.g, H1.h, and H1.i in Appendix H1.). **Between 2016 and 2019, the three partner EPP programs had an average 0.47% higher proficiency rate than other North Carolina EPPs**. In 2019, Salem had a **5.1% higher proficiency rate** compared to an average of NC initial licensure programs, a **1.09% higher proficiency rate** between 2016-2019. In 2019, WFU had a **1.99% higher proficiency rate** compared to other NC initial licensure programs, and a **0.99% higher proficiency rate** between 2016 and 2019. **In 2019, WSSU had a 5.59% higher proficiency rate** compared to other NC average initial licensure programs, and an average **1.67% lower proficiency rate** between 2016-2019.

TEACHER RESIDENCY STRUCTURE: FOUR PHASE MODEL

Based on the needs assessment, WS-TEACH provides an innovative, four-phase inter-institutional approach to prepare Residents to increase academic achievement and well-being among culturally and linguistically diverse learners in WS/FCS high-need schools and in LEA's targeted need areas, including: elementary education (grades K-6), special education (grades K-12), and secondary education (grades 9-12) in the discipline areas of English, mathematics, science, and social studies. The four phases of the model, which are described in more detail on pages 21-35 are:

- Phase I: The Community of Practice
- Phase II: The Residency Apprenticeship
- Phase III: Collaborative New Teacher Induction and Support
- Phase IV: The Teacher as Leader

Through tightly aligned coursework and two clinical teaching internships (totaling 12 months), the WS-TEACH model utilizes an approach that strategically and systematically deepens each participant's content knowledge, develops his or her content pedagogical skills, and bolsters each person's ability to leverage students' cultural backgrounds to engage them in the instructional process. The approach interweaves coursework and develops Residents' knowledge of the teaching profession, deepens content knowledge within the chosen subject area, expands ways in which candidates can engage diverse students through responsive pedagogy and Social Emotional Learning (SEL) practices, and orients candidates to affirm each student's identity by leveraging the assets that each student brings into the classroom.

WS-TEACH has identified six core competencies, hereafter referred to as "REAALL Core Competencies," based on scientifically valid research on teaching and learning that extend across each phase of the program to ensure that WS-TEACH Residents are prepared to effectively support students' academic achievement and well-being. The six core competencies are defined as follows:

- **Core Competency #1: Rigorous Responsive Instruction (R):** Educators plan thoughtful lessons that are age- and cognitively appropriate for each learner and respond to the uniqueness of each student.
- **Core Competency #2: Empowering Learning Environment (E):** Educators create a respectful learning environment built on positive relationships and establish effective classroom systems that encourage all students to engage in the learning experience. Including specific focus on:
  - **Teaching Students with Disabilities:** Preparing general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the IDEA;
  - **Teaching Limited English Proficient Students:** Preparing general education and special education teachers to teach students who are limited English proficient.

- **Core Competency #3: Assessment and Data Informed Reflection (A):** Educators are prepared to read, analyze, reflect upon, and use student achievement and well-being data to inform and adjust their pedagogical practice to strengthen student learning.
- **Core Competency #4: Asset-Based Mindset (A):** Educators acknowledge, celebrate, and affirm the unique identities, culture, and experiences of each student and realize that they can leverage these "assets" to improve the learning experience.
- **Core Competency #5: Literacy Across the Disciplines (L):** Educators engage in academic discourses and disciplinary concepts across interdisciplinary fields and use real-world literacy practices to help students create meaning through scaffolded inquiry of diverse digital and traditional texts.
- **Core Competency #6: Leadership and Professionalism (L):** Educators maintain a high degree of professionalism by reflecting on practice, establishing and adhering to high standards of personal responsibility, and contributing to the broader community (e.g., school, district, and local community as well as a community of professional practice).

These six core competencies align with the *North Carolina Professional Teaching Standards* (Public Schools of North Carolina, 2013): (1) Teachers demonstrate leadership; (2) Teachers establish a respectful environment for a diverse population of students; (3) Teachers know the content they teach; (4) Teachers facilitate learning for their students; (5) Teachers reflect on their practice; and (6) Teachers contribute to the academic success of students. All teacher education coursework, internship evaluations, and internship feedback will also be aligned with academic content standards under section 1111(b)(1) of the ESEA, established by the state of North Carolina.

Evidence of Effectiveness

The goals and objectives of the WS-TEACH program are grounded in a conceptual framework based on (1) Technological Pedagogical Content Knowledge, (2) Culturally Relevant Pedagogy (CRP), and (3) Social Emotional Learning (SEL) that support highly-effective teachers in high-need schools. When combined, these three areas contribute to the quality and effectiveness of a teacher in a high-need school. Shulman (1986) posited that content knowledge, or a teacher's knowledge about the subject matter that she or he will teach for students to learn, includes knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof, as well as established practices and approaches toward developing such

knowledge. Research conclusively finds that teacher content knowledge and pedagogical content knowledge significantly impact student achievement (Baumert et al., 2010; Hill, Rowan, & Ball, 2005; Kaplan & Owings, 2002). In their research study, Diamond, Maerten-Rivera, Rohrer, and Lee (2014) sought to determine the effect of science teachers' content knowledge on the impact of student learning. Their investigation found that a teacher's depth of science content knowledge was the largest significant teacher-level predictor of student achievement within a subject area. Researchers in other discipline areas (Hill, Rowan, & Ball, 2005; Kanter & Konstantopoulos, 2010) have also found that a teacher's content knowledge contributes significantly to the gains in students' achievement in that discipline; consequently, it is imperative educator preparation for new classroom teachers, particularly for teachers who will work in high-need schools, emphasize bolstering content knowledge in the respective discipline.

While depth of content knowledge provides teachers with a sense of confidence in their discipline area and positively impacts student learning, their pedagogical content knowledge, or the awareness of different types of instructional approaches that one must use in a given situation based on the needs of the learner, presents classroom teachers who are highly effective with the self-assurance to try different instructional approaches that engage diverse students and the various ways they access information. Researchers like Halim and Meerah (2002) and Baumert et al. (2010) indicated that pedagogical content knowledge is the single greatest contributor to student progress and student achievement. As such, a quality preparation program must focus equally as much on developing teachers' pedagogical content knowledge as it focuses on deepening their content knowledge. Given today's learner, a teacher's ability to supplement his or her content knowledge and content pedagogical knowledge with technological integration also increases the likelihood of engaging K-12 students who are surrounded daily by various forms of digital literacy. Technological pedagogical knowledge, or the understanding of how teaching and learning can change when particular technologies are used in particular ways, allows a teacher to create a more forward-looking, creative, and open-minded classroom environment for all learners (Koehler & Mishra, 2009).

To execute effective pedagogical content knowledge and technological pedagogical content knowledge, it is imperative that teachers understand the uniqueness of individual students and the collective culture of their students. Highly effective teachers have the ability to connect students' daily real world experiences to the content they teach. Foote (2005) identified a number

of obstacles that classroom teachers encounter in high-need schools, including poverty, inequality, overcrowded classrooms, low-test scores, and high rates of absenteeism; therefore, EPPs must prepare new teachers how to connect their content knowledge with responsive pedagogical content knowledge so they can design transformative instructional experiences that account for and embed cultural diversity and social justice. This reality necessitates that new teachers prepared for high-need schools understand and leverage Culturally-Relevant Pedagogy (CRP). Ladson-Billings (1995) defined CRP as an instructional approach grounded in collective empowerment undergirded by three propositions: (a) students must experience academic success, (b) students must develop cultural competence, and (c) students must develop a critical consciousness through which they use their academic knowledge to challenge the status quo. Patchen and Cox-Petersen (2008) noted, "CRP works to identify and address power relations, linking the classroom as a community both inside and outside the school, and extending the home-to-school connections" (p. 995). Teachers who leverage CRP with culturally and linguistically diverse students have the ability to orient students to challenging content in a way that makes the information relatable and applicable to their daily lives.

Educational research continually demonstrates that K-12 students, especially ethnic and racial minority students, experience academic success when teachers leverage CRP to contextualize content. Research has illustrated that African American students engage successfully in challenging mathematical tasks when teachers make explicit connections to other cultural practices such as technology (Conant et al., 2001; Leonard, Davis, & Sidler, 2005), sports and games (Nasir, 2002, 2005), and music (Albert, 2000). Johnson's longitudinal case study (2010) on science professional development grounded in CRP resulted in a more effective instructional environment for Hispanic students in a school district with high-need schools. "Researchers agree that culturally relevant science instruction harnessing knowledge, experiences, and culture of diverse populations is a crucial component of reforming [STEM] education" (Johnson, 2010, p. 172). The majority of mathematics and science teachers in K-12 public schools have not been prepared to address diversity within their classrooms; however, successful STEM teachers have extensive content knowledge within their discipline juxtaposed with comprehensive knowledge of diverse populations that they use to bridge connections between school, home, and community (Lee & Fradd, 1998). As Pfundt and Duit (1991) acknowledged, CRP is far less prevalent than Constructivism in STEM education research because it presents challenges for teachers; yet, this

instructional approach holds significant potential for engaging marginalized learners in high-need schools (Lee, 2004; Luykx, Cuevas, Lambert, & Lee, 2004). Current research on CRP in STEM education is primarily conceptual and presented in the form of critical discussions rather than as empirical studies that elicit data (Johnson, 2010, p. 995) so there is a need to examine this pedagogy more critically in teacher preparation and induction programs.

To produce classroom teachers who are committed to the mission of WS-TEACH, this program will develop the SEL of its Residents. SEL is defined as the processes by which students "acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Bridgeland, Bruce, & Hariharan, 2013). Adams, Bell, and Griffin (2007) posited that SEL seeks to foster a student's capacity to know himself or herself as well as to cultivate meaningful supportive relationships and to participate in their community as socially responsible citizens; thus, SEL assumes a social justice education perspective that necessitates students tackle issues of community advancement and equity. Research by Hamedani and Darling-Hammond (2015) in three urban high schools found that students who were taught in SEL contexts reported a more positive, caring school climate and liked school more; reported greater engagement in school and social emotional support; felt resilient and demonstrated a growth mindset; and expressed ambitious goals for higher education. To promote increased student performance outcomes in WS/FCS, WS-TEACH will focus intentionally on developing the conscientiousness of its Residents relative to SEL and how it interacts with CRP to engage students in the acquisition of new knowledge and skills within any discipline area across grade levels.

Program Goals and Objectives

Table 4. Goals and Objectives

GOAL	OBJECTIVES
Goal 1. WS-TEACH will increase the number of highly-qualified, licensed Elementary, Secondary, and Special education teachers from diverse backgrounds teaching in Qualified Opportunity Zone (QOZ) schools and high-need WS/FCS schools.	**Objective 1.1.** WS-TEACH will actively recruit diverse groups of applicants to the WS-TEACH program, with particular attention directed toward recruiting individuals from underrepresented populations in the teaching profession.
	Objective 1.2. WS-TEACH will enroll 30 highly successful undergraduates or mid-career professionals from diverse backgrounds into the Residency program each year for four years.
	Objective 1.3. WS-TEACH will provide a 12-month, $30,000 living wage stipend to candidates as a forgivable loan that will be forgiven after three years of full-time teaching service in a high-need QOZ or WS/FCS school.
Goal 2. WS-TEACH will prepare and support Elementary, Secondary, and Special Education Residents to integrate research-based best teaching practices to increase students' academic achievement in high-need schools.	**Objective 2.1. Rigorous & Responsive Instruction:** Through a combination of Master's-level coursework and a year-long clinical experience, Residents will be prepared to plan and teach thoughtful lessons that are age- and developmentally-appropriate for each learner.
	Objective 2.2. Empowering Learning Environment: Residents will be equipped to use culturally-responsive teaching methods to create a respectful learning environment built on positive relationships and establish effective classroom systems that encourage all students to engage in the learning experience.
	Objective 2.3. Assessment & Data-Informed Reflection: Residents will be prepared to read, analyze, and use student achievement and well-being data to inform and adjust their pedagogical practice to strengthen student learning and sense of belonging.

	Objective 2.4. Asset-Based Mindset: Residents will be prepared to use asset-based teaching practices that acknowledge, celebrate, and affirm the unique identities, culture, and experiences of each student and realize that they can leverage these "assets" to improve the learning experience.
	Objective 2.5. Literacy Across the Disciplines: Residents will be equipped to engage in academic discourses and disciplinary concepts across interdisciplinary fields and utilize real-world literacy practices to help students create meaning through scaffolded inquiry of diverse multimodal texts.
	Objective 2.6. Leadership and Professionalism: Residents will practice maintaining a high degree of professionalism by reflecting on their practice, establishing and adhering to high standards of personal responsibility, and contributing to the broader community (e.g., school, district, and local community as well as a community of professional practice).
Goal 3. WS-TEACH will prepare and support Elementary, Secondary, and Special Education educators to increase students' social and emotional well-being in high-need schools.	**Objective 3.1.** Candidates will understand and know how to integrate Social-Emotional Learning teaching practices that foster students' sense of belonging and inclusion in high-need schools.
	Objective 3.2. Candidates will be equipped to create positive, inclusive, and identity-safe classroom learning climates.
Goal 4. WS-TEACH will prepare 120 Elementary, Secondary, and Special Education certified teachers to effectively teach Elementary, Secondary, or Special Education in high-need QOZ or WS/FCS schools for at least three years.	**Objective 4.1.** Beginning in Year 2 of the grant, approximately 10 Elementary WS-TEACH Residents per year will effectively teach full-time in a Winston-Salem QOZ partner elementary school or other high-need WS/FCS elementary school for at least three years. (Total= 40 over four years)
	Objective 4.2. Beginning in Year 2 of the grant, approximately 10 Special Education WS-TEACH Residents per year will effectively teach full-time in a Winston-Salem QOZ partner school or other high-need WS/FCS school for at least three years. (Total= 40 over four years)

	Objective 4.3. Beginning in Year 2 of the grant, approximately 10 Secondary WS-TEACH Residents per year will effectively teach full-time in a Winston-Salem QOZ partner high school or other high-need WS/FCS high school for at least three years. (Total= 40 over four years)
Goal 5. WS-TEACH will conduct and disseminate findings from a longitudinal, quasi-experimental study designed to assess the impact of the WS-TEACH program on student achievement, well-being, and teacher retention in high-need schools.	**Objective 5.1.** Compare de-identified student achievement data between the intervention group (WS-TEACH Residents' classrooms) and a matched control group (similar beginning teachers who did not participate in WS-TEACH). **Objective 5.2.** Compare de-identified student well-being data between the intervention group (WS-TEACH Residents' classrooms) and a matched control group (similar beginning teachers who did not participate in WS-TEACH).
	Objective 5.3. Compare teacher retention data between the intervention group and a matched control group of beginning teachers.
	Objective 5.4. WS-TEACH researchers will disseminate research findings to the education community through conference presentations and publications.

Note: Please see the full Goals, Objectives, Outcomes and Measures table in Appendix H, Table H1h

Phase I: The Teacher Residency Community Practice (Year 1, Summer I)

Phase I begins the summer after the Teacher Resident accepts their admission offer. Phase I is the start of the Residents' 14-months of graduate coursework, which is tightly aligned with 12-month teaching residency, grounded in the program's six core REAALL competencies. During this phase, WS-TEACH will foster a cohort-based "community of practice" as Residents begin their 14-months of coursework. Wenger-Trayner and Wenger-Trayner (2015) define a "community of practice" as a group of people who share a common concern or passion for something they do and learn how to do better as they interact frequently. WS-TEACH brings together individuals who have a desire to enter the teaching profession in the Winston-Salem/Forsyth County community to impact the lives of students in high-need schools. PIs have structured this phase to cultivate relationships among Residents while concurrently orienting them to Winston-Salem and WS/FCS through introductory coursework. During Phase I, Residents will also begin receiving their living-wage stipend through WS-TEACH.

While each institution has responsibility for unique grade-specific preparation, the PIs from WSSU, WFU, and Salem have worked for more than two years to align their graduate programs to meet the needs of a 14-month initial licensure program model that is guided by six shared competencies to equip Residents to increase students' academic achievement and general well-being. Table 8 outlines the first summer courses that will be facilitated inter-institutionally and within specific institutions, which includes the three following common themes: (a) Cognitive Science; (b) Teaching Diverse Learners; and (c) Pedagogical practice. The PIs from the three institutions will seek to provide one common Teaching Diverse Learners course taken by all WS-TEACH Residents in Phase I (bolded in Table 8) where Residents will orient themselves to the diverse learners found within the school district, examine social justice issues within the local community, and develop understanding of culturally relevant pedagogy to serve students and families in high-need schools. The PIs also have interest in adding at least two inter-institutional courses (e.g., Teaching Diverse Learners, Special Education) over time. Residents will also take complimentary courses at their home institutions that help Residents establish an equity-centered 'teacher identity,' understand learning theories, and engage in the foundations of instructional planning and student assessment.

During their first summer in the program, Residents will also engage in regular social activities and professional development workshops organized by WS-TEACH PIs and the

Executive Director that support relationship building, familiarity with the city, and opportunities for inter-institutional conversations around aspects of the REAALL Core Competencies.

Table 5. Summer Phase I Coursework

SUMMER PHASE I COURSEWORK		
Elementary Education Courses: Salem *(12 hours)*	**Secondary Education Courses: WFU** *(12 hours)*	**Special Education Courses: WSSU** *(12 hours)*
EDUC 532: Development & Cognition	EDU 712: Learning & Cognitive Science	SPE 5321: Understanding Students with High Incidence Disabilities
EDUC 522: Learners in Context (Diverse Learners)	**EDU 745: Diverse Learners (includes field experience at WFU Freedom School)**	**SPE 5310: Teaching in Diverse Classrooms**
EDUC 510: 21st Century Teaching & Learning	EDU 707: Educational Policy & Practice	EDU 5301: Effective Teaching Skills and Classroom Management
EDUC 534: Introduction to Exceptionalities	EDU 721: Educational Research	SPE 5322: Instructional Strategies for Teaching Students with High Incidence Disabilities

Instructional Competency Rounds/Mentor Teacher Support

The success of WS-TEACH will rely largely on the role of the Mentor teacher who will work with the resident. Representatives from the partner institutions and administrators from the partner school district will use agreed-upon criteria to select appropriate individuals for each resident. These criteria will include but are not limited to: (1) a current licensed classroom teacher within a high-need school; (2) has three or more years of successful experience in the appropriate subject and grade level areas; (3) the overall minimum rating of "Proficient" or "Accomplished" on the most recent annual North Carolina Teacher Evaluation conducted by a school administrator that documents professional competence, strong content knowledge, effective pedagogical and classroom management skills, appropriate use of formative and

diagnostic assessment data to evaluate student learning and improve instruction, collegial collaboration, and high student achievement; (4) has met expectations as part of student growth in the appropriate field of licensure; (5) effective oral and written communication skills; (6) positive attitude and high moral character; (7) interpersonal skills; (8) recommended by the school principal and approved by the university teacher education program.

Mentor teacher effectiveness will be evaluated based on the following observations: (i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning; (ii) Appropriate instruction that engages students with different learning styles; (iii) Collaboration with colleagues to improve instruction; (iv) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress; and (v) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate;

Mentor Teacher Training

In the summer of 2023 (and every summer thereafter), mentor teachers will be trained by the Executive Director to effectively support the Residents during their two teaching internships in ways that align with their graduate coursework. Mentor teachers will be trained to support the development of the REAALL Core Competencies through a New Mentor Teacher Workshop, followed by a lunch with a guest speaker, and a comprehensive mentor training. The following areas will be a focus of the workshop: (a) strengthening the Residents' content knowledge; (b) strengthening teaching skills; (c) implementing literacy programs that incorporate the essential components of reading instruction; (d) supporting the Social-Emotional Learning of K-12 students. Faculty at Salem, WFU, and WSSU will also provide high-quality professional development opportunities to all elementary school and secondary school teachers at WS-TEACH partner schools to strengthen their teaching skills and implement literacy programs that incorporate the essential components of reading instruction.

Phase II: The Residency Apprenticeship (Year 1, Fall/Spring/Summer II)

In Phase II of WS-TEACH, Residents will continue to complete 9-months of coursework (outlined in Tables H2.a, H2.b, and H2.c in Appendix H2) and participate in 12-months of clinical teaching experiences, comprised of two teaching internships at a high-need WS/FCS partner school. The aim of the teaching internships is to prepare Residents to effectively support student academic achievement and well-being as full-time WS/FCS employees the following year in partnership with closely-aligned Master's-level coursework. Throughout the coursework, Residents must establish and maintain a 3.00 GPA while consistently participating in supplemental professional development workshops and conferences.

First 6-month Teaching Internship

The first teaching internship will take place in the fall after enrollment and the focus of the 14-week fall internship will be experiential engagement with grade/content-specific teaching methods each week under the direction of one of the program's mentor teachers and instructional coaches. WS-TEACH Residents will have the opportunity to learn alongside an experienced, licensed mentor teacher who will remain the instructor of record. The mentor teacher's primary responsibilities will be to model best practices tightly aligned with coursework, provide Residents with ongoing and substantive opportunities to work with students, explain the thought process behind various decisions made in the classroom, and provide feedback to Residents. The Teacher Resident's responsibilities will include observing instruction; facilitating learning with K-12 students in one-to-one, small-group, and whole-class settings; examining and analyzing student academic achievement data; attending parent-teacher conferences; participating in professional development workshops; and completing other relevant duties as assigned by the mentor teacher.

Second Teaching Internship

The second, 6-month spring internship will take place in a different WS/FCS high-need partner school placement. The intent of this experience is to have the Resident take on the full responsibilities of a Teacher of Record while supported by the direct supervision and guidance of the mentor teacher and a university supervisor.. Throughout this experience, Residents will utilize what they have learned about instructional planning, content pedagogy, student assessment, classroom management, and the needs of exceptional children and diverse learners. Using formative and diagnostic assessments, Residents will illustrate their impact on student

learning and engage in reflective practice to articulate their decision-making processes and to identify improvements they would make in their instructional delivery (e.g., planning, implementation, assessment, evaluation).

Residents will also work with one another to reflect and discuss unexpected issues they encounter, and they will collaborate with one another as professional colleagues to think through the instructional process by learning to plan vertically across grade levels and horizontally across disciplinary subjects as a way to engage their students. To assess the progress of participants toward these intended outcomes, each participant must meet specified benchmarks and produce concrete evidence of teaching expertise (e.g., leadership and collaboration evidence, Praxis II scores). At the conclusion of the phase, participants will apply for their initial teaching license, seek employment as a beginning teacher, and begin onboarding as an official member of WS/FCS.

Resident Assessment and Observation Feedback

During Phase II of WS-TEACH, Candidates' proficiency toward WS-TEACH objectives will be evaluated using six common course-based assessments (identified in our Logic Model, Appendix C) and a WS-TEACH Candidate Evaluation Rubric aligned with NC Professional Teaching standards, which will be completed by the WS/FCS mentor, university supervisor, Executive Director, and the Resident twice a semester using a 360 degree methodology. Candidates will also successfully complete all of the assessment and licensure requirements of each individual program, including successful completion of: coursework with 3.0 GPA or higher, Praxis Exams, edTPA, and other licensure assessments required by the individual program.

Phase III: Collaborative New Teacher Induction & Support (Year 2)

Year two of WS-TEACH will be the Resident's first year of teaching. During this academic year, Residents will teach a full load in a high-need school in WS/FCS with ongoing support, regular observation, and frequent meetings with a WS-TEACH instructional coach. First, WS-TEACH graduates will be prioritized by the district for hire in a high-need WS/FCS partner school based on the following tiers of placement priority:

Tiers of Priority

Tier 1: WS/FCS Quality Opportunity Zones (QOZs): After successfully completing 14-months of required coursework and fieldwork, WS-TEACH Residents will be hired to teach

in a high-need school WS/FCS school for at least 3 consecutive years upon completion of the 1-year residency. If funded, WS/FCS will write an MOU stating that WS-TEACH Residents will be prioritized for hire in a WS/FC Qualified Opportunity Zone (QOZ) school, when teaching positions are available.

Tier 2: WS/FCS Low-Performing, High-Need School: If a teaching position is not available at a WS/FC QOZ school, WS/FCS will prioritize WS-TEACH Residents for hire in one of the districts' low-performing, high-need schools, based on availability. WS-TEACH will define a low-performing school as having an average student proficiency percentage of 20% or lower in both Reading/English II and Math/Math I.

Tier 3: WS/FCS High-Need Schools: If a teaching position is not available at a WS/FC QOZ school of a low-performing, high-need school, WS/FCS will prioritize WS-TEACH Residents for hire at any high-need school in WSFCS, based on availability.

During their first year of teaching, candidates will be supported through an innovative coaching approach designed to create positive working conditions, a strong sense of belonging, and increase WS-TEACH graduates' self-efficacy among WS-TEACH graduates. The most significant factors informing beginning teacher turnover in high-need schools is teachers' high-stress and job dissatisfaction due to poor working conditions (Ansley et al., 2019). Additionally, in a study within an urban teacher residency, Gardiner (2012) found that induction coaching rather than mentoring positively impacted the instructional outcomes and retention rates of new teachers. The WS-TEACH coaching model is intentionally designed to challenge these factors, by integrating research-based practices that promote belonging (Grillo & Kier, 2021), promote student- and pedagogical-centered identities (Olitsky et al., 2019), and increase Residents' sense of self-efficacy in the classroom. All WS-TEACH Coaches will have previously taught in a high-need school and will be selected based on their ability to develop supportive, personal relationships with young adults. WS-TEACH Coaches will be trained by the WS-TEACH Executive Director and Co-PIs in active-listening methods that incorporate open-ended questions to support Residents' goal-setting, planning, and engagement with goals. Coaches will also be trained in how to provide support to beginning teachers in a high-need school, including: (a) Strengths-spotting, (b) Giving constructive feedback, (c) Problem-solving through planful cycles, (d) Motivating novice teachers, and (e) Making resources available where required.

Gardiner (2012) noted that coaching is built upon trusting relationships that developed over time and aligned with the teacher's classroom and school context. Additionally, coaching was scaffolded to enhance new teachers' abilities to respond to immediate needs. Therefore, during the summer prior to their first year of teaching, the recent graduate and the WS-TEACH coach will develop a close, trusting relationship over a series of group social events and two 1:1 coffee or walking sessions. Group summer social events may include: attending a local baseball game, WS-TEACH cohort barbeque, or a weekend trip to the Blue Ridge Parkway.

During these summer meetings, the coach's primary focus will be to get to know the Residents with whom they will work closely over the next three years. Near the end of the summer, the coach will slowly introduce the WS-TEACH coaching model and how they will be available to support them during the year. Prior to the graduates' first week, the WS-TEACH Coach will sit down with the Resident and help them identify their goals for their first semester of teaching. An example of guiding questions that will be asked during this session include: (a) What short-term teaching goals would you like to accomplish over the next 5 months? (b) Why do you want to accomplish these goals? (c) What do you think it will take to get there? (d) What resources do you think you will need to support you?

Once the Residents' teaching begins, the Residents' WS-TEACH coach will become a personal cheerleader and encourager, who visits the Residents' classroom informally (at least once every two weeks) to check in, offer words of encouragement, and provide informal advice when asked or needed. The coaches will also be available for the Resident to contact by email and phone, and they will host regular late afternoon "coffee-hours" with Residents after the school day. Twice per month, the WS-TEACH coach will conduct a formal observation followed by a reflective meeting informed by the Residents' integration of the REAALL Core Competencies. Over the course of the year, the coach will also provide advice or recommendations that can support their integration of Technological Pedagogical Content Knowledge, Culturally Relevant Pedagogy, and Social-Emotional Learning practices. Every nine weeks, WS-TEACH coaches will assist their assigned Residents in analyzing their student performance data. The WS-TEACH coach will also assist them in reflecting on ways that they could adjust their classroom practice or management to improve student achievement.

In addition, WS-TEACH Residents will also attend a monthly workshop organized by WS-TEACH coaches to reflect on their teaching experiences and develop their understanding of

innovative teaching practices aligned with REAALL Core Competencies. These workshops will focus on increasing WS-TEACH graduates' sense of belonging in WS/FCS and fostering their sense of self-efficacy in the classroom. WS/FCS leaders, professors from our partner institutions, and community partners will be invited to lead conversations around topics like: Fostering Joy in the Classroom, Nurturing Well-Being in Schools, Trauma-Informed Teaching, Translanguaging Teaching Practices to Support Bilingual Learners, Design-Thinking in the Classroom, and Integrating Augmented Reality in the Classroom.

WS-TEACH Residents will also attend an annual **New Teacher Summit** in the fall semester and an Empowering Learning Institute in the spring semester. The New Teacher Summit is a day-long workshop led by WS-TEACH in conjunction with the WS/FCS Schools induction team composed of a series of workshops and sessions specifically designed to address the needs of novice teachers. The day will include breakout sessions with multiple choices for attendees. Participants will gain knowledge on classroom management strategies and instructional strategies to increase student engagement. The **Empowering Learning Institute** will be an annual spring event organized by WS-TEACH and intended for and led by Residents, mentor teachers, teacher mentors, instructional coaches, university faculty, community partners, and professional speakers. This conference will be based on integrating aspects of the REAALL Core Competencies into teaching to improve student performance outcomes and will be followed by edCamp336 on Saturday. edCamp336 is an "unconference" hosted by WFU in collaboration with WSSU, Salem, and WS/FCS, which will provide an opportunity for professional learning and networking and be free and open to all K-12 educators and administrators.

Resident Assessment and Feedback

The WS-TEACH coach will formally assess their mentee's teaching performance twice a semester using the WS-TEACH In-service Teacher Feedback Form, which will be designed to measure candidates' continued growth toward program objectives and WS/FCS Beginning Teacher competencies. The form will also be completed using a 360 degree methodology, so that the Resident can compare their perceptions of progress to their coaches, WS/FCS mentor (Y1 and Y2 only), and the Executive Director. Focus group and teacher survey data will be collected annually to assess in-service WS-TEACH graduates' sense of self-efficacy in the classroom, job satisfaction, attitudes on programmatic support (including preparation and in-service mentoring), and teacher self-evaluations. The supervising principal or department head of each WS-TEACH

graduate will complete a teacher evaluation survey at the end of WS-TEACH graduates' first three years of teaching.

Phase IV: The Teachers As Leader (Years 3 & 4)

Years three and four will include Residents' second and third years of teaching in high-need schools in WS/FCS. WS-TEACH coaches will continue to provide support during teachers' second and third years as they develop as teacher leaders with an expanded focus on the three pillars of WS-TEACH's conceptual framework: technological pedagogical content knowledge, culturally relevant pedagogy, and social-emotional learning.

Residents will continue to attend a monthly workshop organized by WS-TEACH coaches based on aspects of the REAALL Core Competencies, with a unique focus on emphasizing and accentuating the critical role that classroom teachers play in the broader educational ecosystem. Topics that may be explored include: (a) Leading Change from the Classroom, (b) Grassroots Teacher Leadership, (c) Problem-Solving through Planful Cycles, (d) Strengthening Family and Community Partnerships, and (e) Restorative Teaching Practices.

Residents will also attend the annual Empowering Learning Institute during the spring semester, and third-year Residents will be asked to present on topics related to the REAALL Core Competencies in which they have excelled during their time in WS-TEACH.

Second- and third-year Residents will be required to facilitate a workshop at a professional conference where they share an aspect of what they have implemented in their classroom relative to the integration of technological pedagogical content knowledge, culturally relevant pedagogy, and/or social-emotional learning into their respective disciplines. Their presentation must be supported by student learning data. Residents will be encouraged to attend and present at a local conference (e.g., North Carolina Closing the Achievement Gap Conference, North Carolina Council for Exceptional Children's Conference) or a national conference (e.g., National Council of Teachers of English, International Literacy Association).

Residents will update and maintain a digital teaching portfolio containing artifacts that demonstrate their development according to the *North Carolina Professional Teaching Standards* (Public Schools of North Carolina, 2013).

As WS-TEACH develops, Residents in their second year of teaching will be assigned a "buddy," or a pre-service Teacher Resident that they can help support and mentor as they begin their coursework. This pairing will not only support incoming WS-TEACH Residents in feeling

a greater sense of belonging in Winston-Salem and the program, but it will also help the veteran WS-TEACH Resident develop their identity as a teacher leader. The veteran WS-TEACH Resident will be asked to reach out to their buddies at least each quarter to offer support. Residents in their third year of teaching will take on a larger support role in support of Residents in their first year of teaching and will be asked to meet quarterly and engage regularly with their first-year teaching buddies.

Admissions & Enrollment Agreement

WS-TEACH Candidate Selection

To enroll into the program, a prospective Teacher Resident must participate in a rigorous competitive selection process administered collectively by representatives from each partner institution. The purpose of the selection process is to identify Residents who illustrate the following characteristics: (i) Strong content knowledge or record of accomplishment in the field or subject area to be taught, demonstrated through a minimum cumulative 3.0 GPA and three letters of recommendation; (ii) Strong verbal and written communication skills, demonstrated through an application essay, resume, and interview; and (iii) An interest in and commitment to promoting equity in high-need schools, demonstrated through an application essay and in-person interview.

Prospective Residents will engage in a two-part application process, applying simultaneously to WS-TEACH and the appropriate Graduate School. Applicants must be accepted into both programs to become Residents. Admissions decisions for WS-TEACH will be made by the WS-TEACH Recruitment, Admissions, and Advisory Council (RAAC), which will be composed of the WS-TEACH Executive Director, 3 Co-PIs, 3 WS/FCS personnel, 3 MAT Program Coordinators from partner institutions, and 3 external community members.

Admission Priorities/Goals

The PIs and Executive Director will develop a WS-TEACH Application Evaluation Rubric that will be used to evaluate applicants' undergraduate academic success and interest in a teaching career through an examination of application materials. The Application Evaluation rubric will align with the hiring objectives of WS/FCS and also assess applicants' growth mindset, community engagement, leadership, persistence, perseverance, and problem-solving abilities with a lens toward equity and social justice. Applicants will write a two-page essay addressing this prompt: "Winston-Salem TEACH stands for 'Winston-Salem Teachers for

Equity, Achievement, Community, and Humanity,' which describes the program's core philosophy. The program's commitment to 'Equity' refers to our aim to ensure that each child in WS/FCS high-need schools has the support they need to reach their potential. 'Achievement' refers to the program's aim to develop teachers who are able to support students' academic achievement in high-need schools, and 'Community' speaks to our commitment to collaboration with Winston-Salem families and partners to address the social, emotional, and educational needs of young people in WS/FCS high-need schools. The program's final commitment, 'Humanity,' relates to WS-TEACH's goal to develop educators who use their skills, knowledge, and talents to better the lives of others. Given the core WS-TEACH philosophy, please tell us how your past experiences and interests align and contribute to WS-TEACH's core commitments. Why does teaching for equity, achievement, community, and humanity matter to you? How do you hope to grow from this experience?"

Applications will also be required to have three letters of recommendation submitted on their behalf, speaking to their academic achievement and personal qualities. Applicants who attended or live near one of the high-need WS/FCS partner schools will be given special close consideration. Applicants from underrepresented populations in the teaching profession, particularly teachers of color, will also be prioritized. This process will identify candidates who best fit the research-verified characteristics of effective teachers in high-need schools. Priority consideration will be given to candidates who reside in the Winston-Salem's Qualified Opportunity Zones (QOZs) and who are members of underrepresented groups (e.g., males, STEM candidates, women in STEM, ethnically and racially diverse candidates).

Enrollment Agreement

Upon accepting their invitation to join WS-TEACH, Residents must sign a promissory agreement that details the responsibilities of the Residents and indicate understanding "repayment upon default" clause, which states the participant agrees to repay to the University any fiscal support received should they fail to meet any condition, requirement, or obligation described by the agreement. The agreement will also detail repayment options, timelines, and penalties if default occurs. See Appendix Item H4 for a copy of the promissory agreement.

Stipends

WS-TEACH will provide a one-year living stipend of $30,000 to teaching residents during the teaching residency program. When applying to WS-TEACH, each teacher residency candidate

will submit an application to the eligible EPP containing the following information and assurances. Upon accepting their invitation to join WS-TEACH, Residents must sign a promissory agreement that details the responsibilities of the Residents, including the agreement to teach full-time in a high-need QOZ or high-need WS/FCS school in a high-need area designated by the program for at least three consecutive years immediately after completion of WS-TEACH. Residents must meet all applicable state certification and licensure requirements prior to fulfilling the service obligation, and comply with the requirements set by WSSU if the applicant is unable or unwilling to complete the service obligation, as outlined in the promissory note. A certificate will be provided by the chief administrative officer of WS/FCS in which the resident will be employed, and this certificate will be completed at the beginning of, and upon completion of, each year or partial year of service.

Repayments

The WS-TEACH promissory agreement will include a "repayment upon default" clause, which states the participant agrees to repay the stipend amount provided with penalties to the University from which it was received should they fail to meet any condition, requirement, or obligation described by the agreement. Using the same procedures it uses to track compliance with other loan forgiveness programs, the WSSU Loan Office will send a report, to be completed by the Human Resource Office of WS/FCS, to each WS-TEACH stipend recipient during the fall and spring semester of each of the three years that the graduate is required to teach under the conditions of the WS-TEACH residency agreement. The report will contain verification that the graduate is employed by the school system as a classroom teacher for the upcoming and preceding school year. Noncompliance with the teaching requirement will mean forfeiture and repayment of the stipend amount. Teaching for less than the three required three years will result in prorated repayment of the scholarship. WSSU will collect the funds forfeited and return them to WS-TEACH. In cases of extreme hardship, graduates may appeal to the WS-TEACH Recruitment, Admissions, and Advisory Council for a waiver of the teaching requirement or an extension of the time to complete the teaching obligation. The three EPP programs maintain a database on all graduates of the programs, with demographic and academic information, as well as employment information. Data on WS-TEACH recipients will be seamlessly incorporated into these systems. WSSU will use any repayment received to carry out additional activities consistent with the purposes of the WS-TEACH Teacher Residency priority.

Resident Assessment

All coursework and the WS-TEACH core competencies are aligned to North Carolina and relevant national achievement standards and academic content standards. During Phases I and II of the WS-TEACH Residency, each candidate will complete all North Carolina state certification and licensure requirements of each individual program, including successful completion of graduate coursework with an average GPA of 3.0 or above, passing Praxis test scores, passing edTPA scores, and the completion of five assignments which will be compiled to serve as the Residents' Leadership Profile:

Leadership Profile (due summer, Year 2)

- Part I: Philosophy Statement. Residents will craft a narrative overviewing their beliefs about their role as a teacher leader, including how the REAALL core competencies contribute to their teaching philosophy.
- Part II: High-Need School Experiences. Residents will craft a narrative describing their experience teaching in a high-need school, including the unique challenges their school faces in serving their unique student populations and specific ways in which they incorporated the strengths that students brought with them to the classroom setting.
- Part III: Use of School Improvement Plan. Residents will craft a narrative using the school improvement plan from their internship placement to describe how they designed and carried out content instruction and student support based on needs identified in the school's plan. They will include a discussion of specific student outcomes achieved as a result of their efforts.
- Part IV: Work with Families. Residents will craft a narrative describing how they worked with families, including parents, guardians, and/or community members, during their internship. This work may include email communications, face-to-face meetings, extracurricular activities, open house meetings, newsletters, webpages, and/or other activities or forms of communication and collaboration.
- Part V: Professional Development Experiences. Residents will craft a narrative describing two significant experiences that have informed their teaching internship. These professional experiences can come from conferences, workshops, seminars, coursework, field work, readings, digital resources, or assignments. Each of the two narratives should describe the

experience in detail and the outcome in terms of the knowledge they gained and the value added to their identity as a teacher leader.

Each WS-TEACH Resident will also create an **Electronic Teaching Portfolio**, which will be shared with their WS-TEACH cohort, graduates, mentors, and faculty to develop teacher expertise and leadership across the WS-TEACH Program and the broader WS/FCS system. This portfolio will contain artifacts that align with the North Carolina Professional Teaching Standards with emphasis on teachers demonstrating leadership, establishing a respectful environment for a diverse population of students, knowing the content they teach, facilitating learning for their students, reflecting on their practice, and contributing to the academic success of students.

Disseminating What Works

Findings will be shared through presentations at state, regional, and national conferences. Project findings and results will be disseminated to WS/FCS and other North Carolina public schools through an annual publication that can inform joint efforts by school systems and colleges/universities to close the achievement gap and retain teachers in high-need schools. Findings will also be shared with other teacher preparation colleagues at the quarterly meetings of the North Carolina Independent Colleges and Universities education deans and at the annual conferences of the North Carolina Association of Colleges of Teacher Education and the American Association of Colleges for Teacher Education (AACTE) as well as through their publications.

ADEQUACY OF RESOURCES

Successful execution of WS-TEACH is dependent upon the collaborative integration of existing resources and funds with newly awarded funds from the Teacher Quality Partnership. If the TQP proposal is funded, WFU, WSSU, Salem, and WS/FCS have committed approximately $6.7 million of in-kind support over the 5-year grant, including commitments to pay for the majority of WS-TEACH Residents' graduate school tuition at the partner IHEs ($2.8 million), portions of faculty and support staff salaries ($3.6 million), faculty travel costs ($72K), and program supplies ($19,500). WS-TEACH Residents will be trained by experienced faculty who possess deep content knowledge and expertise in educational theories, research-verified pedagogical strategies, culturally relevant pedagogy for diverse populations, English Language instruction, and assessment principles and practices. The partner IHEs are paying for 15% of the

faculty's salaries teaching courses in the WS-TEACH program as in-kind support. Additionally, each Co-PI will provide 15% FTE to assist with programming development workshop design, and will donate at least 5% of their research time to support WS-TEACH research and dissemination.

In addition to this, senior leadership at WS/FCS, Salem, WFU, and WSSU are fully committed to providing adequate facilities to aid in the successful execution of the residency program. Additionally, all campuses are member libraries of the Triad Academic Library Association have entered into a borrowing agreement with all other TALA libraries, enabling students, faculty, and staff in good standing at their home institutions to borrow from other participating libraries. The agreement allows for students, faculty, and staff from each institution to borrow in person from the other institutions, and is a complement to Interlibrary Loan when students, faculty, and staff want to borrow from those collections but have little time and their own transportation.

Campus leaders have agreed that Co-PIs, faculty, and participants can use space across campuses throughout the implementation of this initiative; thus, they will have access to Tribble Hall on the Reynolda Campus at WFU, which has eight classrooms that seat an average of 16 students, each of which has wireless Internet connections and electronic projection systems. This location can be used for coursework, meetings, and professional development. There is also a student workroom, a curriculum materials center, and an auditorium that can seat up to 45 students. They also have access to classrooms and study space at Wake Downtown located in Wake Forest Innovation Quarter, which is the home to undergraduate programs in Biochemistry and Molecular Biology (BMB), Medicinal Chemistry and Drug Discovery, and Engineering but also serves as an interdisciplinary hub, hosting courses from academic departments in the arts and humanities that benefit from the building's innovative teaching spaces and urban setting. The Z. Smith Reynolds (ZSR) Library also provides resources, opportunities, and spaces that connect students, faculty, and staff to information, each other, and the wider world. Work space in ZSR Library includes quiet study spaces, 24/7 study rooms, group study rooms, a scholars common with flexible study options, a reading room, a graduate lounge, and graduate student carrels. ZSR Library also contains meeting rooms, an auditorium with 118 seats, a special collections research room, three classrooms, a digital media lab, and a viewing room.

At WSSU, Co-PIs, faculty, and Residents will have access to the Albert H. Anderson Conference, which is an extension of the university's educational mission. Housed in Anderson are classrooms and auditoriums with internet service, LCD projectors, and other technologies that support classroom instruction, workshops, and research. Additionally, Anderson offers several banquet rooms and large meeting spaces that support professional meetings. WSSU will also provide access to the Center for Design Innovation (CDI), a multi-campus research center of the UNC system founded to generate knowledge across creative, disciplinary, and institutional boundaries. Recognizing that innovative ideas most often emerge when novel combinations of people come together, CDI works with their founding partners, WSSU, UNC School of the Arts, and Forsyth Technical Community College, to nurture a radically collaborative design research community. CDI Programs include workshops, seminars, interdisciplinary classes and sustained research projects. Experiences at CDI create and stretch the capacities of technology and understanding. Residents have access to materials in the WSSU C.G. O'Kelly Library, which has a collection totaling more than 193,000 volumes, including subscriptions to more than 1,600 current periodicals and a variety of databases. The library is fully automated and is accessible to persons with physical disabilities. Thompson Center and the Donald J. Reeves Center house several large meeting spaces ideal for conferences and institutes.

At Salem, Co-PIs, faculty, and students will have access to Main Hall, which has 12 classrooms that seat an average of 15 students. Each classroom is equipped with LCD projector, projector screen, desktop computer, document camera, and wireless access. Main Hall also includes a computer lab with wireless access and 20 desktop computers. These spaces may be used for coursework, meetings, and professional development. The Elberson Fine Arts Center offers two additional classroom spaces each equipped with wireless access, desktop computer, and interactive whiteboard. Also located in Elberson Fine Arts Center are two spaces that can be used for professional development and conferences: Shirley Recital Hall, which can accommodate 250 people, and Hanes Auditorium with a capacity of 750 people. PIs, faculty, and Residents also will have access to the Student Center, which includes flexible meeting spaces that can be configured to allow for small group sessions (3 individual spaces) or one large meeting space for larger groups. This meeting space includes wireless access, projection equipment, and connections for laptop projection. The Huber

Theater, located on the first floor of the Student Center, seats ninety people and can be used for guest speakers and film screenings. These spaces may be used for meetings and professional development.

WS/FCS has also identified existing resources that will improve the program's effectiveness. The district has committed to provide access to WS/FCS high-need schools and Master teachers who will work daily with Residents. In addition to providing authentic learning environments for Residents, WS/FCS has committed to provide access to the district's induction program entitled "Teach Like a Champion" to impact the development of the new Teachers of Record and Residents. Residents will also take advantage of training sessions offered by the Core Academy focused on instructional services and exceptional children support. WS/FCS has also offered the support of their Office of Assessment and Equity to compile student achievement data to support our evaluation and research efforts. Supported by these existing WS/FCS sources in conjunction with grant-funded services, Residents will enhance their pedagogical skills, leadership prowess, and content knowledge.

Sustainability

Given each IHE's leadership's commitments to WS-TEACH, we are confident that we will be able to continue to sustain the program after the five years of TQP funding. If funded, WFU, WSSU, and Salem have agreed to provide WS-TEACH approximately $6.7 million dollars of in-kind support, with the majority of this amount coming from Resident tuition payment ($2.8 million) and faculty/staff salaries, including the hiring of new support staff ($3 million). This support speaks to each partner IHE's strong commitment to the vision, goals, and impact of the WS-TEACH program. In addition to this IHE commitment, we also feel confident that we will be able to sustain the program through support from partnerships with businesses and foundations like the Winston-Salem Foundation and Winston-Salem Alliance, which currently support K-12 educational initiatives in the Winston-Salem area. Leaders from these organizations have indicated support for the inter-institutional WS-TEACH model and will advocate for financial support beyond the grant-funded years, contingent upon the program's impact on teacher effectiveness, teacher retention, and K-12 student performance outcomes. To ensure project sustainability, the Co-PIs will convene meetings with the Advancement Office of each partner institution. The purpose of these meetings is to provide awareness and support to both fundraise and "friend-raise" among

each of the partner institutions' constituent groups. The Co-PIs plan to meet twice a year with each the institution' advancement team. To ensure project sustainability, the Co-PIs will convene meetings with the Advancement Office of each partner institution. The purpose of these meetings is to provide awareness and support to both fundraise and "friend-raise" among each of the partner institutions' constituent groups. The Co-PIs plan to meet twice a year with each institution's advancement team.

QUALITY OF MANAGEMENT PLAN & PERSONNEL

The Leadership Team will utilize a well-defined coordination and management plan to achieve the goals of the proposed project on time and within budget. The project's leadership team has developed detailed goals and objectives (see Table H1.j, Appendix H1), with clear short-term, mid-term, and long-term outcomes outlined in our Logic Model (see Appendix C). **The timeline in Appendix H3 details the major WS-TEACH activities by funding year.** Given the TQP award calendar and our desire to prepare the most teachers possible over the 5-year grant, we have established the WS-TEACH "years" to be from January to December (i.e., Year 1 begins January 2023 to December 2023); however, all TQP annual reports will be submitted in October according to the TQP calendar. Each Co-PI will provide 15% FTE in the academic year and during the summer to assist with programming development and the design and teaching of in-service workshops during Phases III and IV. Co-PIs will also donate at least 5% of their research time to support WS-TEACH research and dissemination.

To execute this program, the leadership team consists of four faculty across the partner institutions who will serve as Co-PIs, one WS/FCS administrator, and one evaluator, each with clearly defined responsibilities and roles described in their bios. The first Co-PI is [redacted], Provost and Vice Chancellor for Academic Affairs at WSSU, who possesses 19 years of higher education experience. [redacted] served as the PI of a $3.7 million United States Department of Education Teacher Quality Partnership grant at North Carolina A&T State University entitled the *North Carolina A&T Rural Teacher Residency* prior to transitioning to his senior administrator role at WSSU. Additionally, he served as the PI of a $2.7 million United States Department of Education Transition to Teaching grant entitled the *North Carolina A&T Rural Teaching Fellows Initiative*, and he served as the PI of a $1.19 million National Science Foundation Robert Noyce Scholarship grant entitled the *North Carolina A&Teach STEM Scholarship Program*. [redacted] has served as the chair of the Governor's The Developing a

Representative and Inclusive Vision for Education (DRIVE) Task Force. [redacted] is also a board member for the Council on Accreditation of Educator Preparation, thus has a wealth of knowledge about teacher education, recruitment, preparation, and retention. As Co-PI, [redacted] will serve in an advisory capacity to the project. [redacted] **will assist with leading grant management including the initiation of grant reports, fiscal management, and compliance;** [redacted] **will devote 5% during the academic year and during the summer.**

The second Co-PI is [redacted], Interim Associate Dean of Education, Quality Assurance, and Community Engagement at WSSU. She is in her 24th year at WSSU, 20 of which have been spent as department chair. [redacted] has extensive experience in grant and project management, including over 7 years of experience administering grants for summer camp programming for low-income and underserved youth, 5 years of experience as PI on three research grants (funded by the Centers for Medicare and Medicaid Services and the USDA), and years of administering U.S. Department of Education academic program development grants. These experiences have provided her experience in budget management, report development, building collaborations, federal compliance, and program evaluation. [redacted] **will lead grant management, including fiscal management, and compliance, and grant report submission.** [redacted] **will devote 15% during the academic year and 15% during the summer.**

The third Co-PI is [redacted], Chair of the Department of Education and Associate Professor of English Education at WFU, possesses 10 years of higher education experience. [redacted] is the inaugural director of the WFU Center for Literacy Education and received a $50,000 internal grant to support the Center's planning year. He also leads an after-school literacy program for eighth grade boys at Paisley IB Magnet School in Winston-Salem. He and participating university student-athletes were awarded a $5,000 grant from the Black Philanthropy Initiative of the Winston- Salem Foundation in 2016, which was renewed for an additional $2,000 in 2017. [redacted] **will lead project oversight and support the Recruitment, Admissions, and Advisory Council, including school system and community engagement. He will devote 15% during the academic year and 15% during the summer.**

The fourth Co-PI is [redacted] Dean of Graduate Studies at Salem, who possesses 12 years of higher education experience. In her previous faculty role at Chowan University, she served as Co-PI of a $165,535 North Carolina Quality Educators through Staff Development and

Training (NC QUEST) grant entitled 21st Century Literacies and the Common Core. She also served as Co-PI for a $146,897 NC QUEST grant titled 21st Century Literacies and the Common Core: A Continuation. [redacted] **will oversee curriculum alignment and compliance with state licensure policies and accountability measures.** [redacted] **will devote 15% during the academic year and 15% during the summer.**

[redacted] has served as the Deputy Superintendent for WS/FCS since 2019. Prior to this work, he served as WS/FCS Instructional Superintendent for WS/FCS. [redacted] previously worked as the Assistant Superintendent for Curriculum, Instruction, and Student Services for Thomasville City Schools and Academic Improvement for Indianapolis Public Schools, where he supervised thirty-four schools on the west side of Indianapolis. Earlier in his career, [redacted] spent more than 12 years as a principal in Guilford County Schools at Dudley High School, Middle College at NC A&T State University, and Allen Middle School. From 2001 to 2003, he served as the assistant principal at Southeast Middle School in Kernersville. He also taught for six years in Guilford County Schools at Allen Jay Middle School. [redacted] has a bachelor's, master's, and specialist's degree from Appalachian State University. He has a Doctor of Education degree from High Point University. [redacted] **will devote 10% time to the project.**

[redacted], the project's evaluator, is the Co-Director of Research and Assessment at WFU's Program for Leadership and Character and a Part-time Assistant Professor in Wake Forest's Psychology Department. She possesses 11 years of higher education experience and has served in a variety of research and administrative roles. In her previous faculty role at Duke University, she served as the Principal Investigator of a National Science Foundation (NSF) Phase II Noyce Fellowship grant ($795,110) and a National Science Foundation (NSF) Capacity Building grant ($299,967). She has also served as the Principal Investigator or Co-Investigator for 11 other privately- or university-funded grant projects totaling $197,700. [redacted] has served as a research evaluator for Harvard University's READS for Summer Learning Project (PI [redacted]), Johns Hopkins University(JHU)'s School of Education, JHU's Center for Research and Reform in Education, JHU's School of Medicine, Towson University's School of Education, Parkland High School's 21st Century Grant Project (PI: [redacted]), and WFU's Program for Leadership and Character in the College (PI: [redacted]), and in the Professional Schools (PI: [redacted]).

Project Feedback

Throughout the implementation of WS-TEACH, the Leadership Team will meet regularly to guide project implementation, in accordance with the outlined goals and will be accountable for program alignment to professional teaching standards and compliance with accreditation requirements. In Year 1 of the project, the Leadership Team will meet once per month to review Residents' academic/clinical progress and ensure proper grant implementation. During these monthly meetings, the Leadership Team will work with the Executive Director to monitor the academic progress of Residents toward programmatic benchmarks and provide feedback to each Resident throughout the program to assist with their professional growth and development. The Leadership Team will also discuss the recruitment of Teacher Residency candidates, select highly-qualified mentor teachers, revise coursework, co-create common assessment rubrics with the Program Evaluator, prepare clinical experiences supports, assist with the design of monthly Resident workshops, develop induction and support services, assist with the development of New Teacher Summit and Empowering Learning Institute, and review assessment data with the Program Evaluator. Beginning in Year 2, the Leadership Team will meet every other month and meet with the part-time Instructional Coaches at least twice a year.

The WS-TEACH Recruitment, Admissions, and Advisory Council (RAAC), which will be composed of the WS-TEACH Executive Director, 3 Co-PIs, 3 WS/FCS personnel, 3 MAT Program Coordinators from partner institutions, and 3 external community members. The RAAC will serve in an advisory capacity, especially as it relates to recruitment and admissions. The Leadership Team will also meet with RAAC four times per year and communicate frequently via email, online discussions, and telephone conferences to ensure sustained engagement and collaboration. These regular meetings with key stakeholders will allow the leadership team to regularly reflect on project progress, ensure fidelity to the funded activities, and allow the leadership team to make appropriate changes when needed to best serve the project's goals.

Using formative and summative assessment data described in detail in the logic model (See Appendix C.), Co-PIs will work with RAAC and the program evaluator to engage in continuous improvement, analyzing performance and outcome data to examine the impact of the residency model and make necessary programmatic adjustments. The program's evaluator will assist the partnership in the development of WS-TEACH assessment measures, data

compilation in collaboration with the partner IHE's assessment officers, data analysis, and writing interim, annual, and final evaluations. All evaluation reports will be shared with RAAC representatives and other collaborators to evaluate program implementation, identify programmatic strengths, and make recommendations for programmatic improvement, if needed. The research team, including the Co-PIs and Program Evaluator, will use the following data to guide formative and summative evaluation: (a) Rubric scores on six course assignment rubrics (described in more detail in our Goals, Objectives, and Outcomes table (Table H1.j, Appendix H1) and in our Logic Model (see Appendix C); (b) WS-TEACH 360 Degree Teacher Candidate Evaluation Rubric, completed by the WS/FCS mentor teacher, WS-TEACH Executive Director, university internship supervisor, and the Resident; (c) Teacher Resident performance on PRAXIS assessments; (d) Teacher performance on EdTPA; (e) Resident opinion forms of university-offered coursework; (f) Data on Residents completing certification requirements; (g) WS-TEACH 360 Degree In-Service Teacher Feedback Form, completed by the WS-TEACH Instructional Coach, WS/FCS school-based mentor (Y1 & Y2 only), the Executive Director, and the WS-TEACH graduate; (h) Professional development attendance and integration of knowledge and skills learned during these sessions; (i) Evaluation survey feedback from the Summer Institute and any professional development workshops/seminars; (j) Student achievement EVAAS data; (k), Student well-being Panorama data; and (l) Annual surveys completed by WS-TEACH graduates; and (m) Mentor feedback form. The evaluator will use additional measures to inform the full formative and summative feedback. The assessment plan will be revisited after each evaluation period to ensure it measures the goals and objectives of the WS-TEACH program, as outlined in Table H1.j (Appendix H1) and our Logic Model (Appendix C).

In addition, the leadership team will measure the success of WS-TEACH by the number of Residents completing North Carolina licensure requirements in the specified content area and by the number of Residents completing Master's degree requirements. The leadership team will also examine teacher retainment after each year of the Residency to indicate program success. Additionally, completing project milestones outlined in each of the Residency Phases without exceeding the articulated budget will serve as a measure to determine the success of the program. Each of the four "Phases" will be assessed closely, in alignment with WS-TEACH's five primary goals, with close attention paid to Goals #2, #3, and #4 (and their

corresponding objectives outlined in Table H1.j (Appendix H1) and in our Logic Model) in order to effectively recruit, prepare, and retain diverse cohorts of highly-effective K-12 educators who are equipped to support student achievement and well-being in WS/FCS high-need schools.

As the leadership team evaluates the program, the various stakeholders and participants in the program (e.g., Residents, Master teachers, faculty) will be involved in providing valuable insight into the quality and effectiveness of the program. The program's evaluator will assist the Co-PIs in conducting an annual evaluation of the program, according to the program's Logic Model. Evaluation of the program will be iteratively used to make adjustments and improvements to the program in order to meet our outlined goals. Agency reports will appear approximately one year after the completion of the final grant-funded year, and PIs will report final results to the United States Department of Education results of the WS-TEACH program. PIs will also disseminate data on the effectiveness of the model in peer-reviewed educational journals (e.g., *Journal of Teacher Education, Urban Education*) and will present at international, national, and state conferences (i.e., American Educational Research Association, North Carolina Association of Colleges and Teacher Educators Fall Forum).

B. QUALITY OF PROJECT EVALUATION

WS-TEACH proposes a rigorous and dynamic evaluation plan to address project implementation and outcomes related to the Residency's goals. The evaluation plan leverages the collective research and evaluation expertise of the Principal Investigators and the expertise of an evaluator, [redacted], who will be appointed as a Research Fellow at WSSU. [redacted] is the Co-Director of Research and Assessment at WFU's Program for Leadership and Character and is also a Part-time Assistant Professor in WFU's Psychology Department. As described on page 42, [redacted] has extensive project evaluation experience in higher education and for federal grant projects. She has served as the Principal Investigator or Co-Investigator for 13 federal-, private-, or university-funded grant projects totaling approximately $1.29 million. [redacted] has served as a research evaluator for Harvard University's READS for Summer Learning Project (PI: [redacted]), Johns Hopkins University(JHU)'s School of Education, JHU's Center for Research and Reform in Education, JHU's School of Medicine, and other projects described on page 41.

To determine the overall effectiveness of WS-TEACH, the program's evaluator will use a longitudinal, mixed-methods design (Creswell & Plano Clark, 2006) to collect quantitative and qualitative data on the program participants embedded with a quasi-experimental design to compare the progress of new WS-TEACH graduates to those comparable, non-participating WS/FCS Beginning Teachers (BTs) hired at the same time within the district. This methodology allows the research team, including the Co-PIs and the program evaluator, to use multiple data collection and analytical strategies to deeply examine WS-TEACH's progress towards its goals and collect rich data regarding the project's overarching research question (Creswell & Plano Clark, 2006). The use of a mixed-methods evaluation also allows for better triangulation of data.

Formative evaluation activities are meant to assess and improve the project's successful attainment of stated objectives and will focus on assessing the quality of Residents' training and associated activities. **Summative evaluation** activities examine the degree to which the stated objectives are achieved, including increases in teacher recruitment, certification, employment, and retention of Residents as Teachers of Record as well as their overall effectiveness at increasing student achievement in WS/FCS high-need schools. The project evaluation will collect data to provide evidence of the impact of the WS-TEACH program on the recruitment and preparation of Residents for certification and their effectiveness as Teachers of Record as measured by students' achievement, once they are employed in a high- need WS/FCS partner school. Additionally, data will be collected from similarly new non- participating teachers to compare impacts across the two groups. The above data will also be utilized to address program Government Performance and Results Act (GPRA) measures. The formative and summative evaluation questions to be answered are shown below, along with data sources and data collection activities, collection time period, and analysis methods.

WS-TEACH PRIMARY RESEARCH QUESTION:
Do students of WS-TEACH graduates academically outperform the students of traditionally-trained beginning teachers?

The formative and summative evaluation questions and corresponding data sources, collection time period, and analysis methods are described in Tables 6 and 7 on pages 47-50. **A more detailed description of activities, short-term, mid-term, and long-term outcomes, and measures aligned to key objectives is presented in a detailed Logic Model developed collaboratively by the Program Evaluator and Co-PIs (see Appendix C).**

Data Measures

To assess the effectiveness of WS-TEACH, the evaluator will use the following data to guide formative and summative evaluation: (a) Rubric scores on six course assignment rubrics (described in more detail in our Goals, Objectives, and Outcomes table (Table H1.j, Appendix H1) and in our Logic Model (see Appendix C); (b) WS-TEACH 360 Degree Teacher Candidate Evaluation Rubric, completed by the WS/FCS mentor teacher, WS-TEACH Executive Director, university internship supervisor, and the Resident; (c) Teacher Resident performance on Praxis assessments; (d) Teacher performance on edTPA; (e) Resident opinion forms of university-offered coursework; (f) Data on Residents completing certification requirements; (g) WS-TEACH 360 Degree In-Service Teacher Feedback Form, completed by the WS-TEACH Instructional Coach, WS/FCS school-based mentor (Y1 & Y2 only), the Executive Director, and the WS-TEACH graduate; (h) Professional development attendance and integration of knowledge and skills learned during these sessions; (i) Evaluation survey feedback from the Summer Institute and any professional development workshops/seminars; (j) Student achievement EVAAS data; (k), Student well-being Panorama data; and (l) Annual surveys completed by WS-TEACH graduates; (m) Annual principal surveys; (n) Interviews with WS-TEACH graduates; (o) Interviews with a selection of school leaders (including principals and WS/FCS BT mentors); (p) Interviews with key stakeholders, including the WS-TEACH Board, Co-PIs, Executive Director, and Instructional Coaches The assessment plan will be revisited after each evaluation period to ensure it measures the goals and objectives of the WS-TEACH program, as outlined in Table H1.j (Appendix H1) and our Logic Model (see Appendix C).

The evaluator will also conduct annual focus groups with the WS-TEACH Council, including Co-PIs, WS/FCS leadership representatives, and Winston-Salem community members, to inform process evaluation. Individual interviews with stakeholders both on and outside of the WS-TEACH Council will be conducted, when needed. The general evaluation approach is described in brief below in Tables 6 and 7 (pp. 47-50). Due to space constraints, a more detailed description of the evaluation outcomes and measures aligned to the project's objectives is included in the project's Logic Model, which was created collaboratively by the Program Evaluator and the Co-PIs (see Appendix C).

Table 6. Formative Evaluation Plan

FORMATIVE EVALUATION QUESTIONS	DATA SOURCES & ACTIVITIES	COLLECTION TIME PERIOD	ANALYSIS METHODS
1. To what degree are project activities conducted in accordance with the approved plan? a. What are drivers of and barriers to activities being conducted as planned?	• Review of Logic Model Activities and Outcomes measures • Review of all program documents related to Logic Model Outcomes • PI's assessment of project activities (Interviews)	Semi-annually All years	• #, type, and quality of objective activities conducted • # and percentages of objective outcomes, as outlined in the detailed Logic Model • Thematic analysis of qualitative data
2. To what degree are 30 Residents Recruited and trained annually? a. What are their demographics and what areas do they plan to teach? b. What recruitment efforts are working well and what are not?	• Program documents listed in Logic Model (Review) • PI's assessment of recruitment efforts (Interviews)	Annually Years 1-3	
3. How do Residents view the quality of the training provided to them, including classes, instructional coaching, Master teacher support, school-level mentoring, workshops, BT Summit, etc.? a.Which do they find of high quality, relevancy, and utility and why? What changes would they make and why?	• Annual resident survey (Surveys) • Workshop evaluation (survey) • Annual graduate survey (Surveys) • IHE Course Evaluation data (Review)	Ongoing All years	• General training ratings (means, percentages) • Class ratings of quality and utility (means, percentages) • Workshop evaluation ratings (means/percentages) • Thematic analysis of qualitative data • General training ratings (means, percentages)

4. To what degree do Residents believe the program has successfully supported their development as teachers, teacher leaders, and ability to support students' learning, utilize culturally relevant approaches, etc.? a. In what areas has it been most supportive? In what areas is more support needed?	● Residents' assessment of training (Surveys)	Annually All years	● Class ratings of quality and utility (means, percentages) ● Workshop evaluation ratings (means/percentages) ● Thematic analysis of qualitative data

Table 7. Summative Evaluation Plan

SUMMATIVE EVALUATION QUESTIONS	DATA SOURCES & ACTIVITIES	COLLECTION TIME PERIOD	ANALYSIS METHODS
1. To what extent are qualified participants recruited, selected, and retained in WS-TEACH, including what percentage of participants persisted during the 14-month period to complete initial licensure and a Master's degree? ***GPRA Measure 1: Certification***	● Documented record of recruitment activities conducted each year ● Spreadsheet or database of Residents recruited and selected including application and selection information ● Teacher Resident course performance data including course grades, key assessment outcomes (Appendix C: Logic Model), and Licensure Examination performance outcomes (edTPA & Praxis) ● WS-TEACH 360 Degree Candidate Evaluation Rubric, completed by WS/FCS mentor teacher, university supervisor, Executive Director, and Resident* ● Master's degrees conferred to participants ● Teacher Resident initial licensure attainment	Annually, Years 1 – 5	● #, type, and quality of activities conducted and follow up communications with prospective candidates ● Correlation between recruitment activities and # of enrolled Residents ● Total # of people recruited and enrolled ● % of candidates retained during coursework ● Mean cumulative GPA by cohort ● Mean score on key assessments by cohort ● Aggregated test scores ● Number of initial licensure applications submitted to NCDPI by cohort

			• % of participants who receive • initial license by cohort group
2. To what extent did the residency model prepare Residents to pass their licensure requirements and prepare them to perform as Teachers of Record in a high-need WS/FCS public school classroom? ***GPRA Measure 2: 1-Year Persistence***	• edTPA scores • Praxis scores • WS-TEACH 360 Degree Candidate Evaluation Rubric, completed by WS/FCS mentor teacher, university supervisor, Executive Director, and Resident • WS-TEACH 360 Degree In-Service Teacher Evaluation Form, completed by WS-TEACH Instructional Coach, WS/FCS mentor teacher (Y1&Y2 only), Executive Director, and WS-TEACH graduate.* • Annual Resident/graduate survey, including measure of sense of self-efficacy, assessment of quality of culturally relevant pedagogy, social emotional learning, and English Learner training, and support received from mentor teachers and Instructional Coaches (surveys/focus groups) • Annual Principal Survey	Semi-annually, Years 2 – 5	• edTPA scores (means, percentages) • Praxis scores (means, percentages) • Class ratings of quality and utility (means, percentages) • Residents/graduate survey evaluation data (means, percentages) • Teacher Evaluation Rubric ratings (means, percentages) • Frequencies and percentages (mean and standard deviations) of survey results • Thematic analysis of qualitative survey data
3. What percentage of new Teachers of Record have been retained in a high-need WS/FCS partner school for a minimum of three consecutive years after completion of the residency program? ***GPRA Measure 3: 1-Year Employment Retention GPRA***	• Employment placement data for new Teachers of Record • Teachers of Record employed after 1 year in a high-need WS/FCS school • Teachers of Record employed after 2 years in a high-need school. • Teachers of Record employed after 3 years in a high-need school	Annually, Years 1 – 5	• % of participants by cohort employed by LEAs as a Teacher of Record in a high need school: o after licensure attainment o in participant's second year of employment o in participant's third year of employment o in participant's fourth year of employment

Measure 4: 3-Year Employment Retention			
4. What was the quality of the induction services and the Professional Development Academy and to what extent did they influence the retention rates and teaching quality of these new teachers? ***GPRA Measure 5: Student Learning***	• Annual Principal Survey • Annual Resident/graduate survey, including measure of sense of self-efficacy, assessment of quality of culturally relevant pedagogy, social emotional learning, and English Learner training, and support received from mentor teachers and Instructional Coaches(surveys/focus groups) • Interviews with new Teachers of Record, school executives, state- supported mentors • Data from Evaluation Instruments for all Professional Development workshops	Annually, Years 2 – 5	• Frequencies and percentages (mean and standard deviations) of survey results • Content analysis of interview transcripts • Percentage of BTs participating in workshops • Workshop survey data
5. How do new Teachers of Record prepared by WS-TEACH compare to similar newly hired Teachers of Record in the district not prepared by this model relative to their performance outcomes and impact on K-12 student achievement?	• New Teachers of Record student benchmark EVAAS data compared to non-*WS-TEACH* Beginning Teacher (BT) Teachers of Record	Years 2 -5	• *t*-test and regression analyses will compare benchmark and EOG/EOC data between new Teachers of Record from *WS-TEACH* and non-*WS-TEACH* beginning teachers**

**Note The evaluator will work with principals, mentors, and other project personnel to develop or revise two observation rubrics (such as Horizon's Teacher Observation Rubric or the Reformed Teacher Observation Protocol) and walkthrough rubrics for use in observations and walkthroughs that reflect North Carolina teacher competencies and project goals Rubrics for pre-service Residents will differ slightly from the WS-TEACH In-Service Teacher Feedback measure.*

***Note Evaluators will use Propensity Score Matching (PSM) to match residency teachers with non-residency teachers in the same grades and subject for comparison purposes in a quasi-experimental design.*

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TQP Grant Proposal

WINSTON-SALEM STATE UNIVERSITY

IHE/HBCU

Applicant and Fiscal Agent Proposes:

WINSTON-SALEM TEACHERS FOR EQUITY, ACHIEVEMENT, COMMUNITY, & HUMANITY (WS-TEACH)

PROJECT NARRATIVE TABLE OF CONTENTS

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- Required TQP Application and General Program Requirements Checklist
- Required TQP Eligibility Checklists

Appendix B: Required Needs Assessment

Appendix C: Logic Model

Appendix D: Resumes of Key Personnel

- [redacted], Principal Investigator
- [redacted], Co-Principal Investigator
- [redacted], Co-Principal Investigator
- [redacted], Co-Principal Investigator
- [redacted], WSFCS Liaison
- [redacted], Project Evaluator

Appendix E: Letters of Support and Memorandum of Understanding

- Winston-Salem/Forsyth County Schools Letter of Support
- Winston-Salem State University Letter of Support
- Wake Forest University Academic Affairs Letter of Support
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Appendix H: Other documents

Appendix H1: Additional Narrative Tables

Appendix H2: Fall- Summer II Course Sequence

Appendix H3: WS-Teach Residency Timeline

Appendix H4: WS-Teach Promissory Agreement

Appendix I: Proprietary Information