

Bridging the Professional Development Gap. A Synergistic Model for Training, Supporting, and Retaining Highly Qualified Teachers, Pre-service to In-service.

**Wesley College Department of Education
Dover, Delaware**

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I. Project Significance & Purpose

The proposed project addresses all sub-criteria of Absolute Priority One with the exception of preparation in early childhood, and preparation for teaching in AP and high school baccalaureate programs. The project also addresses Competitive Preference Priority 1: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.

The purpose of the proposed project is to create a replicable, sustainable model for teacher preparation that bridges the professional development gap between pre-service teacher training and the teaching profession. The goal of the model is to significantly increase recruitment and retention of highly qualified pre-service teachers into local school districts with the aim of supporting them to become highly successful long term professionals who can promote student learning, particularly in Delaware's identified high needs areas.

The Wesley College department of Education will develop the Bridging the Professional Development Gap model in collaboration with personnel from our partner high needs LEAs (Local Educational Agencies) in order to:

- (1) Prepare teachers for the highest levels of competency in the state of Delaware's identified critical needs areas of STEM, early reading and math literacy, special education/RTI, standards-based pedagogy, and data-based decision-making.
- (2) Provide seamless entry for new teachers from preparation into the profession, ensuring that pre-service teacher training aligns with LEA goals, needs, practices and professional expectations, and collaborate with our LEA partners to establish a system of sustained support for new teachers that begins in the student teaching year and continues through the induction years.
- (3) Establish an IHE/LEA collaboration for recruitment of highly qualified minority students into teacher training programs, and subsequently into appropriate student teaching placements and teaching positions where they will positively impact K-12 student learning.
- (4) Create LEA-based learning communities where Wesley faculty can provide relevant professional development support for LEA teachers serving as clinical faculty, mentoring and evaluating our student teachers and our graduates who are new teachers.

The model of the project is intended to be shared and disseminated to build local capacity to provide, improve, and expand services to Delaware's K-12 students while preparing more teachers for teaching in high-need content areas. The significance of the proposed project is that the design insures that IHEs will collaborate with LEAs to meet their identified teaching needs using K-12 learning standards, teacher preparation standards, State of Delaware teacher performance metrics, and the state's induction and mentoring system. Meeting the needs of all stakeholders involved in preparation and support of teachers has the potential to create permanent significant change in Delaware's preparation, recruitment, induction, retention, and continuing professional development of teachers in the project's participating school districts, and beyond.

The Education Department of Wesley College is recognized by building principals in Kent and Sussex County, Delaware schools for its academic rigor and its success with training and placing well-prepared teachers in their schools. We have enjoyed close working relationships with local LEAs that have led to successful student teaching experiences which often result in immediate employment. Building on this success, and with changing performance

expectations for teacher preparation programs in mind, Wesley is poised to pursue further excellence in its programs through the auspices of a Teacher Quality Enhancement Grant to fund this “Bridging the Professional Gap” project. The proposed project will enable us to forge more integral collaborations with our high needs LEA partners to:

- 1) Realign our teacher preparation courses and clinical experiences to professional practices and expectations in high needs LEAs of the state of Delaware, especially in the areas of early reading and mathematics instruction, literacy across the content areas, RTI, STEM, and data-based decision making, thus producing more teachers who can successfully meet learner needs and school performance expectations in these LEAs.
- 2) Restructure our student teaching experiences and extend our support, in collaboration with the hiring district, to the induction years in order to provide seamless connections between the expectations for performance during our pre-service teachers’ preparation programs and expectations for performance in the workplace, thus increasing the chances of success during the induction year and beyond, and creating teachers who can positively impact student learning in high needs areas in Delaware.
- 3) Recruit and retain academically qualified minority pre-service teachers and place them in schools where there is support and the potential for them to be successful and highly effective; and
- 4) Recruit and train highly academically qualified STEM graduates into a 5th year Master of Arts in Teaching Residency program in collaboration with the faculty and students in the Wesley College department of Arts and Sciences Delaware InBRE and EPSCoR Undergraduate Research programs.

II. **Project Design**

A. **Background**

Wesley College is located in the historic district of Dover Delaware. This private baccalaureate minority-serving institution (MSI) is fully accredited through the Middle States Commission on Higher Education. In fall 2013 the total fulltime enrollment was 1,448 of which 96% were pursuing a baccalaureate degree and 4% were pursuing a master’s degree. Of this student population, minorities comprise 55% (45% Caucasian, 41% African-American, 5% Hispanic, 1% Asian, and 8% other). More than 40% of students are the first in their families to attend college. The 2013-2014 annual tuition and fees for a full-time Wesley undergraduate student was \$23,540. That year \$14.7 million dollars in financial aid was awarded. Ninety-seven percent of enrolled students receive some type of financial aid. The College offers 24 bachelor’s degrees, two associate’s degrees, and four master's degrees. The College employs 72 full-time faculty, 83 part-time faculty, and 128 staff members. The student to faculty ratio is 17 to 1.

In the average incoming class at Wesley College more than 40% of the population is comprised of first generation college students. First generation college students have lower academic persistence rates and degree attainment rates than their peers with parents who have college degrees (Garriott et al., 2013). In September 2013, the Wesley College freshman-to-sophomore retention rate from 2012 to 2013 was 54%. This is in line with the 2012 ACT Institutional Data File of a 53.6% freshman to sophomore retention rate for Wesley College peer institutions.

Table 1: Ethnicity of the Wesley College student body (Academic Year 2013-14)

| | Percent in total enrollment | Percent in Education Licensure Programs |
|-------------------------------|------------------------------------|--|
| African-American/Black | 42% | 3% |
| Hispanic | 10% | 1% |
| White | 45% | 95.5% |
| Native American | - | 0.1% |
| Asian | 1% | 0% |
| Other (mixed heritage) | 2% | 0.4% |

Approximately 50% of the students in the Education major are Pell-Grant eligible.

Wesley’s Teacher Education Programs Are nationally accredited by NCATE and will seek CAEP accreditation in fall, 2016. The Department houses all teacher preparation programs of the College under a single governance structure. The Department offers three teacher licensure programs, the B.S. in ED K-8 (with a dual certification in Special Education or content area in middle school), the B.S. in Physical Education K-12; and the Master of Arts in Teaching, a post-baccalaureate licensure program. The ED K-8 program is currently the only licensure program in the Education Department requiring a full year of student teaching.

In addition to its licensure programs the Department houses an advanced preparation program for certified teachers, the Master of Arts in Education (MA. Ed.). The goal of MA.Ed is to build capacity among educators for reflective practice grounded in action research. The MA.Ed requires design, implementation, and defense of a Master’s thesis. Many of Wesley’s MA.Ed. graduates have remained in Delaware to become instructional leaders and effective administrators. Beginning in the fall of 2014 the MA.Ed. will be offered online in order to attract more professionals to the program, so enabling our faculty to work more closely online with our clinical faculty, who we hope to train using our graduate courses in part.

Wesley’s initial licensure programs are nationally recognized by ACEI and AMLE (ED. K-8) and NASPE (PE K-12). The MA.Ed. advanced preparation degree for teachers is approved by the Delaware Department of Education, and is accredited by NCATE as part of the teacher education department.

For our Fall 2016 CAEP self- study, the Department has chosen to focus on CAEP Standard #2, Clinical Partnerships. Funding from the Teacher Quality Partnership Grant will enable Wesley to create, implement, and evaluate sustainable partnerships with our current partner LEAs that will bridge the professional gap between training and practice. Central to this purpose will be:

- the hiring and training of on-site clinical faculty who serve as our long-term cooperating teachers, and supporting them in further professional growth;
- re-designing our pre-service teacher curriculum to purposefully include longitudinal training in data-driven decision making, teaching literacy across the content areas (Core Curriculum State Standards), and instructional strategies for diverse and special needs learners;
- merging our student teaching assessments with those of the district and state of Delaware in order to provide a seamless transition into the profession;
- instituting a full year of student teaching in all initial licensure programs to provide an extended mentoring experience for the pre-service teacher from both the College and the LEA;

- collaborating with LEAs to recruit, identify, and support student teachers who will be best suited for work in their high needs areas, including STEM programs.

The first year of Teacher Quality Partnership grant funding will be used to design, implement and evaluate a collaborative professional development model, engaging in the activities described above.

In the second funding year we plan to extend our partnerships into a rural LEA (Laurel, Delaware) as well as increase our partnerships with STEM programs throughout the state, and to include Delaware State University as a partner in testing the Bridging the Gap Model. Successive funding years will include transitioning to local funding sources of the partners to sustain the collaborative model and to establish laboratory schools where the Bridging the Gap Model can be continually modified and refined, with the ultimate goal of creating a systemic induction system that promotes effective teaching for all of Delaware's students.

Constructivist & Standards-Based Roots of Wesley's Education Programs

The stated goal of Wesley's education department is to "prepare teacher candidates to function as knowledgeable, self-directed, caring, and confident professionals who are able to act as change agents for educational reform throughout their career." A change agent, as we define it, is a professional who can change the meaning of experience for his/her students, empowering them to become self-directed learners and one who can contribute to the promotion of professional learning community that reflect authentic constructivist practice. Wesley education faculty are well positioned to provide practicing teachers in our partner LEAs with standards-based instructional strategies and practice-based research skills that promote the pedagogical paradigms in the Common Core State Standards. Our candidates have been using these standards in design of instruction since they were in draft form; and are familiar with the content and skills K-12 students should acquire according to these standards.

The Wesley College department of education strives to realize its goal by following the tenets of its conceptual framework. Under the social constructivist paradigm as we enact and teach it, our pre-service teachers actively construct knowledge as part of a learning community. They engage in critical discourse and use the skills of inquiry to construct and communicate valid personal meaning of concepts, principles, theories, and themes in the knowledge areas of content, pedagogy, and pedagogical content knowledge. (Wesley College conceptual framework document, published at www.wesley.edu/teach.)

Wesley College Education Department Outcomes and Measures of Candidate Performance Target Recognized Needs for Teacher Preparation

The education department ensures that all programs use the conceptual framework in program design, implementation, and measurement of candidate performance. Programs show evidence that their courses promote the development of one or more of the defined conceptual framework proficiencies in their candidates, covering and measuring all proficiencies at multiple points in the program.

Five learner outcomes link the knowledge, skills, and dispositional elements defined in our conceptual framework to pre-service teacher performance. Pre-service teachers are expected to demonstrate continual growth in:

1. Content knowledge and life-long learning strategies for independent knowledge construction.

2. Pedagogical knowledge, including self- knowledge and knowledge of how children, youth, and others learn.
3. Pedagogical Content Knowledge through planning, delivering, differentiating, and assessing instruction in ways which align to social constructivist practice and specific K-12 content standards.
4. Scholarly Competencies of critical thinking, reflection, technological literacy, and communication through multiple texts.
5. Professional dispositions of persistence, tolerance for ambiguity, work ethic, and self-directed learning - as learners first and then as teachers who consistently demonstrate these professional qualities in multiple professional contexts and settings.

With their current LEA partner schools, department faculty developed, with their common performance rubrics that measure candidate proficiencies defined in the conceptual framework. Rubrics are used to evaluate key assessments formatively in courses, and summatively at progression gates across the department's programs. Programs show evidence that: a) common rubrics are used throughout the program to measure candidate growth on the department's 5 learner outcomes; b) performance data is used to evaluate program effectiveness, and as a basis for decision-making.

Because Wesley has collaborative relationships with its LEA partners, most of whom are classified as high needs, and because Wesley currently prepares its teachers for reform-based practice grounded in constructivist paradigms of teaching and learning; and because our student teachers are highly regarded and sought after in local school districts, we believe that our program is poised to build greater local capacity that will serve the needs of our high needs LEA's, both rural and urban.

An additional strength that Wesley brings to this project is that we are small, but a greater percentage of our teacher graduates stay in the same school in which they were hired, and a higher percentage of our graduates stay in Delaware to teach.

Our faculty has always provided sustained training and support to our candidates, both in our classrooms, and in clinical placements. Our faculty has stayed current with the Common Core State Standards, and is very familiar with the INTASC standards' learning progressions, since we have based our performance indicators on them. We also have developed an extensive and comprehensive assessment system that includes stakeholder input. Our assessment system has functioned for the past seven years to inform us of the quality of our pre-service teachers' performance through student teaching and program completion.

Wesley's Comprehensive Assessment System monitors the quality of our Teacher Preparation programs

For seven years the Wesley College Department of Education has collected a wide spectrum of data from stakeholders in its learning communities. Collected data are regularly aggregated, shared, and utilized to evaluate the Education Department's success in realizing its mission of creating knowledgeable, caring professionals capable of acting as change agents for their students and for the learning community in which they work. Data collected on candidate performance and at program progression gates measure the knowledge, skills, and dispositions of the Education Department's candidates. These data are used by the Education Department, along with other inputs, to evaluate operations of the Education Department and its programs in pursuit of its goals for preparation of its candidates as specified in the Conceptual Framework.

Tk20 was adopted as the Education Department's electronic data management system in 2008, and all Education Department assessment data on candidate performance and Education Department operations is collected in Tk20. The Education Department's assessment system operates in accordance with the policies, procedures and timelines set forth in the annually published Education Department Assessment System Manual.

Education Department faculty review all data reports on a semi-annual or annual schedule, depending upon the report, and uses these data as a basis for making changes in its programs or department.

Updated performance data reports from 2011- 2013 may be found on the Education Department's website at www.wesley.edu/teach under the "performance data" link.

Since 2001 our faculty has collaborated with our LEA partners to develop, refine, and actualize our conceptual framework's definitions for knowledge, skills, and habits of mind, drawing on research and theory in the literature and on our growing body of practical knowledge. As versions of the framework have emerged, the articulation of our constructivist vision in the document has been strengthened, and our commitment to the social constructivist paradigm has become more overtly taught and directly assessed in our programs.

This cohesive monitoring has paid off for the Wesley-prepared pre-service teacher. They are consistently highly ranked by their cooperating teacher in the areas of planning, delivery, assessment and professional qualities, and are preferentially hired by many local school districts where they served as student teachers. After they are hired, however, we have no means of further supporting our graduates, and few resources for assessing their impact on student learning. Currently we are dependent upon the State of Delaware to provide us with data, and they were not able to do so until publication of the 2013 Teacher Education "report card" Appendix J. This report is a preliminary draft of what will become an annual report refined by the Department of Education as they work data sources and analytics continue to be refined toward a valid data analysis of the teacher preparation indicators and performance measures. Thus the metrics reported on this document are only a draft.

Wesley's Program Strengths and Recent Initiatives

- Courses have historically incorporated a variety of practicum experiences throughout the programs (Appendix H, Attachment #1. Field Experience Grid, Wesley College Department of Education)
- For the past 5 years the EDK-8 program has required its candidates to complete one year of student teaching.
- Culminating seminar during student teaching requires 2 products: Final instructional plan with assessment of student learning and reflection on practice (Appendix H, attachment #2) and action research during the student teaching placement (Reflection rubric for student teaching research, Appendix H, attachment #3).
- 7 years of pre-service teacher performance data using the department's rubrics from practicum and student teaching placements.
- Rubrics collaboratively designed by LEA partners and college supervisors for student teaching
- Required analysis of video-taped teaching in numerous courses throughout the programs to build capacity for analysis as a basis for data-driven decision making and reflection.

- Reflection is well defined and articulated and is a unifying, progressively measured thread across the programs (see definition in conceptual framework at www.wesley.edu/teach)
- Addition of Special Education dual certification track in 2013-14 academic year for ED K-8
- Common Core State Standards and NGSS, NASPE standards used as a basis for teaching our pre-service teachers curriculum design across the programs
- A positive working relationship with current clinical partners in local school districts
- Well defined and successful professional development models which education faculty have used with the Campus Community Charter School since 1999 when our department founded the school on campus. We engage in ongoing collaboration with the CCS teachers to support them in writing standards-based curriculum, data-based decision-making, classroom-based assessment, early mathematics and literacy learning, constructivist-based teaching and learning, and RTI, and we are well prepared to disseminate this model of effective professional development to other schools and districts.
- An understanding of the needs of Delaware's at risk student populations grew from our 10 year experience with programming in our on-campus Boys and Girls Club. These experiences helped to shape the diverse learner threads of our teacher preparation programs.

B. Project Rationale

How the Project will meet the sub-criteria of Absolute Priority ONE. Partnership Grants for the Preparation of Teachers: Creating Effective Practitioners

A major strength of the Wesley College Education Department is the use of a constructivist educational paradigm in undergraduate teacher preparation. A weakness is a lack of continuity between what candidates learn in the college program and what they encounter in the school setting. Redesigning the teacher education curriculum to include the clinical faculty earlier in teacher education, using Wesley College Education faculty as a coach to the clinical faculty when they are working with student teachers, and continuing to coach our graduate during their first three years of teaching, along with an emphasis on teaching teacher candidates and clinical faculty to use data analysis and student performance data to drive instructional planning and assessment, is expected to remove that weakness and bridge the professional development gap.

The training and professional development services to be provided by the project will begin at admission to the College continue through admission to the teacher education program, coursework, field placements, student teaching, graduation, induction into professional practice and through the third/fifth year of professional practice. Freshmen who express an interest in teacher certification will enroll in the Education Department freshman seminar and immediately begin developing attitudes and behaviors conducive to effective teaching. As they progress through their undergraduate curriculum they will develop strong content and pedagogical knowledge following the constructivist instruction model. They will have experiences in field placements in high-need schools each year, taking on larger teaching responsibilities as they progress. During this time they will receive academic support tailored to the teacher certification

program and their content area(s), and attend special topic seminars with Wesley College and school district clinical faculty. During their final year teacher candidates will attend a year-long student teaching experience with clinical faculty in a LEA school district. As much as possible, teacher candidates will be placed in the school district in which they hope to begin teaching once certified. During their student teaching year they will participate in induction seminars with College and clinical faculty. This will continue during the first three years of their teaching and will employ the standards DPAS-II and a version of the established Comprehensive Induction System, tailored to more efficiently meet the needs of minority and first-generation teachers.

Wesley's reputation for rigor, excellence, and vision in teacher preparation gives it stature in the local school districts. We are a small but engaged and professionally active department of seven full-time faculty, an Assessment System Manager, and a Field Placement Coordinator. We have a close working relationship that is collaborative, and we are philosophically aligned to the constructivist paradigm of learning and teaching. Our close working relationship enables us to create, test, and change anything "on the fly" in response to our candidates' needs or to the needs of a school or district. Yet we are all scholars in our area of pedagogy, and strive to remain current in our reading, presenting, and publishing of practice-based research.

In addition, Wesley's Department of Education faculty has had many years of experience and success with educational innovation. Wesley was the first IHE in the state to offer a dual enrollment program to high school seniors. We were among the first in the nation to have an on-campus charter school and an on-campus Boys and Girls Club; we created the first Master of Arts in Teaching program and funded a full year residency program in our partner charter high school. We have developed efficient and effective models for professional development of teachers that promote teachers' professional growth in areas identified as teacher needs in the state (Appendix A. Delaware's High Need LEA and Schools). Wesley's education faculty hold doctorates in their specialty areas of special education, science and mathematics education, middle school language arts education, curriculum and instruction, and physical education. Wesley's full-time education faculty teach 98% of undergraduate and 100% of graduate courses in our programs to insure coherency in the preparation programs.

Our innovative and philosophical stance for teacher preparation, our understanding of the tenets of the Common Core educational reform, our reputation for excellence in the local school districts and our willingness to be the first to try something different in our state make us well suited to take the next step to make an even greater impact on teaching and learning in the state of Delaware. Because we already have and operate from a well-grounded conceptual framework which is aligned to national standards, and our fully developed assessment system which measures our programs' effectiveness, we are well positioned to pursue further excellence in our teacher preparation programs, and tackle some persistent barriers to the success of our candidates as they enter the teaching profession. We explain these below. They are the basis of our project design.

Identified Need #1: Recruitment and retention of academically ready minority students Meets Absolute Priority One 8f; and Competitive Preference Priority One. Promoting STEM Education.

On the 2013 Delaware report card published by the Delaware Department of Education Wesley scored higher than all other IHE's in the state for percent of first year teachers returning

to a high needs school at the end of the first year. The quality of preparation we provide, especially in literacy and diversity have, we feel contributed to this limited success. However, given the number of minorities our college serves, the Education department believes it could and should do better in recruiting and retaining minorities in the major. Research tells us these are the teachers best suited to teach in Delaware's high needs schools (Hill-Brisbane & Easley-Mosby, 2006).

While all of our graduates are designated as "highly qualified" by the state of Delaware (grade point average of 3.00 or higher, passed all Praxis tests), the program attrition rate between freshman and final year is 85-90% and among minority students the drop-out rate exceeds 95%. Reasons for this are the lack of academic preparation and nonacademic cultural backgrounds. We are losing the students most likely to be the best cultural fit and ethnic role models for students in high needs LEA's. Research suggests that they require specific support services which have been lacking (Tough, 2014) but which will be developed internally with funding from this grant.

The freshman-to sophomore retention rate among education majors is approximately the same as that of the College. However, the retention rate to program completion in the education major is only slightly higher than 10%, with the program drop-out rate of minority education majors approaching 97%. In the previous academic year one minority pre-service teacher completed the MAT program, and one minority pre-service teacher completed the ED K-8 program. The demographic data shown in Table 1 speaks to one of the goals in the Teacher Quality Partnership Grant, to increase enrollment of minorities in the Wesley College education programs, through targeted recruitment of academically qualified minorities and an intensive support program that will improve success and persistence to program completion of minority pre-service teachers.

One reason that Wesley's Education programs lose so many students is because of the academic rigor of its programs. As described above, Wesley recruits many students of color, the majority of whom are first generation college students. Though these students have academic promise, they are challenged to persist due to many factors (Tough, 2014). Yet research on teacher and student success in high needs schools, such as those in Delaware shows that teachers with ethnic and cultural backgrounds similar to those of K-12 students in high needs LEAs are most likely to impact learning and to remain in a high needs school long term (Hill-Brisbane & Easley-Mosby, 2006).

Funds from the Teacher Quality Partnership grant will be used in a three-point recruitment and retention plan : 1- Partner with LEA's to identify academically qualified potential minority STEM or Education majors and offer them opportunities for dual enrollment in their senior year of high school; 2- Recruit STEM majors at Wesley College into a 5th year MAT residency program; 3- Develop and implement targeted recruitment mechanisms and support systems for minority education majors.

Identified Need #2: Improve our exchange of knowledge with the LEA's where our candidates student teach. Meets Absolute Priority One. # 3.; #4. #5 and (c).

The philosophical foundation of our programs, our conceptual framework and methodologies for teacher preparation are closely aligned to those stated in the Common Core State Standards, the INTASC standards for new teachers, and the National Board Standards for

practicing teachers. We will use funding from the Teacher Quality Enhancement grant to bring our understanding of the current reform – its paradigms for learning and teaching, and its instructional strategies, more overtly into the local school systems where our student teachers are placed.

We were the first in the state to require a full year of student teaching in the K-8 program. We saw this greatly benefit our elementary and middle school candidates in terms of their ability to manage a classroom in a day-to-day manner. However, we need greater input into the context of student teaching for our candidates, and we need teachers in the field who are well prepared and highly qualified (CAEP criteria) so that they can give our student teachers the support they will need to practice the skills we have taught them in the context of their placement.

While our student teachers get hired by school districts following graduation, when they are placed with cooperating teachers within a district for student teaching, they are often assigned to teachers or to schools with opposite philosophies and methodologies than those we have taught them. During their student teaching experience our student teachers begin to model practices observed in their cooperating teachers' classrooms which are not necessarily constructivist, earning high ratings from their cooperating teachers and field supervisors, but progressively lower ratings from their college supervisor and the Education faculty who evaluate their final curriculum product. With these grant funds we will work with PEAs to identify potential cooperating teachers to become clinical faculty who are more closely aligned to constructivist teaching for the mutual benefit of teacher candidates and the LEAs.

While our pre-service teachers are highly rated in performance by their cooperating teachers, the recently published state teacher report card for teachers from Wesley teaching between 1-5 years in Delaware reported that only 17% of that population scored an "exceptional" on the student progress component of the DPASS II (Delaware Professional Assessment System for teachers). While these numbers are not particularly accurate, given that this was a test run of the metrics used by the state, and they do not align to our internally maintained records, in the very near future our programs will be accountable by law to this metric for our graduates. With greater input into the quality of our student teacher experience, we believe that our teachers will be more likely to achieve improved scores on these state metrics for student learning, as they show us they can do in our internal assessments of these skills.

Funds from the Teacher Quality Enhancement grant will be used to develop, train, and retain long term, a dedicated cadre of cooperating teachers among high needs LEA's or other schools with whom we work to provide teachers in the field with our support for change as they provide support for our student teachers. As part of this collaboration, our performance assessment metrics will be merged with those mandated by the State of Delaware (Student performance scores, DPASS II scores and rubrics of the Delaware Comprehensive Induction System-Appendix H, Attachment #5) and shared with undergraduates so our student teachers will know the relationship between our metrics and those that will be used in their practice.

Identified Need #3. Sustained support from Wesley in partnership with the hiring LEA during our graduates' induction years. Meets Absolute Priority One. #4;#6;#8.

In 2013 the state of Delaware published its first ever "report card" for teacher education programs. The data was taken from multiple non-aligned records sources, and are therefore not completely aligned to our numbers. However, several metrics reported for teachers trained at Wesley over the past 5 years on this "report card" have informed us, such as the one referenced

in Identified Need #2 above. While this report card also shows that a higher percentage of our graduates tend to stay in the same school from year to year (persistence), we believe that by working with our partner LEAs to provide further support and training for our graduates during their induction years we will improve this metric.

Cohesive longitudinal monitoring of pre-service teacher performance during the Wesley teacher preparation program and through student teaching has paid off for the Wesley-prepared pre-service teacher. They are consistently highly ranked by their cooperating teacher in the areas of planning, delivery, assessment and professional qualities, and are preferentially hired by many local school districts where they served as student teachers.

Funding from the Teacher Quality Partnership grant for the “Bridging the Professional Gap” project will be used in part to develop a system whereby we follow our graduates into their first two years of teaching to provide them with support that is consistent will enhance their participation in the State’s mentoring program and improve their impact on student learning scores.

C. Research in which Project is Grounded

Teacher recruitment and retention has been studied for decades. Studies in recent decades have shown characteristics of teacher preparation programs and teaching situations which contribute to the success or failure to retain novice teachers and to make them effective practitioners. The two points of recruitment and retention, and creating effective practitioners, form the basis for our project design.

Teacher Recruitment and Retention

Perrachione, Rosser and Petersen (2008) identified personal teaching efficacy, working with students, and job satisfaction as three intrinsic motivators which significantly influence satisfaction and retention. The two extrinsic motivators of low salary and role overload did not have any effect. This is similar to the school-based factors of poor administrative leadership, lack of collaboration, inadequate discipline, and general dissatisfaction with job description and responsibilities which were cited as the primary reasons given by 18% of the *Teach for America* teachers who left teaching after two years (Donaldson, Johnson, 2011). Part of the job dissatisfaction variable was affected by how closely the teaching assignment matched the teacher’s qualifications. Those who taught in their major field of study were more likely to teach longer. For example, 76.2% of math teachers with a math major taught more than two years, compared to 60% of math teachers without a math major. Fifty percent of math teachers without a math major left teaching within 2.51 years. Those with a math major left within 4.08 years (Donaldson, Johnson, 2011). Overall, fewer than 25% of TFA teachers stayed in their initial low-income school for more than 3 years. This revolving door transfer of teachers from schools that most need skilled, experienced teachers remains a serious problem. Teachers who initially had longer-term plans for teaching, especially those who had taken education courses in college, had higher retention rates. This seems to suggest that new teachers benefit from having more pre-service preparation than fast-track programs usually provide. The TFA teachers who remained in teaching but changed schools did so due to working conditions at the initial school. This suggests that if these schools are to succeed in serving their students they need to become places where teachers can thrive and choose to stay (Donaldson, Johnson, 2011).

Since it began in 1990, results have shown that about 44% of TFA graduates remain in their initial placements in what are often high-poverty schools for a third year. About 60%

remain teaching for a 3rd year. Within 5 years only 15% remained in their original placements. To combat these low retention rates, in their 2015 class TFA plans to institute a year of preparation in learning theory, “cultural competency” work, and practical, hands-on classroom experience rather than the 5-week institute on teaching they have had. A second change beginning this summer is that TFA will offer support for alumni in their 3rd through their 5th year of teaching (Sawchuk, 2014).

Lavay, Henderson, French and Guthrie (2012) examined teacher retention in Europe and cited the ability to manage behavior and motivate students as a major challenge for teachers and primary reason why novice teachers leave the profession prematurely. More than 1/3 of all new teachers resign within 3 years due to this perceived incapacity and their resultant frustration. Rate of teacher attrition globally in first 3 years varies: 40% in UK, less than 5% in Germany, and negligible in France. It is common for education majors to graduate with content area knowledge and skills but many do not develop the ability to manage problematic student behaviors. After examining teacher retention in the U.S., Hentges (2012) concluded that in order to address the frustrations of the job, intentional and systematic support is needed to increase the likelihood that novice teachers remain in the profession.

The number of minority students in school population today is 40% and rising. These students continue to achieve well below white students in most subject areas and at virtually all grade levels. Many in this population are enrolled in urban or rural high-poverty schools with a shortage of qualified teachers, and a shortage of teachers with the same cultural background (SES, ethnicity, parents attended college, college readiness, reading level, career expectations) as their students. The challenge of recruiting and retaining academically and pedagogically talented teachers for low-performing schools; and who share some cultural traits with the students they teach, is a challenge being addressed by this program proposal. Characteristics of teachers who are most likely to stay in poor, urban districts have been shown to include a strong content knowledge base, an ability to construct and teach lessons in multiple ways, and a commitment to students, parents and the community in which they teach (Hill & Gillette, 2005). This proposal is to broaden our recruitment of teacher candidates to intentionally target those attending high school in rural and urban schools and rigorously train them for careers in schools similar to those they attended.

Similar to other teacher preparation programs around the country, Wesley College has lower enrollment numbers of minority students than represented in the larger college population. Teacher candidates who have graduated from high-need schools and entered the program with a desire to become a teacher often possess “adversity indicators” identified by Dr. David Laude of UT Austin, who turned around drop-out rates there. Four indicators are low SAT scores, low family income, lower class rank, and less-educated parents. These students are impacted by self-doubt regarding whether they belong in their new institution and about their ability to succeed there. The retention strategies developed by UT Austin to retain such at-risk students will be utilized in the proposed program in order to increase the cultural competency of underprepared teacher candidates (Tough, 2014). To build program sustainability we will recruit potential undergrads from our LEAs. We will employ recruitment and retention strategies such as

- Working with student teachers, mentors, high school counselors and the Future Educators of America clubs in the high schools to identify prospective students
- Sending a personal letter to students with junior standing in high school who have qualifying SAT scores and meeting with them in the high school to discuss applying to the program

- Putting together a financial aid package which includes testing fees rolled into tuition to decrease the burden on individual families outside of financial aid
- Waiving application fees for underrepresented genders and ethnicities to recruit into STEM teacher education
- Encouraging dual enrollment during the last year of high school
- Using clinical faculty in the high schools to teach the dual enrollment courses
- Informing students of the CLEP tests to help them progress through their undergraduate core curriculum more efficiently
- Informing high school students of ACT (26) and SAT (540) scores which will exempt them from Praxis 1
- Encouraging students to take Praxis 1 during their senior year of high school

D. Project Description

The proposed project addresses all but two of the sub-criteria of Absolute Priority One and the Competitive Preference Priority for STEM Education. The project abstract summarizes the project's responses to Absolute Priority One and the STEM CPP.

As stated in a previous section, the purpose of the proposed project is to create a replicable, sustainable model for teacher preparation that bridges the professional development gap between pre-service teacher training and the teaching profession. The goal of the model is to significantly increase recruitment and retention of highly qualified pre-service teachers into local school districts by supporting them through the activities of the model. The desired result of such support is to increase the likelihood that more teachers become highly successful long term professionals who can promote student learning, particularly in Delaware's identified high needs areas. Such a result will require a greater depth of collaboration between teacher preparation programs and the LEAs where teacher candidates are placed; and that is purpose of this project.

To begin our project design, outcomes were written to operationalize the stated purpose and desired result of the project. Outputs, activities, resources, action goals and outcome metrics were backward-mapped from outcomes to create a logic model that connects all outcomes to an interdependent set of action elements and two action goals, which are found at the top of the model (Appendix I).

Action Goal One is to ensure preparation of highly qualified teachers for professional readiness in the diverse school settings of our local LEA partners. Action Goal One falls primarily within the purview of the Wesley Department of Education, but will require input from our LEA high needs partners. Action Goal Two is to create a collaborative IHE/LEA model that successfully bridges the divide between teacher preparation and teacher induction. Such a model will meet LEA goals to recruit and retain highly qualified teachers, including minorities, who have the potential to be successful in these districts and to positively impact student learning, especially in high need areas.

Our logic model is color-coded to reflect the three distinct but inter-related sets of project initiatives. Resources, activities, outputs, outcomes and metrics that will result in changes for Wesley's teacher preparation programs are yellow and found on the right side of the model under Action Goal One. Resources, activities, outputs, outcomes, and metrics that will result in systemic changes that impact both Wesley and the LEAs are white and located in the middle of the model under Goal Interface Areas. Collaborative LEA /IHE resources, activities, outputs, outcomes, and metrics that will result in changes primarily impacting the LEA have blue boxes and are on the left side of the model under Action Goal Two.

Boxes describing activities, outputs, and outcomes for which Teacher Quality Enhancement Partnership funds are requested are marked with a red \$ symbol, and are explained here and in the budget section of the proposal. The management plan gives details of responsibilities and timelines for the activities described in this section.

Action Goal One: Ensure preparation of highly qualified teachers for professional readiness in the diverse school settings of our local LEA partners. Meets Absolute Priority One.

The resources identified as necessary for Wesley to evaluate its existing programs to insure that our candidates continue to be professionally ready to meet LEA needs are listed on the first level on the right side of the logic model in the yellow boxes. Resources internal to the department include programs of study and course syllabi; the existing conceptual framework and its outcomes; departmental and program rubrics; and current and past years of student performance and candidate profile data which tells us who succeeds in our programs, who does not, and the reasons why. Resources external to the department include the most recent CAEP and SPA standards, The Common Core State Standards, the Next Generation Science Standards, the INTASC standards learning progressions which are the criteria for CAEP standard one and the Delaware Professional Teaching Standards; and the 2013 Delaware teacher preparation program “report card”.

Action Goal One outputs and outcomes are those intended to come from activities of the Education faculty using the designated resources. Activities include developing systemic recruitment strategies that targeting academically qualified minorities, including first generation college students; cross-walking the current programs of study in the department, candidate performance data, and rubrics against all external standards; and collaborating with STEM faculty to develop an undergraduate STEM curriculum that is aligned to the Common Core State Standards and the Next Generation Science Standards.

The outputs, outcomes, and metrics under Action Goal One were those identified for Wesley’s teacher preparation programs based on the needs statements (see Project Rationale) developed by the Department in the 2013-14 academic year.

The needs statements came from the CAEP coordinator’s preliminary data analysis of candidate profiles; a crosswalk of program outcomes and curricula against CAEP and INTASC standards; comparison of our candidate performance data with the 2013 Delaware Department of Education “report card” for teacher preparation programs; and preliminary discussions with the Capital School District administration about areas of high need in their district.

Additionally discussions began between the mathematics and science educator and Wesley STEM faculty regarding targeted recruitment of STEM majors into our existing MAT program, and possible funding options for highly qualified candidates in a teaching residency year. Currently the MAT degree program requires a single semester of student teaching, but the department is aware that a full year of residency/student teaching is a better method for preparation of professionally ready teachers, and is working to institute a full student teaching year into the program. To make the program more accessible to highly qualified teachers, however, funding must be available to offset employment revenue that will be lost for adults changing careers, or recent graduates beginning a career, as in the case of our STEM-prepared undergraduates.

These 2013-14 analyses and discussions resulted in three statements of need for Wesley's programs that should be addressed to ensure Wesley continues to prepare professionally ready teachers, especially in Delaware's identified high needs areas of early reading and mathematics literacy, special education/RTI, STEM, standards-based pedagogical practices, and preparation of highly qualified minority teachers. In the 2014-15 academic year, faculty meetings and partnership LEA meetings will result in re-design of the teacher education program (Output #2 on the model for Goal one). This more inclusive activity may result in additional outputs and outcomes being added to the Wesley side of the model at the conclusion of Project Year One.

How Outcomes of Action Goal One will be Achieved and Measured

Desired Outcome One:

Wesley College will recruit and retain increasingly greater numbers of academically qualified minority teacher candidates, including first generation college students.

Measured by:

- Annual increases in the number of highly qualified minority pre-service teachers graduating from Wesley's teacher preparation programs (undergraduate and MAT).

Achieved by:

- Designing a sustainable system of targeted recruitment of minorities from the Wesley undergraduate population (Goal One activity), and from high school students in our partner high needs LEAs (Goal Interface activity) into the Education department;
- Development and implementation of a departmentally-run support system for at-risk education majors that will promote persistence and successful program completion (Goal One Output)

Wesley is a federally designated minority serving institution (MSI), with 44% of its undergraduate and graduate population comprised of minorities. Currently less than 2% of Wesley's minority population completes the education degree programs even though 20-35% of freshmen entering the education major are minorities. Lack of academic preparedness and college readiness are some well-known reasons for non-persistence of minorities in college. The academic rigor and immediate demands for self-direction placed on education majors in the Wesley programs result in a year-to year attrition rate of 80% for all entering freshmen, and approaches 95% for minority candidates and other non-minority candidates who are first generation college students. Those minority and first generation candidates who successfully complete our programs are designated "highly qualified" by the state of Delaware, and close to 100% of them find employment within their first year of graduation. While some are employed in local LEAs, many find work out of state because there is not conscious effort to recruit them into local districts where their skills are very much needed, particularly in high needs areas. The activities and outputs of Action Goal One are meant to address Wesley's need to recruit more academically qualified minorities into its programs and provide the support research and our own experiences tell us in needed to retain them.

Desired Outcome Two:

To bridge the professional development gap between teacher preparation and induction in a year-long student teaching experience.

Measured by:

- Increased student teaching scores on IHE/LEA jointly designed rubrics that measure candidate performance in the professional setting for: early reading and mathematics literacy, special education/RTI strategies, data-driven instructional decision-making, and promoting literacy across the content areas.
- 80% or greater of our candidates scoring at or above the “proficient” level on an externally evaluated professional portfolio (EdTPA or PPat) at program completion.
- Improved DPASS II Component V scores of our graduates during their induction years regarding impact on student learning progress.
- Success and persistence of our graduates in high needs LEA partner schools during the induction years.

Achieved by:

Collaborative work between the Education teacher preparation faculty and our LEA partners to:

- Integrate LEA induction activities with IHE performance rubrics used in student teaching.
- Redesign initial preparation programs to incorporate IHE/LEA -blended performance evaluations throughout the teacher preparation programs.
- Realign initial preparation programs to target preparation for high needs areas for student success in the state of Delaware: early reading and mathematics literacy; special education/RTI practices; standards-aligned pedagogical practices; data-based instructional decision-making

Student teaching performance rubrics used in the Wesley teacher preparation programs have consistently shown high ratings from cooperating teachers and college supervisors. The academic rigor and strong pre-student teaching clinical components of our programs produce student teachers with strong instructional management skills. While our cooperating teachers rate our student teachers highly in these areas, department faculty are responsible for evaluating our student teachers’ final two-part student teaching exit portfolio. This consists of a Wesley Instructional Plan and an action research paper. Both products demonstrate our candidates’ ability to plan content-rich, standards-aligned instructional units, deliver their unit during their solo weeks of student teaching, collect and interpret formative and summative assessment data from their students, and reflect on the outcomes of their teaching and their action research as a basis for setting goals for themselves as beginning professionals (WIP and action research documents (attachment #3)). Scores on these portfolios are often lower than those these same candidates earned in coursework prior to student teaching. We interpret this to mean (and have feedback from end of program surveys to substantiate this claim) that our student teachers do not see connections between our expectations for performances with regard to student learning outcomes and those of the cooperating teachers or school. We know that there is, or should be, a high degree of alignment between our performance expectations and those of our LEAs because the state of Delaware has grounded its educational reform efforts in the same research that our

programs use. Bringing our LEA partners more integrally into the redesign of our teacher preparation programs and its metrics, and extending our student teachers' time in practice will, we believe, promote a clearer understanding of how seemingly opposite sets of expectations are actually well aligned, from both our candidates' and our LEA partners' perspectives. The "expectation" disconnect between preparation and practice will thus be bridged with this activity, and positively impact our student teachers' transition into practice during their induction years.

Desired Outcomes Three & Four:

Provide highly qualified professionally-ready teachers for targeted high needs areas of Special Education, STEM, reading or mathematic literacy, and research-based practice focused on diverse student needs in at-risk populations by means of in-depth preparation in fifth year residency graduate programs.

Measured by:

- Annual increase in numbers of highly qualified candidates entering MA.Ed. and MAT graduate programs for preparation to teach in high needs areas of LEA partners.
- DPASS II Component V scores of our graduates hired to teach in high needs areas of Delaware LEAs.
- 80% of graduates score at or above "proficient" on Wesley/LEA blended completion/induction performance rubrics.
- 80% of graduates score at or above "proficient" on an externally scored professional portfolio.

Achieved by:

Collaboration between the Wesley College Education and STEM faculty to:

- Align the existing undergraduate STEM curriculum to NSTA teacher preparation standards and the Next Generation Science Standards and Delaware's published STEM needs (attachment #8).
- Develop criteria for admission into the STEM 5th year residency program and MAT candidacy
- Institute a dual enrollment program and recruitment strategy for academically qualified minority students from local LEAs

Collaboration between the Education faculty and local LEA partners to:

- Develop graduate courses for the department's Master of Arts in Education that will offer advanced preparation in high needs area tracks.
- Combine a year-long MA.Ed. teaching residency with the LEA's mentoring and induction program to insure advanced preparation candidates meet the needs of the students they teach.
- Develop blended IHE/LEA advanced preparation rubrics that assesses candidates' potential for research on meeting student learning needs in their specialty track .

Wesley's Master of Arts in Teaching program, which is a post-baccalaureate initial licensure degree program has historically produced highly sought after graduates. Many of our student teachers are hired during their student teaching experience. Admission to candidacy is rigorous, requiring a 3.00 undergraduate grade point average, and a transcript analysis that looks

at a candidate's depth and breadth of preparation in the subject area for which they seek certification. Courses are connected and progressively build teaching knowledge of learning theory, literacy and motivation strategies, and teaching competencies for planning, delivering, and assessing student learning that is standards-aligned, uses multiple delivery and assessment modes to address diverse learning needs, and the skills of data-based decision-making. As in the undergraduate programs, student teaching requires a professional practice reflective portfolio, and original research around an identified question or issue in their student teaching practice. We believe that with increased recruitment efforts, more MAT-prepared candidates will have the potential to positively impact student learning in Delaware. More than 50% of or MAT completers remain in the state of Delaware to work, according to data obtained from the Delaware Department of Education's DEEDS database of practicing teachers. Targeted recruitment of STEM candidates will have the potential to add to Delaware's pool of highly qualified and well prepared STEM teachers, especially if our partner LEAs collaborate with us to bridge the professional gap between preparation and induction during the student teaching year. The department will institute the year-long student teaching requirement for its MAT candidates beginning in Year One of the project.

The department's Master of Arts in Education has historically been offered only to practicing classroom teachers with at least one year of full time teaching experience. We have decided to open the program to recent graduates, including our own, from undergraduate education programs. Core courses in the MA.Ed. program give degree candidates advanced knowledge and skills for data-based instructional decision-making, educational research, assessment, and practice-based research. The latter half of the MA.Ed. is highly individualized, and focused on each candidate's research interests, which are grounded in the context of their practice. To prepare highly qualified MA.Ed. candidates in high needs areas, we will work with our LEA partners to design courses that will constitute specialized tracks in high needs areas such as special education/RTI, reading and mathematics literacy, or standards-based curriculums and pedagogy. The degree will also require a 5th year of advanced preparation residency in a local LEA. The residency will match the desired track of the candidate.

Action Goal Two: Create a model for IHE/LEA partnerships that bridges the professional gap between training and practice to increase recruitment and retention of highly qualified teachers in high-need LEAs in rural and urban settings

Resources identified to achieve the partnership goal are found on the first level of our logic model in the blue boxes under Action Goal Two and include personnel external to Wesley. Other resources necessary for the partnership goal are found in the white boxes in the middle of the model under Goal Interface Areas. Personnel from the LEAs identified as our on-site collaborators, and other IHE partners (included in Year two) will be our external collaborators. Documents used as a basis for collaboration include reform-based documents published by the state of Delaware, which include teacher certification requirements, research on identified high needs areas, the training manual for Delaware's Systemic Induction Model, RTI training manuals, Delaware's goals for early reading and mathematics literacy, and the 2013 Report card for teacher preparation programs. Wesley will provide their pre-student teaching field practicum grid, a plan for the year-long student teaching experience, student teacher performance rubrics

and data, it's student teacher manuals, re-structured undergraduate program plans, and re-designed 5th year graduate programs, including the high needs tracks proposed for the MA.Ed.

How Outcomes of Action Goal Two will be Achieved and Measured

Desired Outcome One: Provide highly qualified teachers to high needs urban and rural LEAs in Delaware.

Measured by:

- Increasing numbers of highly qualified teachers will be hired into high needs LEAs where they completed their student teaching.
- Increasing numbers of highly qualified STEM teachers will be hired into high needs LEAs where they completed their student teaching.
- Consistently high scores on graduate and employer surveys regarding perceptions of quality of the teacher preparation
- 80% or more of Wesley's graduates will be rated "highly proficient" on DPAS II Component V (student learning progress)

Achieved by:

- Backwards design to strengthen clinical component of pre-student teaching program in high needs areas
- Targeted recruitment of academically qualified minorities into STEM dual enrollment at Wesley
- Collaboration with LEAs to select highly qualified (CAEP criteria) cooperating teachers for student teachers
- Work with LEAs to select student teachers best suited for needs in a particular school
- Inclusion of LEA input/training during the required student teaching seminar
- Establish two laboratory schools in an urban and rural Delaware district to develop and refine our Bridging the Professional Gap model
- Establish a laboratory school in a new local charter high school with a STEM program

Purposeful collaboration between the district and Wesley that results in merged training and evaluation expectations in a year-long student teaching experience will bridge the perception of a professional gap between candidates' preparation and what the school expects of its new teachers. Additionally, Wesley's teacher candidates will be better prepared in high needs areas because their pre-student teaching experiences will include more targeted practicum and clinical experience in schools with specific needs in early reading and math literacy, RTI/special education, and STEM. Since the clinical and practicum experiences are embedded in courses, education faculty will, as they do currently, interact with teacher candidates for meaning-making, training their candidates to use an objective lens to collect contextual data, and then use this data to make instructional decisions that will positively impact student learning. A newly crafted student teaching seminar will include LEA personnel who will introduce student teachers to the

policies, procedures, and expectations of the setting in which they are student teaching. Using CAEP and state of Delaware standards for highly qualified mentor teachers will enable Wesley and the LEA to identify appropriately qualified cooperating teachers who will, as part of the project, commit to working with Wesley and its student teachers long term.

As LEAs engage in using the Next Generation Science Standards as a basis for STEM and science curriculum design they should build in a plan to recruit students from the district into STEM fields and provide incentives for them to pursue a STEM career. One way to accomplish this is through identifying academically promising students in the district and offering them an opportunity for dual enrollment in Wesley's STEM program. Wesley has positive experiences with dual enrollment programs because our charter high school students were offered this option for several years through the auspices of the Burton scholarship program for dual enrollment. Wesley STEM faculty will work with LEA personnel to establish targeted recruitment into STEM of academically promising students, especially minorities, and will assist the LEAs in developing a dual enrollment for STEM option. Wesley's STEM faculty can also work within our charter school partner to develop their STEM curriculum.

Desired Outcome Two:

Promote LEA teachers' growth in knowledge and skills for reform-based instructional leadership.

Measured by:

- Feedback on stakeholder surveys
- Increased numbers of partner LEA teachers scoring "highly proficient" on DPAS II, component V (student growth).
- Increased numbers of partner LEA teachers who meet CAEP criteria for highly qualified as mentor /cooperating teachers.
- Improved student learning progress scores as measured by Smarter Balanced and other LEA learning assessments.

Achieved by:

- Wesley College education faculty's support of LEA teachers for growth in instructional leadership through specialized graduate courses that promote reform-based paradigms and research in practice.
- Wesley College education faculty's participation in Professional Learning Communities in their partner LEAs.

Wesley College faculty are current with the educational reforms based in social constructivist paradigms. They can support teachers in the necessary philosophical shift needed for teachers to positively impact their students' learning in today's accountability environment. Teachers in the field need to be given tools to empower them to work productively and creatively

on behalf of their students within the current governance and demographic contexts of their schools. Schools that feel pressure to comply with new requirements and regulations often overlook teacher needs for support, or assume that teachers can “bring themselves up to speed” if they are provided with new curriculum and training on new assessment systems. However, research and experience tell us that teachers need sustained support for change than they are often given. The pedagogical paradigm shift required in today’s reform movement is not happening for many teachers because they do not fully understand the pedagogical stance and intent of the Common Core State Standards. Rather, they are focused on the mandated standardized test. Wesley is ready to work with teachers in its partner LEAs to assist in empowering teachers to embrace authentic reform-based practices, and be able to trust themselves to make good decisions for student learning while working within national and state structures for compliance and accountability. Empowerment of teachers to “own” reforms-based curriculum and instructional practices should lead to achieving the reform goals of student learning progress. The teacher is the key, not the curriculum or the test. Wesley looks forward to the opportunity of working in a sustained manner with our partner LEA teachers, as we have with teachers in our charter school over the years. Wesley education faculty can provide the extra support needed by practicing teachers to bridge their professional development gap between preparation under a different pedagogical paradigm and their reform-based practice.

Desired Outcome Three:

Improved student learning for students in Delaware’s schools, including those with high needs, through dissemination and collaborative refinement of The Bridging the Professional Gap model.

Measured by:

- Increasing numbers of Wesley and other IHE partners scoring “highly proficient” on DPASS II Component V, Years one to five.
- Improved retention of highly qualified teachers in high needs areas of Delaware’s schools Years one to five.

Achieved by:

Dissemination activities in year 2 that include:

- Partnering with other IHE’s to use the model with their student teachers
- Creating laboratory schools in rural and urban schools that provide sustained support for teachers for improving their impact on student learning.
- Creating laboratory schools that promote student learning in STEM.

The state of Delaware has articulated its educational goals, outcomes and metrics to achieve and measure improvement of student learning in Delaware. These include the documents in this narrative (See Appendix H Attachment 4. DE Induction system) and a description of the DPAS II teacher evaluation system which includes a component of teacher evaluation that

measures their students' learning progress from year to year, and STEM initiatives (see Evaluation Section). Wesley College seeks to align its goals to those of the state through the use of this model, and given the success of the model in year one, add other LEA and IHE partners in Year two of the project. Wesley is well positioned to lead the way in this effort of preparation, recruitment and retention of highly qualified teachers into the field because of its past experiences, its current accreditation initiatives, and its engaged full time faculty. Success of this model we believe, will be shown by improved growth in student learning in all of Delaware's schools. As stated above, the key to an excellent education is an excellent teaching force. This model will synergistically link teacher preparation to teacher success under the current reform paradigms, that when well understood and competently enacted will improve learning for all students in Delaware.

III. Management Plan

The proposed project will be led by a management team consisting of two grant managers who are Wesley College Education department faculty, a Wesley College Education staff person who will serve as the Liaison to LEAs, and an on-site supervisor at each of the LEAs who is a member of the teaching faculty there. They will be assisted by an external grant evaluator, Education and STEM faculty at Wesley College and clinical faculty in the three LEAs. Delaware State University Education Department faculty and students have agreed to enter the project in year two when the outputs for goals are put into place in LEA schools and at the College. At that point DSU student teachers who share the LEA schools with Wesley College student teachers will participate in the seminars and other activities, outputs, outcomes and impact metrics of the proposed project with the Wesley College faculty and students, and clinical faculty at the LEA schools. Resulting data will be shared with the DSU Education department and administration.

There are two goals of the proposed project. These are outlined on the logic model. Goal one is to ensure the preparation of highly qualified teachers for professional readiness in diverse school settings. Goal two is to create a model for partnerships that bridges the professional gap between training and practice to increase the recruitment and retention of highly qualified teachers in high-need LEAs in rural and urban settings. There is a third area in the logic model which identifies additional resources, activities, outputs, outcomes, and outcome metrics. This is the interface area between the two goals.

These goals have ten major defined activities which will produce eight specific outputs. These will result in ten outcomes, which have eight groups of outcome metrics associated with them. Performance feedback on student teachers and teachers in their first and second year of induction into the teaching profession will be regularly collected and shared through these metrics, some of which currently exist in the assessment systems of Wesley College Education Department, the LEAs, and the Delaware State Department of Education. Still others will be created during the initial grant year, in collaboration with stakeholders. Metrics for goal one "ensure preparation of highly qualified teachers for professional readiness in diverse school settings" include scores of candidates on instructional performance on rubrics in use by the LEAs and by the Wesley College Education department. In the Education department these metrics will be assessed through scores on rubrics such as the Content Summary, Inquiry, Lesson Planning, Learning Activities, Delivery, Reflection, and Work Sample. One which will be developed with

the LEAs is the metric for the professional portfolio to be submitted at the conclusion of student teaching. This will be developed in such a way as to structure formative feedback on teacher performance during the student teaching year in order to provide continuous opportunity for improvement. In order to develop candidate competencies and emotional resiliency so that they are able to achieve the “competent” rating on the portfolio and during the induction period, and increase retention rates, stakeholders from the IHEs, LEAs, and Delaware Department of Education will collaborate on the design of a program of formative feedback to new teachers during the Induction period. This will include group seminars, private meetings with mentors, and use of technology to gain performance feedback on instruction and decision-making based on results of that instruction. This feedback will be regularly provided so there will be opportunity for continuous improvement during the induction process. This will support the metric of the numbers of academically qualified MAT and STEM students recruited and retained in the program, and then hired in the LEAs and rated “competent” or above on the PDAS II during the Induction period.

The following Management Plan table illustrates how this information is synchronized to the logic model. The table indicates project goals, activities and annual timelines for the first two years (during which the project will be developed and implemented), key milestones and measures for this time, responsible personnel, and communication coordination between partner organizations. During years three and beyond, the project will be conducted using the procedures and protocols developed in year one and piloted in year two, with refinements as indicated by regular data analysis.

A. Management Plan Chart

| Project Goals | Activities | Annual Timelines Year | Key Milestones and Measures for the Project | Responsible Personnel | Communication, Coordination Between Partner Organizations |
|---|---|--------------------------|--|---|---|
| GOAL 1: Ensure preparation of highly qualified teachers for professional readiness in diverse schools settings | Cross-walk all programs' curricula and candidate performance data against INTASC standards' learning progressions (CAEP standard #1) and against all SPA standards by program | Fall Year 1 | 1. curriculum model is realigned for teacher education programs to strengthen [a] training for the teaching of literacy across content areas; [b] links between training and clinical experiences with diverse learners; in both rural and urban settings; | Wesley College Education Faculty and STEM Faculty | Wesley College grant manager will coordinate between Education and STEM faculty |
| | Cross-walk all program curriculum | Fall Year 1 | [c] new teachers' collection | | |

| | | | | | |
|--|--|--------------------------|---|--|---|
| | and student performance data against the common core state standards to assess depth of training for literacy instruction | | analysis, and interpretation of student learning data for the purpose of instructional decision-making. 2. Program of study for 5th year teaching residency in STEM is standards-aligned | | |
| | Target recruitment of academically qualified minorities, including first generation college students into education programs | Fall Spring Year 1 | Systematic, sustained, targeted academic support measures for minorities and first generation college students interested in teaching. | Wesley College Education faculty, STEM faculty, and Student Support Services specialists | Wesley College grant manager will coordinate with Education faculty, STEM faculty and Support Services staff. |
| | Develop undergraduate stem curriculum with Wesley STEM faculty using NGSS and NSTA and NCTM teacher preparation standards | Spring Year 1 | Standards-aligned program of study for 5th year teaching residency in STEM. First cohort in MAT STEM residency begins fall 2015 | Wesley College Education and Science and Math faculty | Wesley College grant manager will coordinate with Education STEM faculty and A & S departments STEM faculty |
| | | Fall Spring Year 2 | Full year of student teaching with LEA -led seminars for undergraduate and MAT candidates, including STEM residents and linked to LEA induction programs | Wesley College Education and Science Math faculty, LEA site coordinators | Wesley College grant manager and LEA site coordinators |

| | | | | | |
|---|--|--------------------------|--|---|--|
| GOAL INTERFACE (bridge activities) | Analyze current education programs' clinical, field placement progressions against INTASC, CAEP standards #3 and SPA expectations. | Fall Spring Year 1 | Backwards design document created to overlay on current pre-student teaching clinical experiences in undergraduate program to help bridge the professional development gap | Wesley College Education faculty and LEA site coordinators | Wesley College grant manager and LEA Site Coordinators |
| | Compare WC candidate performance data with that used by LEA's to evaluate new teachers and with DE "Report Card" for WC. | Fall Spring Year 1 | | | |
| | Match academically qualified minorities to LEA's high needs student teaching placements. | Spring Year 1 | Plan for targeted recruitment of academically qualified high school and college students interested in teaching | Wesley College grant manager, Education faculty and LEA site coordinators | Wesley College grant manager and LEA Site Coordinators |
| GOAL 2: Create a model for IHE/LEA partnerships that bridges the professional gap between training and practice to | Collaborate with LEA's to select cooperating teachers for student teachers, and work with LEA's to select student teachers best | Fall Spring Year 1 | MOU with partner LEAs | Wesley College grant manager and LEA Site Coordinators | Wesley College grant manager and LEA Site Coordinators |

| | | | | | |
|---|--|-------------|---|---|---|
| increase recruitment and retention of highly qualified teachers in high-need LEAs in rural and urban settings | suited for a particular school | | | | |
| | Support LEA clinical faculty with graduate courses | Fall Year 2 | | Wesley College Education faculty | Wesley College grant manager and LEA Site Coordinators |
| | Support new teachers during induction | Fall Year 2 | | Wesley College Education and LEA clinical faculty | Wesley College grant manager and LEA Site Coordinators |
| | Partner with other IHES with student teachers in our partner lea's to institute and further evaluate the transition- to-practice model | Fall Year 2 | MOU with Delaware State University Education Department | Faculty from Wesley College and Delaware State University Education Departments | Wesley College grant manager and DSU Education Department Chairperson |
| | Establish lab school sites for testing of “bridging the gap” model | Fall Year 2 | MOU with Laurel school district and MOT Charter School | Laurel, DE district site coordinator, MOT Charter H.S. STEM coordinator | Wesley College grant manager and LEA Site Coordinators |

B. Data Management

The project is designed to utilize the Tk20 data management system currently in place in the college Education Department. This is introduced to students as freshmen. Each course in the Education curriculum requires students to upload a key assessment to construct an electronic

portfolio during their academic career. At key gates in the program these assessments are used by students and faculty in reflection of the students' professional development.

In the proposed project there is a renewed emphasis on strengthening the academic skills and emotional resiliency of academically under-prepared students who have declared Education or a STEM field as a major. These retention efforts will be addressed using the academic and emotional support strategies which have been found to be successful by Stanford University and University of Texas educational psychologists and faculty. Human resources will include involved faculty, advisors, peer tutors, other student support staff, and the graduate teaching and research assistant coordinating the new support program. Technological support will include Tk20 and the college's "Lantern" advising module. Regular, structured, skill-based and emotional support for these students will be provided throughout the year in individual and group format.

Academic and emotional support strategies will be continued after graduation during the induction years as a supplement to the induction model adopted by the state of Delaware. Analysis of results of the induction model identified a weakness in the support for minority teachers. This project will develop a program of strategies to support them in emotionally and in their professional development during the first two years of them entering the profession, for it is then that they are at highest risk of leaving their placement school or the profession altogether.

For student teachers and teachers in their first and second year the proposed project will integrate Tk20 data points with the Blackboard platform and the DPAS II teacher evaluation system used in the partner LEAs. During the student teaching year, each observation of student teacher classroom performance by clinical faculty and College supervisors serves as an informal or formal data point. This data is entered into Tk20 and feedback on their performance and its impact on student learning is shared with student teachers orally and in writing regularly in order to provide opportunity for continuous improvement during their student teaching year. The induction model will continue this practice and form the bridge in professional development to increase retention and effectiveness of new teachers in high-need schools and content areas.

C. Key Project Personnel

Curriculum vitae of the key project personnel named below are attached in Appendix F.

Grant proposal authors and grant co-managers: Dr. Sherblom and Dr. Patterson;
WC – LEA Liaison: Ms. Colette Wheatley
External grant evaluator: Dr. Mitchell.

Responsibilities and Qualifications of all Personnel

The grant managers will be responsible for shepherding the proposed project activities to achieve the project goals, collecting and analyzing data, and communicating with partner LEAs and IHEs, the DE Department of Education, Wesley College administration and other faculty, and news outlets. Between them, Dr. Sherblom and Dr. Patterson have experience administering more than \$3,620,000 in foundation and federal grants. Funding for the positions in the budget is one-eighth time of an average salary of [REDACTED]; equal to a [REDACTED] in the Educational faculty.

The Wesley College - LEA Liaison duties will be handled by a staff person who is a retired school teacher and very familiar with the LEAs, having placed student teachers there for the Education department since 2005. She will track the MOUs, vet student teachers and their

paperwork, work with the grant managers to work with the LEA Human Resource Offices, track data entry into Tk20 by student teachers, clinical faculty and college supervisors, and formalize the field placements for pre-student teaching field experiences, and for student teachers. Funding for this position in the budget is one-quarter time salary, or [REDACTED]. The remainder of her salary is in the Wesley College matching funding.

Dr. D'Souza and Ms. Benson are STEM area faculty in the college. They and other STEM faculty have agreed to work with Education faculty and LEA teachers to recruit teacher candidates in STEM fields, and to offer academic support for high-need students during their preparation and induction. They will be the lead faculty in their departments in communication and collaboration with Education faculty and LEA clinical faculty. Dr. D'Souza is a member of the Chemistry faculty and the Sponsored Research Office Director for Wesley College. He has administered the Wesley College piece of the Delaware Idea Networks of Biomedical Research Excellence (DE-INBRE) grant since 2004; mentoring 87 INBRE-supported undergraduate research assistants, 66 of who have won regional and national awards. Ms. Benson is a retired nationally board certified high school mathematics teacher from the Capital School District, our urban LEA. She has worked with the Education faculty to prepare mathematics educators for the past two years. She has continued to work with the LEA high school to locate quality cooperating teachers in mathematics. Their contributions to the project will be within their regular faculty duties in their current programs and are reflected in the Wesley College matching funding in the budget.

Dr. Mitchell, the external grant evaluator is an independent, objective evaluator with experience in evaluating educational programs. She will play an active role in the design and implementation of the project evaluation. Her experience includes serving as a post-doctoral Fellow in the Strategic Data Project in the Harvard Graduate School of Education from 2011-2013. From 2013 to the present, she served as executive director of the professional standards board for the state of Delaware. She currently is adjunct faculty at Wilmington University in the Master of Special Education Program. From 2010-2013 she served as Project Supervisor for the Delaware Data Coach Project, supervising the implementation of Professional Learning Communities in each of the 210 schools in the state. In 2009-2010 she served as Director of Business Partnerships and Education Foundation Director for the Appoquinimink School District. This position receives the highest amount of funding in the initial year with decreasing funding each of the ensuing years. This is due to the amount of design that will be required during the initial year of funding. Once the project is implemented, on-going evaluation will continue, with edits made during the ensuing years to increase the effectiveness of the project design and address necessary changes.

IV. Project Evaluation

A. How Wesley's Teacher Preparation Programs are Evaluated Wesley's Accountability to CAEP

Wesley College seeks accreditation through Council for Accreditation of Educator Preparation Programs (CAEP) Commission on Standards and Performance Reporting released the following standards and recommendations to the CAEP Board for consideration. The Commission's work was organized in part around the three areas of teacher preparation identified by the National Academy of Sciences 2010 report, *Preparing Teachers: Building Evidence for Sound Policy*, as "likely to have the strongest effects" on outcomes for students –

content knowledge, clinical experience, and the quality of teacher candidates.¹ The Commission drafted the following three standards related to these areas:

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

The ultimate goal of educator preparation is the impact of program completers on P-12 student learning and development, as framed by the Commission in the following standard:

Standard 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

In keeping with CAEP's strategic goals to be both a model accrediting body and a model learning organization, the Commission also explored attributes of high-performing education organizations. Key concepts for such organizations are a relentless focus on results and a systematic and purposeful use of evidence for continuous improvement. The fifth standard is built upon these concepts:

Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Wesley's Accountability to the State of Delaware

Annually, the Delaware Department of Education evaluates educator preparation programs in the state as a requirement of the Educator Preparation Program Approval Process.

The first annual evaluation or scorecard is set to be published this summer 2014. This evaluation or measure of the preparation programs will serve as the baseline data for programs. Each of the four institutions of higher education and their subsequent preparation programs within each institution will receive a rating on a scorecard. The metric used for this evaluation includes performance measures, outcome measures, efficiency measures and reports on survey data collected annually from Delaware educators. These data are published and available through the Department public website. Educator Preparation Program Approval State Code and Regulations were amended in 2013-2014 to increase the rigor for entrance into educator preparation programs, including mastery of an examination of general knowledge, demonstration of content readiness through state-adopted assessments, and satisfactory scoring on a state-adopted performance assessment, aligned to InTASC Teaching Standards and Teaching Progressions.

Wesley College has contracted to have an annual evaluation conducted on the following metrics. This contract includes the design and administration of necessary surveys related to these indicators. Through the use of Wesley College Technology Data Collection systems and the Department of Education Professional Development Management Systems, Data will be collected and shared with the Department for Annual Scorecard Data Collection.

B. Project Evaluation Metrics - Bridging the Professional Development Gap. A Synergistic Model for Training, Supporting, and Retaining Highly Qualified Teachers, Pre-service to In-service

| Purpose | Metric | Definition | Periodicity | Performance Measure |
|-------------------|--|--|---------------------------------------|-------------------------------|
| Grant Eval | Percentage of Candidates who Graduate from Program | Attain initial certification/licensure by passing all necessary certification/licensure assessments and attain a bachelor's degree (pre-baccalaureate teacher preparation program) or initial license (fifth-year initial licensing program), within six years of beginning the program or a master's degree (residency program) within two years of beginning the program | Shown by cohort | Performance Measure #1 |
| Grant Eval | Percentage of Graduates who are retained by Employer | The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or high-need ECE program three years after being hired by the high-need LEA or high-need ECE program | Shown by year for most recent 5 years | Performance Measure #2 |

| Purpose | Metric | Definition | Periodicity | Performance Measure |
|-------------------|--|--|--|--|
| Grant Eval | Percentage of candidates that improve scaled scores on Examination of General Knowledge, Content Readiness Assessment(s), Performance Assessment (PA). Target 1st Year for PA-80% completes rated “competent” or higher at the conclusion of their clinical experience | The percentage of grantees that report improved scaled scores on assessments for initial State certification or licensure of teachers | Shown by cohort | Performance Measure #3 |
| Grant Eval | Percentage of graduates that demonstrate targets met in Student Growth Measure of Delaware Performance Appraisal System | The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers. These data can be calculated using a student growth measure, a teacher evaluation measure, or both | Shown by year for most recent 5 years | Performance Measure #4 |
| Gant Eval | Percentage of Second Year Teachers who Return to the Same School for their Third Year | The cost of a successful outcome where success is defined as retention of the teacher in the partner high-need LEA or high-need ECE program three years after the teacher is hired by the high-need LEA or high- need ECE program; | Shown by school year pairs for most recent 5 years | Efficiency Measure |
| Grant Eval | The percentage of program participants who were not scheduled to graduate in the previous reporting period and persisted in the postsecondary program in the current reporting | Because the performance measures already listed would not provide data for a number of years, the Department has also established the following two measures that will provide data in a shorter timeframe | Snapshot in each year | Short Term Performance Measure #1 |

| Purpose | Metric | Definition | Periodicity | Performance Measure |
|-------------------|---|--|-----------------------|--|
| | period | | | |
| Grant Eval | The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or high-need STEM/MAT program one year after being hired by the LEA or high-need STEM/MAT program | Because the performance measures already listed would not provide data for a number of years, the Department has also established the following two measures that will provide data in a shorter timeframe. First Year Target aligned to Performance Target of 80% or more. | Snapshot in each year | Short Term Performance Measure #2 |
| Grant Eval | The percentage of highly qualified teachers hired by the high- need LEA participating in the eligible partnership | Percentage of highly qualified teachers hired by the high need LEA participating in the eligible partnership; LEA will provide hiring data through partnership MOU | Snapshot in each year | Outcome Measure |
| Grant Eval | The percentage of highly qualified teachers hired by the high-need LEA who are members of underrepresented groups | The percentage of highly qualified teachers hired by the high-need LEA who are members of underrepresented groups; LEA will provide hiring data through partnership MOU | Snapshot in each year | Outcome Measure |
| Grant Eval | The percentage of highly qualified teachers hired by the high-need LEA who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical | The percentage of highly qualified teachers hired by the high-need LEA who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages); LEA will provide hiring data through partnership MOU | Snapshot in each year | Outcome Measure |

| Purpose | Metric | Definition | Periodicity | Performance Measure |
|-------------------|---|---|-----------------------|------------------------|
| | foreign languages) | | | |
| Grant Eval | The percentage of highly qualified teachers hired by the high-need LEA who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education) | The percentage of highly qualified teachers hired by the high-need LEA who teach in high-need areas (including special education, language instruction educational programs for limited English proficient students, and early childhood education); LEA will provide hiring data through partnership MOU | Snapshot in each year | Outcome Measure |
| Grant Eval | The percentage of highly qualified teachers hired by the high-need LEA who teach in high-need schools, disaggregated by the elementary school and secondary school levels | The percentage of highly qualified teachers hired by the high-need LEA who teach in high-need schools, disaggregated by the elementary school and secondary school levels; LEA will provide hiring data through partnership MOU | Snapshot in each year | Outcome Measure |
| Grant Eval | The percentage of teachers/mentors trained | The percentage of teachers/mentors serving as cooperating or mentor teachers for preservice candidates, trained by College/University | Snapshot in each year | Outcome Measure |
| Grant Eval | Percentage of teachers and candidates using instructional technology aligned to the State Standards for Educational Technology | To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; College/University will collect and share data collected in a technology inventory for each participant | Snapshot in each year | Outcome Measure |

| Purpose | Metric | Definition | Periodicity | Performance Measure |
|--------------------------|---|---|---|----------------------------|
| Grant Eval | Percentage of Candidates with Increased scores on performance indicators using rubrics from LEA partners with WC rubrics for -Data Driven Instructional Decision Making; - Meeting needs of diverse learners; - promoting literacy across the content areas | To use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of improving student academic achievement | Snapshot in each year | Outcome Measure |
| State Scorecard 1 | Percentage of Candidates Rated Exceeds on Component V (DPAS-II) | This metric measures the percentage of candidates rated exceeds on Component V in 2012 | Shown by year for most recent 5 years (as data becomes available) | Performance Measure |
| State Scorecard 2 | Percentage of First Year Teachers who Return to the Same School for their Second Year | This metric measures the percentage of First Year Teachers who return to the same school in their second year of teaching. | Shown by school year pairs for most recent 5 years | Efficiency Measure |
| State Scorecard 3 | Percentage of Institution/Program Graduates with Various Certificate Types Employed In Subject Area | This metric measures the percentage of a graduating cohort with a particular certificate type who is employed in the field they are certified in. | Cumulative average over 5 years, Snapshot in each year | Performance Measure |
| State Scorecard 4 | Percentage of Institution/Program Graduates Employed at High Needs Schools | This metric measures the percentage of graduating cohort that is employed (full-time) at a high needs school by November 15th. | Snapshot in each year | Efficiency Measure |
| State Scorecard 5 | Percentage of Minority Institution/Program Graduates | Percentage of a cohort who identify as gender and race | Snapshot in each year | Performance Measure |

| Purpose | Metric | Definition | Periodicity | Performance Measure |
|---------------------------|---|--|---|----------------------------|
| State Scorecard 6 | Average criterion rating on Components 1-4 (DPAS-II) | | Shown by cohort | Performance Measure |
| State Scorecard 7 | Retention over Four Years | This metric measures the percentage of teachers who stay within the state (transfers within districts, between districts, etc) over time. | Shown by cohort | Efficiency Measure |
| State Scorecard 8 | Percentage of Institution/Program Graduates Hired into DE schools | For initial level programs, the percentage of program completers who are hired into DE schools by November 15th | Shown by year for most recent 5 years | Performance Measure |
| State Scorecard 9 | Percentage of First Year Teachers reporting that they felt well-equipped with various strategies for instruction, classroom management, etc | This metric measures the percentage of program completers who felt prepared with a number of strategies including, but not limited to, classroom management, using data from student assessments to inform instruction, and who felt equipped to meet state content standards. | Shown by year most recent 5 years (as data becomes available) | Perception Data |
| State Scorecard 10 | Percentage of First Year Teachers rated as “well-prepared” by their Mentor | This metric measures the percentage of program completers, employed in Delaware, whose mentor considered them “well-prepared” over the course of their first year. | Shown by year most recent 5 years (as data becomes available) | Perception Data |
| State Scorecard 11 | Percentage of Institution/Program Candidates who Passed Praxis Reading/Math on the First Attempt | This metric measures the percentage of percentage of students who pass the Praxis/Reading Math on the first attempt. | Cumulative average over 5 years | Performance Measure |
| State Scorecard 12 | Percentage of First Year Teachers who Return to Any School in the State for their Second Year | This metric measures the percentage of First Year Teachers who return to the any school in the State for their second year of teaching. | Shown by school year pairs for most recent 5 years | Efficiency Measure |

| Purpose | Metric | Definition | Periodicity | Performance Measure |
|-------------------|--|---|-----------------------|------------------------|
| Grant Eval | Percentage of Candidates who respond favorably to Program Effectiveness Survey | This metric measures the Percentage of Candidates who respond favorably to Program Effectiveness Survey | Snapshot in each year | Perception Data |
| Grant Eval | Percentage of Candidates who respond favorably to Program Preparation Survey | This metric measures the Percentage of Candidates who respond favorably to Program Effectiveness Survey | Snapshot in each year | Perception Data |
| Grant Eval | Percentage of LEA Supervising Evaluators who respond favorably to Graduate Effectiveness Survey | This metric measures the Percentage of LEA Supervising Evaluators who respond favorably to Graduate Effectiveness Survey | Snapshot in each year | Perception Data |
| Grant Eval | Percentage of LEA Supervising Evaluators who respond favorably to Graduate Preparation Survey | This metric measures the Percentage of LEA Supervising Evaluators who respond favorably to Graduate Preparation Survey | Snapshot in each year | Perception Data |
| Grant Eval | Percentage of Program Graduates (First Year Teachers) who receive favorable feedback from student survey | This metric measures the Percentage of Program Graduates (First Year Teachers) who receive favorable feedback from student survey | Snapshot in each year | Perception Data |

C. STEM Focus. CCP Priority #1.

Through the Delaware Race to the Top Program and the Education Reform Initiatives of the Governor’s office, Delaware schools and Educator Preparation Programs have continued to use technology to enhance instruction and bring the most effective STEM education to students. Delaware has an active STEM Council, which manages the network of businesses, institutes of higher education, non-profits, and LEAs that are innovating in STEM. The council helps to ensure that all schools offer rigorous and innovative courses of study in STEM fields, that STEM content is tightly integrated across grades and disciplines, and that underrepresented groups and women are prepared to enter STEM fields.

Delaware Department of Education, through the Race to the Top Grant, contracted with a major university in Delaware to implement a STEM residency program, providing a pipeline for highly qualified, effective teachers in the STEM fields. However, this residency contract was discontinued prior to the end of the Race to the Top grant period. This has left the state with no formal educator preparation program for STEM. The STEM focus of this program proposal will

provide the much-needed pipeline of talent to teach our students in the innovative and integrated STEM programs in our Delaware schools. Although this program will not be a formal alternative route to certification, the state's evaluation of those programs, identified for a specific purpose and need, will serve as a portion of the metric to measure the success of Wesley's STEM program.

CCSS- In 2012, the Delaware Department of Education began implementation of the Common Core Standards in the state. Common Core Standards implementation has taken shape across the state in varying degrees and plans. The outcome, however, remains consistent state-wide and is monitored through the *Common Ground for Common Core Professional Learning Process*. Outcomes for implementation begin with understanding the Standards. The math standards provide clarity and specificity rather than broad general statements. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value and the laws of arithmetic to structure those ideas. In addition, the "sequence of topics and performances" that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students... absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards. CCTC-Delaware is a state that values technology and career technical education. The state has had Choice Vocational Technical High Schools in each of the three counties for decades. Establishing clear College and Career Readiness in Delaware includes integration with the career and technical vocational programs in these choice high schools, as well as each of the comprehensive traditional high schools across the state. Graduation requirements for high school students in DE include coursework in Pathway courses. Integration between academic and pathway courses in any given school creates the environment and culture that exists in STEM Programs. The degree to which STEM Program graduates are prepared to teach students, ensuring they are career ready, will be measured by collecting data on student mastery of the Common Career Technical Core Standards, through Career Ready Practices.

Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and

seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate clearly, effectively and with reason.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and

adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence.

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

NGSS- Delaware adopted the Next Generation Science Standards and in February 2014 the Implementation Plan was released. Delaware Science Coalition, a group of state school districts

and charter schools, is an example of how local control can be combined to realize efficiencies of size and scale. This implementation plan has been adopted by the DE Science Coalition, yet the exact implementation may look differently at each member school and/or district. These schools and districts choose to work together for the greater good of the science community and to meet the vision of the Frameworks and the implementation plan. Through the implementation of the NGSS, Delaware will ensure that all students will have the world class science education they need to succeed and to support our state's economy at globally competitive levels.

Wesley College STEM Program will include standards based content and performance based tasks aligned to the Common Core Mathematics and Technical Literacy Standards (CCSS), Common Career Technical Core Standards (CCTC), and Next Generation Science Standards (NGSS). Performance based assessments for the program candidates will be included in each of the practicum and student teaching/residency clinical experiences. Program candidates will need to meet the adopted performance assessment cut score as a graduation or program exit criteria, as well as a state educator licensure requirement.

During the first year of the program, first year of this grant proposal, the program will pilot a performance assessment in preparation for the State's identification and adoption of an assessment and cut score; scheduled for July, 2015 by the DE Professional Standards Board. An annual evaluation of the STEM Program will examine whether program graduates were prepared to assume classroom teaching positions. In addition, the formative evaluation assesses the strengths and weaknesses of the program in preparing its graduates to meet these responsibilities. In addition to meeting the requirements of this proposal, the evaluation will provide feedback to Wesley Partnership program staff, Local Education Agency staff and the Delaware Department of Education about the strengths of the program and provide guidance for improving the program in subsequent years.

STEM Evaluation Questions (CPP Priority 1, all criteria)

Through qualitative and quantitative data collection, the evaluation addresses four primary questions, including:

1. To what extent are STEM Program graduates adequately prepared to meet expectations for classroom teachers? *Data Collection Tool*
 - a. What are supervisors' perceptions of graduates' preparation and performance? *Annual Surveys administered during the second semester of the first year of teaching.*
 - b. What are graduates' perceptions of their preparation and performance? *Annual Surveys administered during the second semester of the first year of teaching.*
 - c. What does other evidence (e.g., Delaware Performance Appraisal System II (DPAS) evaluations, including student performance data,) indicate about their preparation and performance? *Annual Student Surveys administered in the classrooms of the program graduates. Annual Summative Evaluation Rating, including student growth measure, will be shared through data governance exchange with Department of Education.*
2. How does the performance of STEM program graduates compare to the performance of other secondary and career/technical teacher graduates in mathematics, science, technology and engineering? *Annual Department of Education ARTC Evaluation and Human Capital Analytics.*

3. What parts of the STEM Program do graduates find most helpful? What parts need improvement? *Exit Survey of all program graduates.*
4. What supports do the STEM Program graduates use during their induction? Where do they obtain these supports? What additional supports do they feel they need? *Annual Department of Education Comprehensive Induction Program Survey of 1st & 2nd year teachers.*

STEM Evaluation questions will provide measure of program graduate effectiveness, program effectiveness, and comparative measure with non-STEM Programs.

V. Appendices

Appendix A. Optional High Need LEA and Schools

Appendix B. Optional General Program Requirement Checklist

Appendix C. Optional IHE Partner Documentation Checklist

Appendix D. Optional Absolute Priority Checklist

Appendix E. Letters of Support and MOU Template

Appendix F. Resumes of Key Personnel

Appendix H. Other Attachments

Attachment 1: Field Experience Grid for Wesley College Teacher Preparation Programs

Attachment 2: Wesley Instructional Plan

Attachment 3: Rubric for Wesley Student Teaching Research

Attachment 4. Description of the state of Delaware New Teacher Induction system

Attachment 5: Delaware information on Reading and Mathematics literacy

Appendix I: Project Logic Model

Appendix J. Delaware Report Card

VI. References

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