

PROJECT NARRATIVE

Leading Equity Across Diverse Environments with Revolutionary Synergy (*LEADERS*):

A Comprehensive Approach to Teachers and Leaders Residency and Induction Program.

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I. PROGRAM DESIGN

A. Rationale: Understanding the Needs of Local School Districts

Prairie View A & M University, in collaboration and partnership with Texas A&M University and several high-needs school districts, proposes to establish and implement a cutting edge teacher and leader preparation program in response to the escalating needs of area school districts. The *Leading Equity Across Diverse Environments with Revolutionary Synergy (LEADERS)* initiative addresses **National Priority 4** -Partnership Grants For The Development Of Leadership Programs In Conjunction with The Establishment of an Effective Teaching Residency Program Under Absolute Priority 2. Furthermore, this proposal meets the requirements of the **Competitive Preference (CP) Priority 1** as the partnership aims to provide services in high-need schools falling within Qualified Opportunity Zones (QOZs). The *LEADERS* research-based proposal will enhance and strategically target high needs districts through the preparation of high-qualified teachers and leaders, capable of supporting the academic, as well as the social/emotional needs demonstrated by youth in grades PreK-12, from culturally, linguistically, ethnically, economically, and diverse (CLEED) environments.

LEADERS addresses two additional competitive preferences: **CP Priority 2** as the project represents a new potential grantee, leveraging an innovative *Comprehensive Community Induction Framework* (CCIF) that emphasizes community and culture where 165 (105 teacher and 60 leader) recruits, across two respective cohorts will: receive a one-year residency, collect a 12-month stipend or living wage, enjoy a 2-year post residency induction, commit to serving in the partner ISD for a minimum of three years, and enroll in a master's degree program for a high-need subject area as teachers (e.g. special, bilingual, STEM, urban, rural or social studies/language arts education) or as leaders and enroll at PVAMU or TAMU culturally responsive master's degree program; and **CP Priority 4**, promoting equity in student access to educational resources and opportunities. Finally, the project will address the **Invitational Priority** on partnership grants for the establishment of Grow Your Own Programs through interdisciplinary and community recruitment of students. As this proposed project addresses the TQP priorities through a synergistic Grow Your Own (GYO) approach, it proposes to reduce the attrition rate of teachers and leaders in target schools, thus providing continuity and improved educational outcomes.

The *LEADERS* project will offer 105 prospective teachers and 60 prospective principals an authentic year-long teaching and leading experience with a master's degree program, equipping participants with the requisite skills to ensure all PreK-12 students have access to a high-quality, diverse teacher-principal workforce prepared to excel in schools. The program will prepare a cadre of highly trained teachers and leaders capable of transforming school culture, and student academic outcomes through a culturally responsive and sustaining curriculum with extended pathways for teacher certification, a master's degree: *pre-baccalaureate*, *post-baccalaureate* onramp for recent graduates with four-year degrees, and a principalship

residency program with certification. The program will then focus on a retention program through a strategic collaborative approach to teacher and leader support and induction.

Quality Partnerships among a Historically Black College and University (HBCU), Hispanic Serving Institution (HSI), and High-Need School Districts

The teacher population in the state of Texas does not match its student population and there is a need to increase the diversity of the teacher and leader population. Prairie View A&M University (PVAMU), a Historically Black College and University (HBCU), will lead innovative efforts to increase the diverse number of teachers and school leaders, to better meet the PreK-12 needs of the State of Texas. As an eligible, designated Hispanic Serving Institution (HSI) (TAMU, 2022), with a strong history of innovative preparation of diverse school leaders, through the Education Research Leadership Center (ELRC), Texas A&M University joins PVAMU in the stellar development of culturally responsive and sustaining preservice, postbac and certified school leaders who will serve in high needs schools.

As an HBCU, PVAMU continues a stellar tradition of excellence as it relates to meeting the needs of students of color, especially African American developing scholars. PVAMU presently serves an 83% African American undergraduate population and a 62.3% African American graduate population. In partnership with TAMU, collective culturally responsive and sustaining efforts will be developed, and a synergistic partnership will focus on leadership development. This partnership, in the spirit and action efforts toward real change for our state and the nation is important. As a recently designated HSI in higher education, TAMU presently serves a 25% Latinx undergraduate population and a 22.1% Latinx American graduate population. As these two land grant institutions of higher learning continue to grow and prosper in their mission to improve the quality of lives for citizens of the State of Texas, national and international communities, they will be dynamic partners in collective recruitment and retention efforts, especially in the area of teacher and leadership development.

Table 1

Demographics Comparisons of US, Texas, PVAMU, TAMU and Texas Public Schools

Racial/Ethnic Group	US	Texas	PVAMU	TAMU	Texas Public Schools
Latinx American	18.5%	39.3%	8.68%	22.4%	52.9%
African American	12.2%	11.8%	83%	3.34%	12.7%
European American	60.1%	50.1%	1.61%	54.46%	26.5%
Asian/PI American	5.6%	5.4%	2.01%	8.8%	4.9%

Supported by section 111(b) (1) of the Elementary and Secondary Education Act (ESEA) of 1965, and amended by Every Student Succeeds Act (ESSA), Texas school district partners for this proposal, are critically examining the academic achievement of their learners, particularly those children in high need schools, relative to the quality of teaching, leadership, and retention. Specifically, Houston ISD, Hempstead ISD, Sheldon ISD, and Brenham ISD have been part of a wide-spread needs assessment to diagnose academic challenges for learners and inform a comprehensive plan for their schools.

Houston ISD is an urban school district in Houston, Texas. It includes children from all economic levels and backgrounds, and supports more than 100 spoken languages. 52.7% of the 209,000 students in 274 schools are considered placed at risk of dropping out of school. The student population is almost 90% students of color, 34.5% are enrolled in English as Second Language (ESL) programs, and almost 8% receive special education services. 78.5% of the school district is considered economically challenged.

Hempstead ISD is a rural school district in Hempstead, Texas. It includes children from all economic levels and backgrounds. 72.6% of the 1545 students in its 4 schools are considered placed at risk of dropping out of school. The student population is almost 78.9% students of color, 31.3% are enrolled in English as Second Language (ESL) programs, and 9% receive special education services. 84.1% of the school district is considered economically challenged.

Sheldon ISD is an urban school district in Houston, Texas. It includes children from all economic levels and backgrounds. 69.1% of the 10,124 students in 13 schools are considered at risk of dropping out of school. The student population is almost 94.7% students of color, 33.9% are enrolled in English as Second Language (ESL) programs, and 8.5% receive special education services. 82.6% of the school district is considered economically challenged.

Brenham ISD is a rural school district in Brenham, Texas. It includes children from all economic levels and backgrounds. 42.5% of the 5,085 students in 7 schools are considered at risk of dropping out of school. The student population is almost 61% students of color, 11.6% are enrolled in English as Second Language (ESL) programs, and 13.1% receive special education services. 60.9% of the school district is considered economically challenged (See Appendix B - Required Needs Assessment).

These statistics, juxtaposed with high-need school districts' growing teacher-student demographic gap (Boser, 2014; Goldhaber, Theobald, & Tien, 2015; Pew Research Center, 2014) and district leaders' inability to place teachers in hard-to-staff schools (Achinstein, Ogawa, Sexton, & Freitas, 2010), presents a dismal forecast for retaining teacher talent. For the past 30 years the field has continued to face a crisis in teacher shortages. Estimates for teacher shortages exceeded 110,000 for a given school year (Sutcher, Darling-Hammond, and Carver-Thomas 2016). Districts across the country are facing severe shortages of teachers--especially in certain subjects (i.e. math, science, special education, career and technical education, and bilingual education) and in specific schools (urban, rural, high-poverty, high-students of color, and low-achieving) (Aragon, 2018).

Understanding the Need for Quality Educators

Educator quality and retention of beginning teachers and leaders, who support learners in high-need schools, continue to be salient issues in the fields of teaching and school leadership in Texas and the nation. Nationally, PreK-12 teachers and leaders leave the profession at an average rate of 35% after two years and the highest turnover rate occurs in high poverty schools.

Need for Quality Teachers

While new teachers leave the profession at an average rate of 35% after five years (Ingersoll & May, 2016), in most high-need schools they are departing at alarming rates – some estimate upwards of 50% are gone by year five of their leadership and teaching career (Blake, 2017; Hill-Jackson, et al., 2019; Hill-Jackson & Stafford, 2017). A recent national study on novice teachers reveals:

More new teachers in low-poverty schools than in high-poverty schools reported feeling well prepared to handle a range of instructional tasks—from teaching their subject matter (85 vs. 75 percent), to disciplining students (60 vs. 48 percent), to differentiating instruction (62 vs. 50 percent)—in their first year in the classroom. (Iasevoli, 2018, para. 6)

Further, as a result of the recent pandemic, a survey administered by the Texas American Federation of Teachers, to 3,800 of its members, shared that two-thirds of their teachers in Texas have considered leaving the profession because of long neglected wage concerns, stress, and the pandemic (Huber, 2022). Texas serves 5.5 million children and youth in PreK-12 settings in 1,204 school districts. While the predominant student population is Latinx American (Texas Education Agency, 2022), schools in the State of Texas are predominantly culturally, linguistically, ethnically, and economically diverse (CLEED). Further, 60.25% of students in Texas public schools qualify for free and reduced lunch.

Teacher shortages in Texas. A teacher shortage is defined as “the inability to staff vacancies at current wages with individuals qualified to teach in the fields needed,” (Sutcher, et. al., 2016). The U.S. Department of Education has approved the following teacher shortage areas submitted by the Texas Education Agency for the 2020-21 school year:

- Bilingual/ESL – elementary and secondary levels
- Special education – elementary and secondary levels
- Career and technical education – secondary levels
- Technology applications and computer science – elementary and secondary levels
- Mathematics – secondary levels

According to researchers (Darling-Hammond, Sutcher, & Carver-Thomas, 2018; Ingersoll, Merrill, Stuckey, & May, 2016), there are broad factors that contribute to the growing crisis in teacher shortage in various areas: (a) a declining enrollment in teacher preparation and special education programs, (b) an increase in teachers attrition, and (c) a large number of experienced teachers approaching retirement or past retirement age.

Need for Quality Principals

According to the Institute for Education Statistics (2022), two in five principals working in schools in the 2019-2020 school year left their school by the 2020-2021 school year. Other

reports confirm that one out of every two principals is not retained beyond their third year of leading a school. School leaders who are retiring, transferring schools, or pursuing new opportunities within the education sector are not being replaced by enough qualified candidates. Consequently, many school districts across the country report principal vacancies and a serious lack of qualified applicants to replace them.

The impact of quality principals on learners and staff cannot be understated. consequences of the loss of experienced principals cannot be understated. Recent studies confirm the correlation among effective principals, student achievement, and positive impacts on teacher satisfaction and retention.

Educator turnover is a hardship for school districts and it is characterized as the rate by which school leaders leave the profession altogether or move on to a better performing school. Principal departures lead to profound instructional losses (Newmann, Smith, Allensworth, & Bryk, 2001) and financial costs (Guin, 2004; Superville, 2014) due to separation, replacement, new training and productivity shortfalls (Casco, 1991; Heneman & Judge 2003; Hom & Griffeth, 2001). Increased turnover rates have also sounded the alarm for high-poverty schools that have an elevated percentage of novice or marginal principals (Hill-Jackson & Stafford, 2017).

Principal shortages in the nation and Texas. There are 90,850 principals in the United States public schools. The average age of a principal in the United States is between 45 and 48. The nation's principal population is predominantly female (55.4%). 46% of those principals hold bachelor degrees, while 39% hold Master degrees and six% have earned a doctoral degree. 77.7% of school principals are European America, 8.9% are Latinx American, while 10.5% are African American. 2.9% of principals fall into the "other" category in the United States (Zippia, 2019). In the State of Texas, of the 8,270 public school principals, 62.8% are European American, 25.5% are Latinx American, 9.6% are African American and 2% are counted in an "other" category. National and state principal demographics do not match student and family demographics. Research asserts that one out of every two principals is not retained beyond their third year of leading a school. They leave as a result of retiring, transferring schools, or pursuing new opportunities (NASSP, 2017). Nearly half of new principals leave their schools after three years, and nearly 20 percent leave every year. Five reasons have been cited in research to account for the principal shortage in the nation and in Texas. Principals leave their jobs because of inadequate preparation and professional development, poor working conditions, insufficient salaries, a lack of decision-making authority, and ineffective accountability policies.

Project LEADERS will prepare school leaders by addressing the reasons they leave the profession and the project will share the efficacy of and need to address the cultural and linguistic diversity of the nation and the State of Texas. LEADERS participants will be prepared to meet the needs of a predominantly culturally and linguistically diverse state. They will receive and reflect upon culturally responsive and culturally sustaining pedagogies. They will be prepared in high-needs settings with integrity and strength modes of intervention rather than deficit thought or actions. Project LEADERS participants will be mentored and supported with collaborative and accountability strategies that honor the family and community structure of the communities where they serve.

The Wallace Foundation reported that schools in pipeline districts receiving a newly placed principal—both novice and transfer—outperformed comparison schools by 6.22 percentile points in reading and 2.87 percentile points in math after three years (Wallace Foundation, 2019). All principals in this sample participated in the district's pipeline initiative irrespective of novice or transfer status. Female and non white principals were less likely to leave and less likely to be hired (Pendola, 2018, 2021). Combs, & Edmonson (2018) speak extensively about the challenges facing leader needs in diverse settings.

The issue of “good teaching,” and what it means have remained in the forefront of research and practice, especially as the demographics of schools has become more diverse (Ladson-Billing, 1995). While scholars like Ladson-Billing and Gay, 2018, have beckoned higher education to better prepare teachers to create the cultural conduits important to educational development, the challenged has been enhanced by recent assertions that teachers, principals and PreK-12 learners need to taught to sustain their sense of identity as it relates to an academic and social skill “remix” (Ladson-Billings, 2014, 2021), with “identity” at the helm of engagement (Hollie, 2019; Paris, 2012; Paris & Alim, 2014, 2017; Paris & Alim 2017) branding CRT.

Culturally Responsive Pedagogy

Teachers are needed in various educational areas. To add to the complexity, increasing the supply of teachers in itself is not the panacea to support students’ academic outcomes. These teachers must also be equipped with culturally responsive pedagogy. Schools continue to become increasingly diverse and to keep pace new teachers need knowledge and skills that prepare them to work with all children (Lambeth & Smith, 2016). According to Gay (2002, 2018) culturally responsive teaching has a direct effect on the academic development and performance of students. Teacher preparation models that emphasize culturally responsive teaching and culturally sustaining pedagogy are needed to help meet the education needs of students and increase teacher retention and success.

Banks et al. (2001) outline what should be included in these models of teacher preparation: (a) learn the complex characteristics of U.S. society enriched by diverse ethnicities, languages, and social classes; (b) structure opportunities to engage in a rich and rigorous curriculum that integrates students’ own experiences and contexts; (c) create environments that promote relationships that foster respect, interactions, and collaboration among students; (d) apply school organizational and leadership strategies that involve members of the community in decision-making; and (e) use assessments that are culturally sensitive and that assess cognitive and social skills. Some researchers recommend an additional factor that should be considered: professional identity and commitment in order to increase the chance of retention and success of a teacher who works in a diverse setting (Olitsky, Perfetti, & Coughlin, 2019).

Special Education

In 2015, a shortage of special education teachers was identified in 48 states, and in some districts nearly half of the special education teachers were not qualified for special education teaching positions (Sutcher, Darling-Hammond, & Carver-Thomas, 2019). Furthermore, there is

a growing concern in the field of special education in regards to having teachers who are equipped to teach diverse groups of students. The lack of multicultural pedagogy in traditional teacher preparation programs adds another dimension to the challenge of teacher shortages in rural places where the number of culturally and linguistically diverse exceptional (CLDE) students tends to be greater than in urban places (Robertson, Garcia, McFarland, & Rieth, 2012). Sciuchetti, Robertson, McFarland, and Garcia (2018) remind us that a continuing shortage of teachers certified in special education hinders the possibility of students with disabilities from reaching their full academic potential.

Bilingual Education

The demographics of the country continue to change. Latinx Americans (LA) are the largest ethnic student group in the United States. It is projected that they will constitute 30% of the nation's overall population by the year 2050 (U.S. Census Bureau, 2010). The largest concentrations of Spanish speakers were found in the states of California, Texas, Florida, New York, and Arizona. Texas remains in second place, with the largest LAa origin population (Brown & Lopez, 2013), and 29.8% of its population ages five and older speaks Spanish at home (U.S. Census Bureau, 2014). Not having bilingual teachers to meet the academic needs of bilingual students has negative consequences. Having a qualified bilingual teacher in a classroom helps ELLs to “comprehend academic material, increases attendance, and graduation rates among this group” (Restuccia, 2013, para. 7).

Science Technology Engineering and Mathematics (STEM) Education

Many students in high-need schools lack access to qualified science and math teachers (Darling-Hammond, 2004; Ingersoll & Perda, 2010). Increasing the recruitment and retention of qualified science and math teachers is, therefore, vital for improving the quality of education in high-need school districts (Goldring, Taie, & Riddles, 2014). The shortage of STEM teachers threatens learning for students (Ladd & Sorensen, 2016). Further, the Texas Education Agency and national workforce projections suggest that, over the next decade, most careers will require clear aptitude in key STEM skills. Additionally, Texas is projected to have the second-highest percentage of the nation's future STEM job opportunities.

B. Exceptional Approach: Innovation

As a result of the teacher and leadership shortages in the State of Texas and the proposed partnership between PVAMU and TAMU, The **Panther Teacher/Leader Education Residency Model (PantherTERM)** presents an exceptional and innovative approach to increasing the number of teachers and leaders who are prepared to meet the needs of a predominantly culturally, linguistically, ethnically, and economically diverse public school student and family population. PantherTERM, the Whitlowe R. Green College of Education (WRGCOE) at Prairie View A&M University will provide yearlong residencies for teachers and leaders that bridge the gap between theory and practice, by thoroughly preparing scholars for their first teaching and leadership positions. With the support from mentors, site coordinators and their professors, program participants will work alongside a cohort of peers and will continually learn as a result

of dynamic residency experiences, throughout participation in LEADERS. This program provides valuable experience and the opportunity for participants to develop relationships with classroom teachers and administrators. Participants are supported by administrators who are actively engaged with them throughout the residency and induction years.

The PantherTERM Program has invested in co-teaching as a key practice. Its co-teaching framework is based on the St. Cloud University Model. Co-teaching is defined as “two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.” Co-teachers must always be thinking, ‘We’re BOTH teaching!’ The program utilizes a gradual-release-of-responsibility plan describing the aspects of instruction that residents are encouraged to take on as they transition from novice to more experienced teachers. While this plan guides mentors’ introduction of new co-teaching practices over time, mentors receive latitude and encouragement to consider whether their resident is ready to take on a particular co-teaching strategy. The PantherTERM program has partnered with Brenham ISD, Dallas ISD, Hempstead ISD, and Houston ISD, which have schools classified as high-needs schools.

The TQP funds will be used to enhance and sustain the capacity of the LEADERS programs, and their school district partners, as they engage in the redesigning of a yearlong residency program. Our specific, measureable, achievable, realistic, and timely (**SMART**) **Goal for the TQP Grant Opportunity is: By the end of the five-year LEADERS grant cycle, which includes a year-long authentic and rigorous residency program. 80% of the 165 high-quality pre-baccalaureate, post-baccalaureate and principalship residency program candidates with certification and a Masters of Education Degree in leadership, will be hired in high-need schools in the Brenham ISD, Hempstead ISD, Houston ISD and Sheldon ISD for 3-year minimum commitment.** This goal is measured by performance measurement data that are embedded in a Comprehensive Community Induction Framework[®] (CCIF). The *LEADERS* project is made up of an eligible partnership as defined in HEA section 200(6) with commitments from several educational entities: Prairie View A&M University (WRGCOE and College of Arts and Science) as the lead applicant, Texas A&M University (College of Education and Human Development (CEHD), their ELRC, and their partner school districts, which include Brenham ISD, Dallas ISD, Hempstead ISD, and Houston ISD that serve high-need schools—where many are located in QOZs.

Our Innovative Approach:

The LEADERS project has created a comprehensive structure to provide a rigorous preparation model for their participants. The LEADERS target audience are candidates in the pre-baccalaureate, post-baccalaureate, and educational leadership groups. Each group will matriculate through different programs in order to attain their professional certificates, but will also collectively engage in an umbrella of targeted experiences that the LEADERS team want each participant to experience. The audience and candidate experience are captured in the model below.

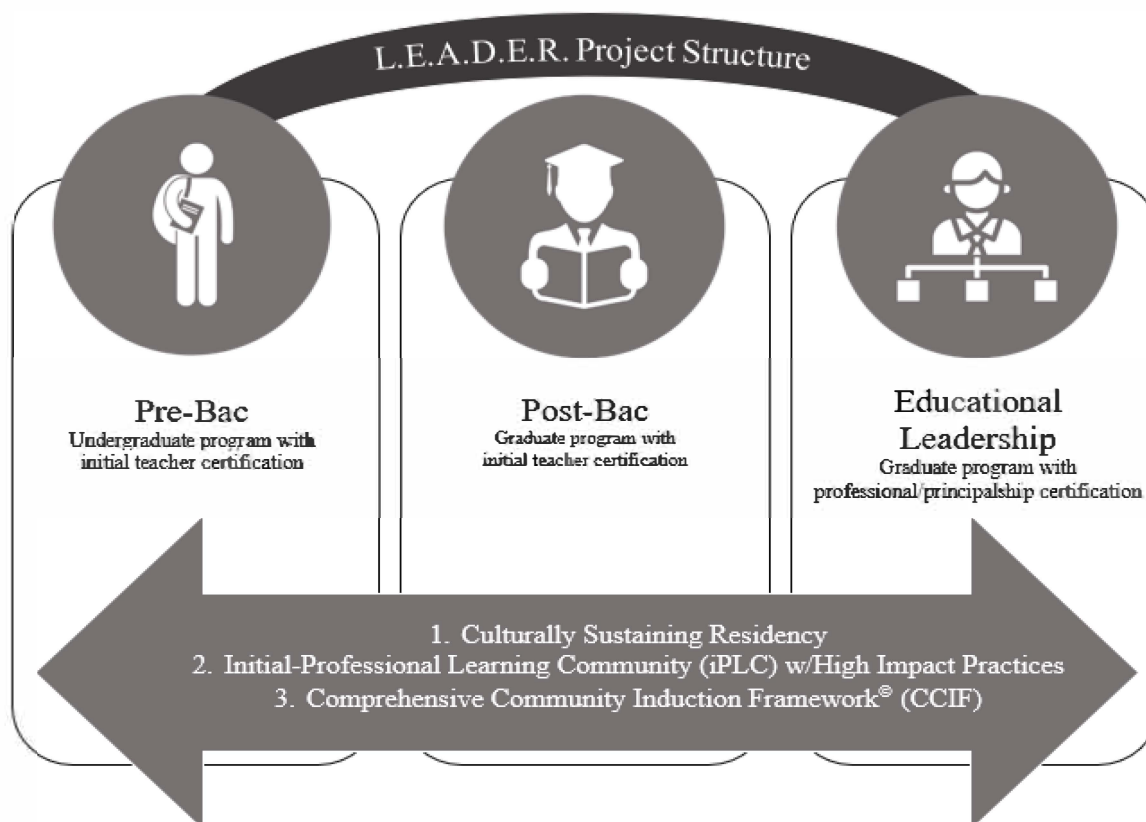


Figure 1: LEADERS Residency and Induction Structure

Culturally Sustaining Residency Model (CSRM)

In order for our LEADERS participants to express greater confidence in their ability to perform culturally responsive tasks by the end of their residency experience, and articulate and demonstrate confidence toward the importance of those tasks, the project team must create opportunities for candidates to be exposed, through trainings and mentoring, of culturally responsive, culturally efficacious and culturally sustaining competencies. The LEADERS team, with the support of TAMU ELRC MOOPIL buckets, will develop professional development modules that will expose candidates to culturally responsive and sustaining practices to prepare those candidates to become highly proficient in understanding and working with “all” students, a key requirement of Every Students Succeed Act (ESSA).

The apprenticeship model and its ability to give teacher and leadership training the relevance, intensity, and depth of understanding of school practices are important to teachers and leaders who need to inspire and guide faculties in reforming their schools. Aspiring teachers and principals and their mentors will develop individualized learning plans for their year-long residency experiences. Theory and practice will be merged in the residency, and learning is extended and supported through the partnerships and professional learning communities in the schools and the cohort across the induction years. LEADERS will leverage systemic university-school transformation initiatives by preparing teachers and leaders to lead small,

innovative, personalized public schools initiatives for cultural responsive and sustaining practices. More importantly, LEADERS will leverage participants' cultural capital in an effort to expose them to some of the ways curricula that incorporate diversity, can create a rich learning experience for all PreK-12 learners.

Initial-Professional Learning Community (iPLC) with High Impact Practices

Over the last two decades, much credence has been given to the development of professional learning communities (PLCs) as a means of supporting and improving teacher knowledge and skills leading to increased teacher efficacy for meeting students' needs (Cohen et al. 2009; Donaldson 2008; Drago-Severson 2012; Hord 1997; Rosenhaltz, 1989). According to DuFour (2004), professional learning communities have often been used to describe the alliance of individuals with a common interest in education, such as a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, or even a national professional organization. For the purpose of this project initial Professional Learning Communities (iPLC) are described as learning communities that collaborate on fundamental issues that have core values of preparing high quality educators. The project will incorporate the use of High Impact Practices (HIP) as the core components of the iPLC.

Higher education is constantly changing to meet the needs of more students. The use of HIPs in education has been shown to increase rates of student retention, engagement, and learning (Mason & Dunens, 2019; Plumb & Willis, 2018; Rosenkranz, 2012). Previous research has shown the tremendous benefits that HIP experiences can have on students (Bell & Anscombe, 2012; Collins et al., 2019; Edmonds, 2010; Mason & Dunens, 2019; Plumb & Willis, 2018; Rosenkranz, 2012). Students who participate in a study abroad, and service-learning experience are open and accepting of interprofessional learning, value hands-on learning, report enhanced cultural awareness, and experience growth (Maharaja, 2018).

Project LEADERS will focus on three HLPs. Service learning, study-abroad experience, and research projects. These specific HIPs have been selected because they provide candidates with opportunities to work outside of their classroom giving them a broader worldview and experiences that can later enrich their teaching and their students' learning experience.

1. *Service Learning*: In these programs, field-based “experiential learning” with community partners is the instructional strategy and often a required part of some courses. Service-Learning has been documented to have a positive impact on graduate students' skills and professional competencies that are benchmarked by professional associations (Roe, 2022). The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community (See Appendix H 1a). Students are eager for opportunities in graduate school to support their professional goals and faculty are called upon to integrate career preparation and professional development opportunities into the curriculum so students do not always need to seek them out elsewhere (Gu et al., 2018). A key element in these programs is the opportunity students have to both apply what they are learning in

real-world settings and reflect in a classroom setting on their service experiences in culturally responsive and respectful ways. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life. Service-learning is a genuine way for students to develop skills and self-efficacy important to their career trajectory (Roe, 2022).

2. *Study Abroad*: Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. Such experiences are beneficial to all students giving them an opportunity to experience the global nature of education (See Appendix H 1b). Leaders in international education recognize the transformative nature of study abroad programs in developing students who become interculturally sensitive and intellectually prepared to take their place in the world (Maharaja, 2018).
3. *Research and Capstone Projects*: These culminating research experiences will require students nearing the end of their college years to create a project of some sort that integrates and applies what they have learned. The project might be a research paper, a portfolio of activities during their residency year, or conference presentation. Capstone experiential learning projects should strive to integrate a student's knowledge and skills, improve a student's ability to think on their feet, allow students to practice their communication skills via written reports and oral presentations, provide students with the opportunity to complete research in their field and provide students the opportunity to learn how to demonstrate professionalism in their field. These capstone projects will serve as key assessments for the candidates' programs. The LEADERS team will develop these activities in collaboration with school partners and consultants. When developed in conjunction with schools, capstone projects can help to foster a positive relationship between the educational institution and schools. This positive relationship can provide an increase in support from our district partners and perhaps the community at large.

Residencies for Teacher and Principal Development and Retention Strategies

Teacher Residencies

There are mounting calls to elevate and transform teaching and many argue that teacher residencies are part of the answer because they offer more clinical teaching time (Darling-Hammond, 2010), increased opportunities to connect practice to theory (Zeichner, 2010), enhanced induction (Wang, Odell, & Schulle, 2008) and instructional coaching (Denmark, 2013; Dunn & Villani, 2007; Gardiner, 2011; Hobson, Ashby, Malderez, & Tomlinson, 2009). Teacher education scholars report that teacher residencies produce classroom-ready teachers who are committed to teach in hard-to-staff school districts. Teacher and leader preparation are disturbed by the revolving door of new teachers and leaders (Superville, 2019), especially given growing evidence that it harms school organizations, teachers, and students (Boyd, Lankford, Loeb, & Wyckoff, 2005; Guin, 2004). For instance,

Ronfeldt, Loeb, and Wyckoff (2013) documented the negative impact of teacher attrition on the mathematics and reading achievement of elementary students.

Residency programs may help to stem the increased attrition faced by some Texas school districts, improve the diversity of teachers relative to student diversity, and provide a mechanism to support novice teachers through meaningful induction. The authors of the National Center for Education Evaluation (2015) report on comprehensive teacher induction explain that:

Teaching residency programs (TRPs) represent a relatively new approach to addressing two long-standing challenges in staffing high-need schools. One challenge is attracting and preparing new teachers to succeed in such settings. A second challenge is retaining these teachers over time. TRPs aim to prepare teachers to work effectively in high-need schools through a year-long fieldwork placement (called a residency) and integrated coursework leading to a master's degree.... Proponents of TRPs argue that this combination of candidate selection, the residency and coursework, and the teaching commitment will produce teachers who will be more effective and remain longer in their placement schools and districts than teachers from other preparation programs. (p. 1)

Student or clinical teaching for pre-service teachers, the essential capstone experience in teacher training (Gurl, 2019; Smalley, Retallick & Paulsen, 2015; Steadman & Brown, 2011; Valencia, Martin, Place, & Grossman, 2009) is in need of transformation (American Association of Colleges for Teacher Education [AACTE], 2018). Teacher residency models may represent one of the most consequential reforms in clinical teaching (Darling-Hammond, 2010; Guha, Hyler, & Darling-Hammond, 2017a; Mourlam, De Jong, Shudak, & Baron, 2019; National Center for Teacher Residencies [NCTR], 2018) and signal a powerful response to the enduring challenges of how to select, prepare, and retain highly qualified teachers for Texas schools (Guha, Hyler, & Darling-Hammond, 2017b).

Teacher and leader residency programs are, by definition, district-serving teacher and leader education programs that pair a rigorous full-year classroom apprenticeship with masters-level education content. “Residency programs are partnerships among school districts, universities, and other stakeholders to prepare and retain effective teachers” (NCTR, 2018, p. 3). Building on the residency model in medical education, teacher preparation programs provide residents with both the underlying theory of effective teaching and a year-long, in-school “residency” in which they practice and hone their skills and knowledge alongside an effective teacher-mentor in a high-need classroom. Teacher residencies are opportunities for pre-service teachers and developing leaders to be authentically active in the classroom for an extended period and to “experiment with specific and concrete strategies under realistic conditions” (Pankowski & Walker, 2016, p. 4), which are typically rare in traditional university-based teacher preparation programs (TPPs).

Principal/Leadership Residencies

TAMU has emerged as a leader in the development of culturally responsive principal residences in the State of Texas (Irby, et al, 2021). Based on a 1994 pedagogical model for transitional English learning (Lara-Alecio, & Parker, 1994), leaders in bilingual programs

examined activity structures, the language of instruction, language content, and modes of communication. This information was used to address teacher training and guidance, program evaluation, and empirical validation of bilingual theories. Irby, Abdelrahman, & Lara-Alecio (2020) have since studied in controlled trials, at least three types of residency models in the preparation of bilingual school principals. They found that the Summer leadership and instructional leadership residencies were most effective in the development of culturally responsive school leaders.

LEADERS proposes to use and modify this effective model, and add the dimension of culturally sustaining pedagogies to prepare principals for high needs campuses servicing culturally and linguistically diverse PreK-12 learners of color. PVAMU has a long history of preparing successful African American principals and TAMU, as a recently designated Hispanic Serving Institution (HSI), will work collaboratively to develop leaders who have a comprehensive understanding in working with African American and Latinx American Pre-K-12 learners and their families. Each of the professors and instructors who teach at PVAMU and TAMU have collective experience in developing school leaders committed to social justice and equity. LEADERS will move the agenda to access the voices of developing leaders through culturally responsive mentoring (Hayes & Irby, 2020; Irby, Jeng, et al, 2019; Tillman, 2005) as their skill development and service delivery is enhanced. Teachers need support in addressing the need for academic and behavioral outcome improvement, especially among learners who come from families who are economically challenged, in the State of Texas. For example, 61% of the predominantly student of color population in Texas public schools are economically challenged. Further, 65.6% of all PreK-12 learners in Texas public schools are Latinx and African American learners (52.9% Latinx, and 12.7% African American). The disproportionate discipline of Texas PreK-12 learners is bestowed upon African American learners and a critical amount of school principals lack important knowledge and action strategies to eradicate the disproportionate rates of in-school and out of school suspensions among this population of students. (See needs assessments of partner school districts - Appendix B).

Culturally responsive mentoring and coaching. Mentoring and coaching are very important in the development of culturally responsive and sustaining principals. Utilizing a three tier mentoring model developed in 1993, LEADERS will expand the model into a four tier mentoring model to support coaching and mentoring as a “culturally responsive way of life” (Webb-Johnson & Young, 1993; Webb-Johnson, 1997). Instructors of color and doctoral students of color in leadership programs will mentor LEADERS participants, who will mentor undergraduates just beginning their teacher development. They will in turn mentor high school students who are interested in becoming teachers and school leaders and those students will mentor intermediate and middle students who are interested in becoming teachers and school leaders.

Developing LEADERS will also learn the impact of culturally responsive mentoring and equity coaching (Aguilar, 2020; Tillman, 2005). LEADERS’ scholars will learn strategies for transforming schools that confront the existing racial disparities in dismal education outcomes

(i.e. discipline, suspension, academics (Aguilar, Goldwasser, & Tank-Crestello, 2011; Tredway, Simon, & Militello, 2021). Participation in the Culturally Sustaining Residency Model will allow LEADERS to develop their expertise while reflecting on their perceptions of self-efficacy as they work on high needs campuses and with the families of their culturally, linguistically, ethnically, economically, and diverse learners.

The LEADERS proposal for the Teacher Quality Partnership (TQP) grant opportunity strives to advance leader, teacher quality, and retention strategies through an “eligible partnership” as defined by the Higher Education Act (HEA) section 200(6) with commitments from several educational entities at Prairie View A&M University, Whitlowe R. Green College of Education (WRGCOE), College of Arts and Sciences (CAS)], and Texas A&M University [College of Education and Human Development (CEHD). These higher education institutions will partner with high-needs schools in Brenham ISD, Dallas ISD, Hempstead ISD, and Houston ISD. This proposal meets the requirements of the Competitive Preference Priority 1, 2 and 4 as the partnership aims to develop Leadership Programs in conjunction with the establishment of an Effective Teaching Residency Program under Absolute Priority 2 in high-need schools with many located in several Qualified Opportunity Zones (QOZs) and Competitive Preference Priority 2 as the project represents a new potential grantee (See Needs Assessments).

The Comprehensive Community Induction Framework[®] (CCIF)

The **LEADERS** program leverages the PantherTERMs 5-point Comprehensive Community Induction Framework[®] (CCIF). There is an impressive body of research on the aspects of teacher preparation that have the most impact on quality teachers. The CCIF[®] (see Figure 2, p. 10) is informed by a review of the current research on residencies and induction and illustrates key considerations for a robust and meaningful comprehensive induction program. There are five fundamental attributes that researchers link to quality residencies:

1. *A coherent vision of teaching between school and university partners.* The preparation of future classroom teachers must prepare them for culturally diverse classrooms. The **LEADERS** program serves as the laboratory in which residents have opportunities to implement a variety of instructional strategies, materials, and technologies for working with diverse populations in high-need schools. Residents placed in high-need schools have frequent and supported opportunities to apply evidence-based theories of child development and high leverage teaching practices in real school settings—unapologetically driven by culturally relevant and culturally sustaining pedagogy (CPR/CSP). CPR and CSP are a pedagogical mindset and set of teaching approaches to empower students socially, intellectually, and politically (Ladson-Billings, 2014). As residents gain in the knowledge, skills and dispositions of an equity pedagogue, they concurrently gain a cogent understanding of their role as agents of change. Residents learn how to abandon a deficit perspective of students’ culture (Ford, Harris III, Tyson, & Trotman, 2001), and use instruction to validate P-12 students’

- culture to elevate their interests and thereby improving academic performance (Borrero, & Sanchez, 2017; Brown, Boda, Lemmi, & Monroe, 2019; Christ & Sharma, 2018).
2. *Comprehensive strategies that enhance clinical experiences.* Comprehensive approaches to support for preservice teacher programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, decrease human resources costs for school districts, and increase student learning (Ingersoll & May, 2016). Prospective teachers will receive closely supervised interaction with faculty, experienced teachers, principals, other administrators, and school leaders. Beginning teachers who receive multiple supports are less likely to leave the profession after the first year (Ingersoll & Smith, 2004). A comprehensive approach to onboarding beginning teachers can nurture the growth of teaching quality of beginning teachers (Davis & Higdon, 2008; Mitchell, Kwok, & Huston, 2019). Further, every aspect of the support structures for beginning teachers—including professional learning for mentors, teacher leaders, and principals—are critical elements for effectively supporting beginning teachers (Bickmore & Bickmore; Redding, & Henry, 2018). The **LEADERS** program will consist of a plethora of activities for all stakeholders and takes advantage of existing school and university structures that allow experimentation and adaptation.
 3. *Shared governance.* The key to a successful school-university partnership is authentic alliances among each entity whereby the mutual benefits drive the relationship, vision, goals, and outcomes. The nature of the collaboration dictates a shared commitment for selecting residents, professional learning, the collection and analyses of data, and retention of residents to positively impact P-12 students' academic and emotional achievement (Burns, Jacobs, Baker, & Donahue, 2016; McCall, Howell, Rogers, Osborne, Goree, Merritt, & Gasaway, 2017).
 4. *Developmental induction training for teachers and mentors.* The teaching profession has a retention problem. While new teachers leave the suburbs at an average rate of 35% after five years (Ingersoll & May, 2016), in most high-need schools they are departing at alarming rates – some estimate upwards of 50% are gone by year five of their teaching career (Blake 2017; Hill-Jackson et al., 2019; Hill-Jackson & Stafford, 2017). Breaux and Wong (2003) advise that an induction process is the best way to send a message to your teachers that you value them and want them to succeed and stay. Induction activities for PantherTERM includes orientation to the workplace, but then continues to be a planned and systemic approach to supporting the beginning teacher into the profession (Kozikoğlu, 2018; Mitchell, Kwok, & Huston, 2019) and incorporates initiation to the workplace, socialization, mentoring, and guidance through beginning teacher practice. Induction works (Carver & Feiman-Nemser, 2009; Ingersoll & Smith, 2004; Johnson & Birkeland, 2003; Mitchell, Kwok, & Huston, 2019; Weiss & Weiss, 1999) but it must be more than guidance provided to new teachers in the first weeks of their teaching assignment.

Beginning teachers, leaders, and their mentors need a prolonged set of learning experiences that utilize induction activities that are job-embedded (Bolen, 2018), sustained over the first two to three years of their career (Kearney, 2019), utilizes professional learning communities (De Neve, & Devos, 2017), promotes a growth not evaluative model (Amrein-Beardsley, & Collins, 2018), and ensures that their instructional mentors also receive training that is growth oriented (Luet, Morettini, & Vernon-Dotson, 2018; Weisling, & Gardiner, 2018). The faculty involved in the induction program will be able to substantially participate in K-12 school classroom setting, as applicable, including release time and receiving workload credit for such participation, as applicable. The project leads will conduct walkthroughs at the schools to provide needed support to participants.

5. *Developmental induction training for principals and mentors.*

Developing principals, their mentors and their equity coaches will participate in project experiences that will allow them to “practice.” and reflect upon the development of their equity consciousness as they simulate and implement equity coaching across the experiences in the program. The leader residencies will allow participants to participate in service learning and leadership development across at least 30 (PVAMU) and 36 (TAMU) hour experiences at both universities.

6. *Anchored in the community.* This attribute is based on the belief that good teachers and leaders know the school, while exemplary teachers understand their learners’ community. The **LEADERS** program will utilize mentors, a site coordinator/coach, university supervisors, community mentor, and a school-university leadership team to provide a ‘culture of community’ for the PantherTERM teacher candidates. We will do this with community service, community tours, and with professional gatherings at sporting events, game nights, book clubs, cultural field trips, and holiday gatherings. All stakeholders engage to form a sense of belonging for the resident and are willing to “go off script to build connections, letting the candidates know that we care about them professionally and personally” (Coburn, 2020, para. 6). Teacher education experiences that are embedded in the community (Hill-Jackson, 2018) positively impact candidates perceptions of diverse learners (Murrell, 2001).

The general themes that the CCIF[®] addresses, can be organized into two overarching goals: To provide an orientation and activities to familiarize the inductee with high-need ISDs and to cultivate the professional knowledge, skills, and dispositions of the inductee. The scheme for supporting novice teachers in CCIF[®] is cemented in evidence-based approaches that are *comprehensive, coherent, and sustainable* (Wong, 2005). Figure 1 exhibits the CCIF[®] structure, which continuously embeds the needs of ISDs and culturally relevant pedagogy in ways that are comprehensive, coherent, and sustained.

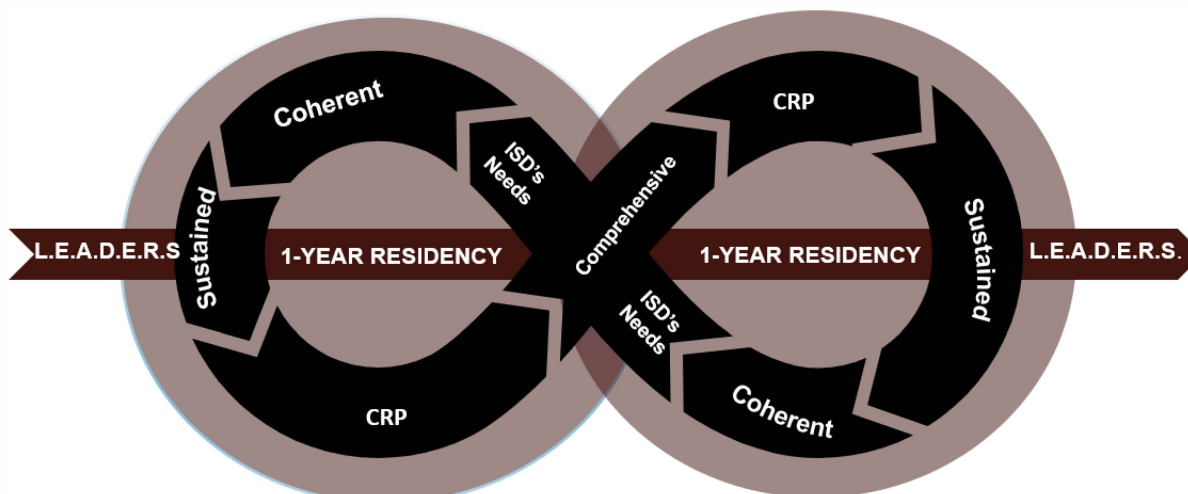


Figure 2. **LEADERS** Comprehensive Community Induction Framework[®] (CCIF).

Comprehensive. The LEADERS program structure will consist of many activities, components, strategies and stakeholders. Comprehensive induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, decrease human resources costs for school districts, and increase student learning (Ingersoll & Strong, 2011). LEADERS will utilize mentors, a site coordinator/coach, university supervisors, program leaders, community mentor, and a LEADERS leadership team to provide a ‘culture of community’ for the teacher candidates.

The National Education Association suggests that beginning teachers receive induction experiences that are scaffold in three stages of induction (National Foundation for the Improvement of Education (NFIE), 1999). In stage one, the focus is on the practical skills and information for understanding the teacher profession. In stage two, teacher candidates hone their knowledge of pedagogy and fine-tune their classroom management proficiency. By the third stage of induction, teacher candidates acquire a more nuanced understanding of instructional strategies and seek professional development that is attuned to the needs of their learners (See Table 2).

Table 2.

Stages of Induction for b=Beginning Teachers and Leaders

STAGE	FOCUS
1 st Stage	Practical skills and information <ul style="list-style-type: none"> ● Where to order supplies ● How to organize a classroom ● Where to find instructional resources ● What kind of assistance the teacher association can provide

	<ul style="list-style-type: none"> • How to engage with parents
2 nd Stage	The art and science of teaching/leading and on polishing classroom and building management
3 rd Stage	<p>A deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students and high impact practices (HIP) with school leadership support</p> <p>A deeper understanding of culturally responsive practices.</p>

Source: National Foundation for the Improvement of Education

Coherent. The various factors, program endeavors, and stakeholders are rationally linked to each other and undergirded by 10 Teacher Induction Standards (New Teacher Center [NTC], 2018). Using current senior methods and clinical teaching structures, LEADERS can adapt these processes to logically connect a community for support for teacher educators.

Sustained. The ideal form of induction is well-articulated and sustained for many years. Following best practices, LEADERS will include support to its teachers beyond the first year of the residency. Novice teachers need ongoing emotional (Dickee, Parker, Holzberger, Kunin-Habenicht, Kunter, Leutner, 2015; Hill-Jackson, 2018; Ripski, LoCaslae-Crouch, & Decker, 2011) and instructional (Dunne & Villani, 2007) support for the first three years of their practice. Meaningful induction may improve the efficacy of new teachers and leaders (NTC, n.d.) and it helps them forge deep connections with the school district and the community (Wang, et al., 2008).

B. Goals/Objectives, Outcomes, Impact, and Logic Model

The primary needs of the partner ISDs are: (1) closure of the academic gaps at high-need schools in Quality Opportunity Zones (QOZs), (2) decrease the elevated annual teacher and principal attrition, (3) build mentoring capacity to support classroom practice and school culture, (4) improve the teacher-student demographic mismatch, and (5) provide effective teachers for high-need subject areas: Bilingual Ed, SPED, and STEM, and content areas (See also Figure 3 and Appendix C, Logic Model).

The objectives of the LEADERS Program are to:

1. Determine how high-need districts compare and contrast with one another in issues related to equity access, hiring, climate, and student achievement and discipline.
2. Recruit highly qualified individuals and improve the preparation of prospective teachers and leaders, including people of color and individuals from other occupations, into the teaching force.

3. Develop high-quality induction programs to improve the quality of prospective and new teachers and leaders by enhancing professional development (PD) activities and initial professional learning communities (iPLC) for new teachers
4. Ascertain how comprehensive induction prioritizes beginning teacher/leader development in cultural competency, proficiency, and responsiveness..
5. Outline the fidelity of implementation for induction structures throughout each district.
6. Calculate the effect of comprehensive teacher/leader induction on such issues of preparation: equitable access, district composition, resident teachers' self-efficacy and perceptions of professional learning opportunities, teacher evaluation, student achievement and student behavior, and retention of teachers in a high need school.

The Expected Outcomes of the LEADER Program are:

1. Evaluate how resident teachers and leaders compare with non-resident teachers and leaders on teacher/leader (e.g., retention by year, self-efficacy, performance appraisals, etc.) and student/teacher outcomes.
2. Evaluate the quality of candidates entering the teaching/leadership profession from various disciplines.
3. Evaluate the effectiveness of PDs and iPLCs.
4. Articulate how our high-need districts compare and contrast with one another in terms of equitable access, hiring practices, climate, and student achievement gaps at high-need schools in QOZs.
5. Realize how comprehensive induction prioritizes beginning teacher and leadership development in cultural competency.
6. Establish the quantitative and qualitative effect of comprehensive teacher/leader induction.

The Expected Impact of the LEADERS Program:

7. Map the fidelity of implementation for induction structures throughout each district.
8. Map the overall fidelity of implementation for pre-bac, post-bac and principalship residency structures throughout each district.
9. Effectiveness of the residency model on; retention by year, and student academic outcomes.

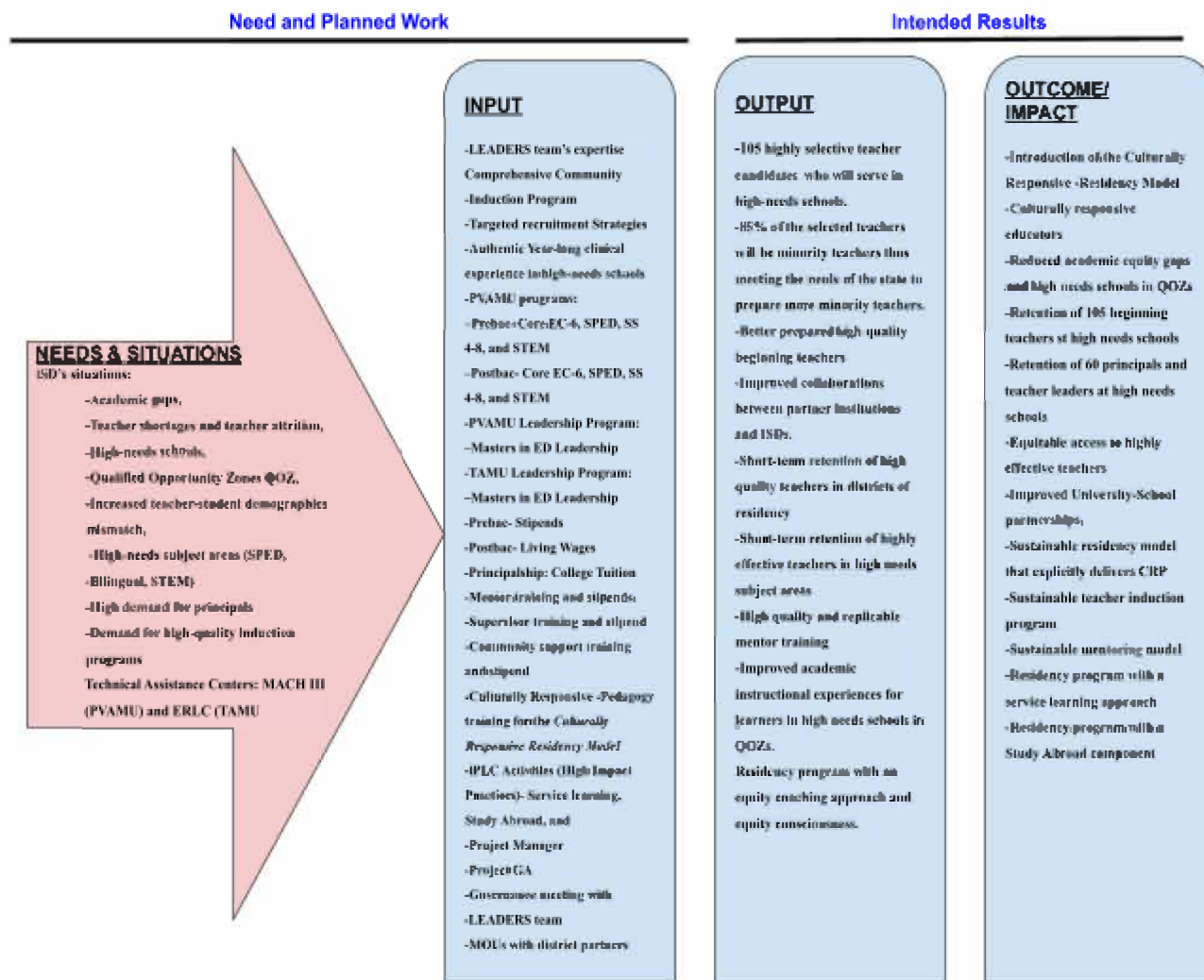


Figure 3. Needs, planned work, and intended results of the **LEADERS** 5-year program.

D. Comprehensive Effort: The Five Core Components **LEADERS** Program

Consistent with ESEA Section 111(d)(1)(B), **LEADERS** is a link between partner ISDs and the lead university applicants that have diagnosed their needs in order to develop a:

...comprehensive support and improvement, the local educational agency (LEA) must “for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that...is based on a school-level needs assessment.” In addition, the comprehensive support and improvement plan must be informed by all of the statewide accountability indicators, identify resource inequities, include evidence-based interventions, and be approved by the school, LEA, and state. (USDOE, 2018, p.18)

The **LEADERS** project is made up of an eligible partnership as defined in HEA section 200(6) with commitments from several educational entities: Prairie View A&M University

(Whitlowe R. Green College of Education, College of Arts and Sciences, MACH III), Texas A&M University (College of Education and Human Development (CEHD) and the ELR as partner applicant. The partner school districts include Brenham ISD, Dallas ISD, Hempstead ISD, and Houston ISD that serve high-need schools—for which many are located in QOZs.

The **LEADERS** program leadership will facilitate monthly roundtable gatherings to discuss district needs, trends in residency and induction data and the implications for their partnership work together to discuss teacher candidate data and any other issues. As a result of district feedback, ISD partners will make adjustments to the **LEADERS** program, including co-developing an assessment and performance management systems to assess candidate professionalism and the use of evidence-based approaches for mentors, a site supervisor, and university supervisors. The **LEADERS** leadership team for each partner school will also prioritize designing common learning experiences across school sites, which includes building a shared language and ensuring standardization.

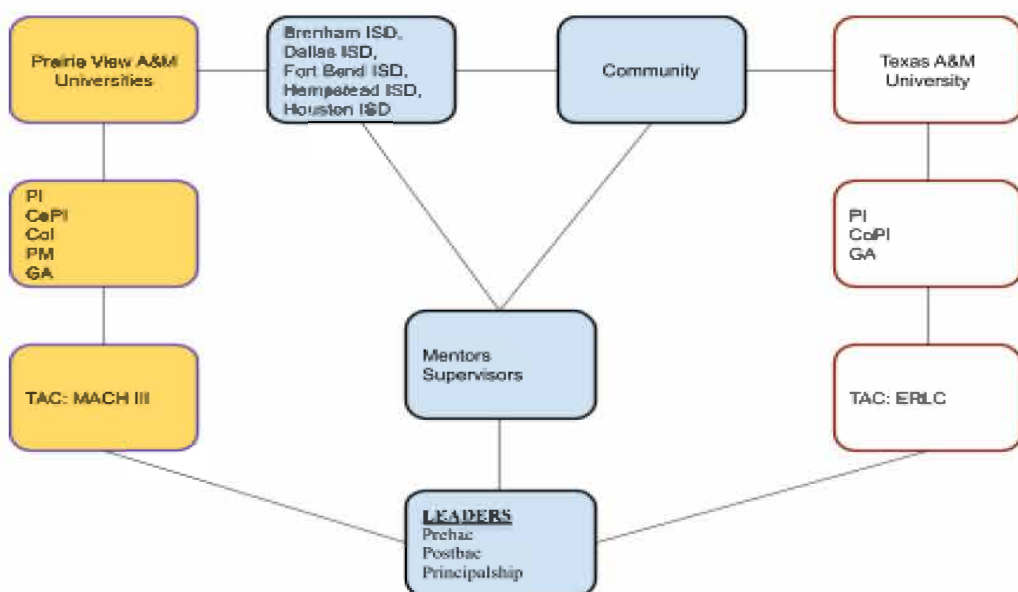


Figure 4. Entities engaged in the **LEADERS** partnership.

In accordance with 202(f) of the Higher education Act (HEA), the requested funds will be used to support 65 participants/residents per year in the **LEADERS** program. There are two types of residents, pre- and post-baccalaureate, and principalship candidates who will all benefit from a program that incorporates the following five components (See also Figure 5). The novelty of the PantherTERM program is that it has the resources to support the implementation of two tracks that are references in the Federal Register, which reads:

Under section 202(d) and (e) of the Higher Education Act of 1965, as amended (HEA), these partnerships must implement either (a) teacher preparation programs at the pre-baccalaureate or “fifth-year” level that include specific reforms in IHEs’ existing teacher

preparation programs; or (b) teacher residency programs for individuals who are recent graduates with strong academic backgrounds or are mid-career professionals from outside the field of education. (Teacher Quality Partnership Grant, 2020, p. 29692)

D-1. One-Year Residency: These education pre-bac students will learn alongside their classroom mentor as an associate teacher of record for an entire year engaging in clinical teaching practices. The post-bac residents are recent graduates of non-education programs and returning to acquire a teaching credential and a master's degree. The post-bac students will also spend an entire academic year in a co-teaching model, which allows them to serve as a teacher of record in a classroom alongside a veteran teacher. Pre- and post-baccalaureate residents will receive closely supervised interactions with faculty, experienced teachers, principals, other administrators, and school leaders. Participants will use the residency as an opportunity to link educational theory to classroom practice and hone effective teaching skills in academic content areas while serving in high-need elementary and secondary schools. The candidates in the leadership program will complete a yearlong residency program shadowing principals, assistant principals or district leaders at their schools of residence.

D-1a. Pre Baccalaureate (Initial Certification)

D-1b. Post Baccalaureate (Initial Certification)

D-1c. Principalship/Leader Programs (Professional Certification)

D-2. 12 Month Stipend and Living Wages - The pre-bac students will receive a clinical teaching stipend of \$20,000 during their 12-month residency experience. The post-bac students will receive a living wage that is equivalent to the salary of first-year teachers in the state of Texas (\$48,000- \$56,000) and it will be paid over twelve months. The funding source for the pre-bac students' stipends comes from the grant funds, while the funding sources for the post-bac students' living wage comes from both the grant and the partner ISD.

D-3. Master's and Principalship/Teacher Leader Program- The post-bac students will be required to enroll in a Master's Degree Program as they complete their residency. As they complete their residency and Master's program, they will take three specially designed courses with a focus on leadership. The students completing their principalship or teacher leader degrees will be funded using the grant funds. The qualifying LEADERS participants will receive a living-wage salary paid by the school districts and will be expected to enroll in a master's program to receive a stipend from the grant funds.

D-3a. Post Baccalaureate: Master's Degree

D-3b. Principalship/Leader Program with Master's Degree

D-4. 3-Year Service Agreement - As a requirement for receiving the stipend, the *Intent to Serve Agreement* will be a binding contract that must be required by all residents, which describes an explicit understanding with the participating student to serve as a full-time teacher for the assigned ISDs for a minimum of three years. The LEADERS students will be subject to a number of stipulations, including successful progress toward completion and repayment if the

3-year teaching assignment is not fulfilled (See Appendix H-2).D-5. 2-Year Induction – The **LEADERS** program includes an additional two years of professional induction activities, as an extension of the collaboration between the host ISD and the university, which supports the professional development of the residents beyond the residency guided by need. “They should be prepared to offer integrated and ongoing support that will create and sustain resiliency factors” (Hartman, Kennedy, & Brady, 2016, p. 185).

A Master Degree in Education – Each post-bac resident who participates in the **LEADERS** program will be enrolled in an 18-month master's degree program (Cochran-Smith, Keefe, Carney, Sánchez, Olivo, & Smith, 2020) as a cohort. However, the program is adaptable and leaves room for the graduate experience to be expanded to a 24-month master’s program due to the demands of being a new teacher while completing a master’s degree (Mitchell, Howard, Meetze-Hall, Hendrick, & Sandlin, 2017). The pre-bac residents are those students engaged in a “fifth year” undergraduate program and simultaneously enrolled in a master of education program focused on Special Education or Curriculum and Instruction. The post-bac students are recent four-year graduates who will enroll in a master of education program in curriculum and instruction, and may select an emphasis in STEM, SPED, or Principalship/Leader. Each student in the program will meet high academic standards determined by the program and participate in an intensive clinical experience. Each resident in the **LEADER** program will be prepared as a teacher to meet applicable State certification and licensure requirements. The graduates of the **LEADER** program who intend to enter the field of teaching must also pass subject matter assessments of subject matter knowledge in the TExES content area in which the teacher intends to teach.

Pre-baccalaureate and Post-baccalaureate Master’s Programs

At Prairie View A&M University, senior undergraduate students (with a grade point average of at least 3.0) are eligible to enroll in graduate coursework and petition to reserve that coursework for graduate credit as part of a “fifth year” graduate program. Accordingly, the C&I and special education programs will encourage academically superior students to enroll in six semester-credit hours during their senior year of undergraduate studies. These hours are part of the master’s degree program and will facilitate student entry into those programs.

Curriculum and Instruction Education Background

The Graduate Certification Program leads to initial teacher certification (Curriculum and Instruction, or Reading 7-12). The potential for a paid internship and the opportunity to apply all coursework toward the Master of Education degree in Curriculum & Instruction are unique features of the program. The Graduate Certification Program is designed for those candidates who have completed or will complete a baccalaureate degree and desire initial certification to teach in Texas public schools. Candidates are admitted upon recommendation of LEADERS leadership and progress through the summer, fall and spring semesters as a cohort. The certification program requires the completion of 21 graduate credit hours, the successful completion of the appropriate state examinations and a full-year public school residency. The

candidates will complete the residency requirement through a paid teaching position provided by the partner ISD.

The Masters of Education in Curriculum and Instruction program is a 36-semester credit program. Candidates earn a teaching certificate plus a Master's of Education degree in Curriculum and Instruction (36 credit hours). Students will also have the opportunity to complete a Masters of education degree in curriculum and instruction with an emphasis on Science Technology Engineering and Mathematics (STEM), Urban Education, or Bilingual Education. All special emphasis areas include coursework on special populations and an emphasis on teaching students with limited English proficiency. Eligible students are those with semesters or less to complete their undergraduate degree or graduates with a bachelor's degree. Candidates must have a 2.75 minimum overall GPR and complete requisite coursework with cohort peers.

M.Ed. Program in Leadership

Principal Certification - Master's Programs at PVAMU and TAMU

Education Leadership

The Graduate Certification for M.Ed. is a cohort program that begins each summer at PVAMU and in the Fall at TAMU. Students take all of the courses in the cohort portion of the program during the summer, fall, and spring semesters. The **LEADERS** team, in collaboration with their school district partners proposes to establish a cutting-edge leadership development program incorporating the development and implementation of a research-based principal pipeline program for high needs schools in the districts we intend to serve. The **LEADERS** initiative will enhance and strategically target district identified individuals through the development of a cadre of highly trained leaders capable of transforming school culture, student academic outcomes and cultural responsiveness. The proposed principal pipeline intends to provide **LEADER** participants with expertise on developing a culturally responsive and sustaining climate (Paris 2012; Paris & Alim 2014, 2017), through a “remix” of these two tenets (Ladson-Billings, 2014). The standards of each program are based on the Texas Education Agency foundational expectation of preparing instructional leaders with requisite professional, emotional, academic, and curricular skills required to identify, develop and inculcate its learning model into professional learning communities supportive of transforming low-performing schools. The goal of both programs will continue to be the eradication of while concurrently stemming the exodus of principals in high needs communities. Moreover, the multi-tiered system proposed in the **LEADERS** model, aligns with TEA, NELPS, PSELs and national accreditation requirements through its provision of program modules focusing of academic course content, transformational practices, pre- and post-certification preparation and support, in addition to synergistic and collaborative professional learning communities spanning multiple schools and districts.

The **LEADERS** program is unique in that it presents a research-based program building upon the success of previous pipeline, or grown-your-own initiatives. Research by the Rand Institute (2019) and the Wallace Foundation (2019) presented data that PPIs are effective,

efficient and feasible initiatives with positive results in districts where implementation and transformative practices received full support from central office leadership.

The impact of **LEADERS** synergistic model also proposes to address the exodus of principals from schools, thereby decreasing the exorbitant expenses associated with recruitment, selection, hiring and training of newly employed principal applicants, who do not stay in the profession for very long.

[See Appendix H-3a for 30 graduate credit hours PVAMU Ed. Leadership]

. [See Appendix H-3b for 36 graduate credit hours TAMU Ed Leadership]

Special Education Background

Students with disabilities who have significant behavioral challenges often need intensive individualized supports and programs. Teachers of students with significant disabilities need to be prepared to respond to behavior and intervene in order for students to be able to make positive academic, social, and behavioral growth. To provide those services, special educators are often tasked with conducting behavioral assessments, analyzing the data, creating behavioral intervention plans, training others to implement plans, and overseeing implementation (BACB, 2015). The Master of Education in Special Education program is a 36-semester credit hour program, which includes a seven-course sequence that provides the students with a PVAMU Graduate Certificate in Education Diagnostician. .

The mission of the Special Education Master's program is to improve long-term academic outcomes for individuals with disabilities through high-quality service delivery in education and related community-based settings. Further the emphasis of our faculty, per 612(a)(14)(C) of the Individuals with Disabilities Education Act (IDEA), is to prepare professionals with advanced skills in academic and functional evaluation and assessments, behavior analysis, positive behavioral interventions and supports, response to intervention, and special education in order to improve outcomes for individuals with disabilities. [See Appendix H-3c for a review of the course sequence of 36 graduate credit hours]

EVALUATION

Methods

Guided by the New Teacher Center's Teacher Induction Program Standards (2018), LEADERS will use multiple measures to gather evidence to inform decision-making and engage key stakeholders to take active roles in promoting the growth and sustainability of the partnership. To determine the efficacy of LEADERS, a quantitative methodology will be employed allowing the utilization of numeric data to describe the phenomena under evaluation (Fitzpatrick, Sanders, & Worthen, 2011). This framework was chosen for several reasons. First, it allows for the collection of data from a large sample size (Center for Innovation in Research and Teaching, 2016). Second, the data sources selected to generate numeric/statistical estimates of the populations (i.e., mentors, teacher candidates, university supervisors, etc.) in the program (Creswell, 2014). Third, statistical results may be viewed by policymakers as providing greater objectivity and credibility (Center for Innovation in Research and Teaching, 2016). Fourth,

statistical scores provide comparisons across the data sources and to other research studies (e.g., Levine, 2006; Teach Plus, 2015; U.S. Department of Education, National Center for Education Schools and Staffing Survey [SASS], 2012). Finally, the descriptive data provide the foundation for future qualitative studies into stakeholders' perceptions — allowing for a more in-depth construction and inquiry of LEADERS's efficacy (Creswell, 2013).

Project Objectives / Questions

Inputs

1. How do our high-needs districts compare and contrast with one another in:
 - Equitable access to high quality beginning teachers?
 - Hiring teachers in high needs areas?
 - Climate, culture, and support for teacher success?
 - Student achievement gaps?
2. How does the quality of students recruited from other disciplines compare with education majors?
 - From which disciplines did we recruit the most?
 - How do their GPAs compare to education majors?
 - What is their interest as future educators?
3. How does comprehensive induction prioritize beginning teacher and leader development in cultural competency?
 - How do beginning teachers and leaders feel about and respond to this program?
 - How does this program compare with pre-existing district induction support?
 - How do resident teachers' and leaders' beliefs shift as a result of this induction program?
 - How does mentor teacher/leader quality affect resident teacher/leader success?
 - How does support from community partners influence resident teachers' feelings of preparedness and cultural competency?
4. What is the fidelity of implementation for induction structures throughout each district?
 - How do supervising teachers and school principals feel about the preparation of residents for their year-long clinical experiences?
 - What percentage of residents complete their year-long clinical experience?
 - What is the distribution of BSTE, SPED, STEM teachers selected for residency at the pre-bac level?
 - What is the distribution of BSTE, STEM, English+ History teachers selected for residency at the post-bac level?
 - What percentage of pre-bac residents attained initial state certification/licensure?
 - What percentage of post-bac residents attained initial state certification/licensure?

- What percentage of residents are placed into positions as the teacher of record at high needs schools following their year of residency?
- How many, and in what mentee-mentor ratio, were trained mentors assigned to support residents?
- What was the average frequency and duration of field supervisor meetings with residents throughout the first residency year?
- What was the average frequency and duration of mentor meetings with mentees throughout each year of support while the resident was the teacher of record?

Outputs

5. What is the effect of comprehensive teacher and leader induction on:
 - The preparation of new teachers for high-needs schools?
 - Equitable access to new teachers at high-needs schools?
 - The preparation of new leaders for high-needs schools?
 - Equitable access to new leaders at high-needs schools?
 - District composition of the teacher workforce?
 - Resident teachers' self-efficacy, classroom practices, and retention as teachers of record?
 - Resident teachers' perceptions of professional collaboration and professional learning opportunities?
 - Teacher evaluation and principal perceptions of teacher success?
 - Student achievement, student behavior, and classroom climate?
 - Retention of novice teachers at high needs schools in the first two years as teacher of record?

Evaluation of outcomes and impact

6. How do resident teachers compare with non-resident teachers on teacher, retention by year, self-efficacy, performance appraisals, and student outcomes?

Methodology

We anticipate using a mixed method data collection with a matched (e.g., economic disadvantage, special education population, bilingual education population, STEM, etc.) comparative quantitative model and an emergent design qualitative perspective. The evaluation of TQP will take steps to approximate a quasi-experimental design in which purposefully selected TQP residency schools will be compared with matched comparison schools on several school characteristics of interest (i.e., the percentage of students economically disadvantaged, receiving services for bilingual education or English as a second language, and receiving special education services). Schools selected for TQP comprehensive teacher induction implementation will be matched with similar schools for comparison in order to gain information about the impact of comprehensive teacher induction. Comparisons between TQP residency schools and the matched comparison schools will target high-needs schools (i.e., 60% or greater economic

disadvantage) within Qualified Opportunity Zones (QOZs). Figure 6 illustrates our proposed model for this comparison.

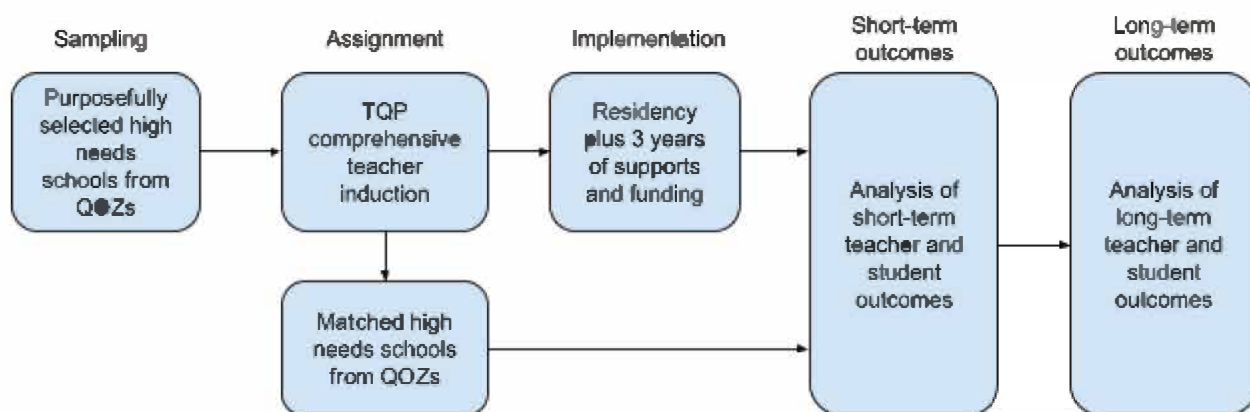


Figure 6. Matched comparative quantitative model.

For this project, we intend to evaluate the resident teacher and resident principal preparation, support, and retention within high-need schools through CCIF[®] Model; a comprehensive community induction framework that emphasizes cultural competency. Through this induction program, we propose to measure the influence it has on resident teacher and principal preparedness, efficacy, quality, and retention, as well as connections with student, administrator, and community relationships. The overarching research question that will guide our study is: *What is the impact of the comprehensive community induction framework[®] (CCIM) on reducing academic equity gaps among residents at high-need schools?* This question will guide our data collection and analysis, described below.

To support this evaluation method we will incorporate CRP and Culturally Sustaining Pedagogy (CSP) in our residency and induction programs. To evaluate the effectiveness of preparing culturally responsive teachers and leaders, using the CSRM, we will assess the candidates equity consciousness through a series of surveys and interviews (Siwatu, 2007, 2011). We will ask these overarching questions:

- a. *What is the impact of the Culturally Sustaining Residency Model on a teachers selection of High Quality Instructional Material and classroom practices to reduce academic equity gaps among residents and leaders at high-need schools.*
- b. *What is the impact of the Culturally Sustaining Residency Model on a principal's recommendation of High Quality Instructional Material and classroom practices that reduce academic equity gaps among residents at high-need schools.*

We will take a mixed method approach, integrating various qualitative and quantitative methods of data collection. We believe that taking a mixed approach is necessary to investigate the research questions for this study, as “it is virtually impossible for any one approach to be used to address the complex issues being explored through research in education” (Green,

Camilli, & Elmore, 2006, pp. xvi). We will oscillate between both approaches and the various types of data to complement one another to develop findings further than what would otherwise be done in isolation.

Quantitatively, we want to take a global perspective of each participating high-need district and how they compare and contrast with one another. We anticipate using district and state administrator data, along with district survey data of staff and school climate. This will allow us to establish how, despite being high-need, each district has a unique context. Broadly, we will create various ordinal and hierarchical linear modeling approaches to identify predictors of teacher and student outcomes. We anticipate focusing on four separate sets of models. First, we expect to identify persistent patterns of attrition, as well as the overall campus structures, to present the context that resident teachers will enter. Second, we will analyze within and between district differences in important outcomes related to resident teacher hires. This includes outcomes of student achievement, student climate and behavior, teacher retention, and teacher evaluation. Third, we will analyze differences between resident teachers and non-resident teachers within districts using a matched demographic and contextual approach. Fourth, we will analyze between districts to determine whether similar patterns are consistent across residencies.

Qualitatively, we will explore the individuals and experiences of our resident teachers and principals, and those that support or interact with them. We anticipate collecting all original qualitative data. First, we want to gather the profiles of each of our resident teachers to better understand the motivations of individuals who want to enter and commit to working in underserved communities. Second, we want to explore the CCIF[®]. Because induction varies so widely (e.g., Wei et al., 2009), yet is so vital for teacher outcomes such as retention (e.g., Ronfeldt & McQueen, 2017), we want to better understand and explain what makes an effective comprehensive induction program and how it can focus on cultural competency as a key pedagogical component towards beginning teacher success.

Third, we want to explore the experiences of resident teachers/leaders throughout the induction program and within their classrooms and schools. We will collect interviews, observations, and artifacts throughout their beginning teacher/leader tenure to identify how they are processing their support and how they pedagogically develop. We will also interview students and administrators about their perspective on resident teacher success and how it compares with current or previous non-resident teachers/leaders. Analytically, we will take an emergent approach and allow the individual data to speak on its own, constantly comparing the data with our own interpretations.

II. ADEQUACY OF RESOURCES

A. Adequacy of Support

This proposal strives to advance teacher quality and retention through an “eligible partnership” as defined by the Higher Education Act (HEA) section 200(6) with commitments from several educational entities at Prairie View A&M University as well as partner institution Texas A&M University and school districts (Brenham ISD, Dallas ISD, Hempstead ISD,

Houston ISD and Sheldon ISD), which are high-need schools (QOZs). The total anticipated 5-year budget for the LEADERS program is \$14,147,596 is the requested grant amount and \$6,988,011.00 is the amount of the cost share/match provided by the partner ISDs and the university.

Total:	\$14,147,596	100%
Grant Amount Requested:	\$7073798.02	50%
Cost Share/Match:	\$7073798.02	50%

As indicated by the tentative cost share commitments (see the Budget Form), the partners will be able to pool their collective resources to seed the **LEADERS** program and grow it to be a sustainable program. The cost share for the **LEADERS** program is the portion of the project expense borne by the partner ISDs and university. The **LEADERS** program's cost share, which represents 50% of the total budget, and includes salaries for post-bac residents, in-kind contributions, small state grant, facilities, equipment and fringe. The ISD partners have provided letters of support. If the **LEADERS** program is fortunate to secure an award, the cost sharing that is documented in the proposal will become confirmed by an MOU with the districts and converted to a binding commitment.

B. Commitment of Partners

Prairie View A&M University (PVAMU) has a rich, historical legacy of preparing educators. On April 19, 1879, The Sixteenth Texas Legislature established "Prairie View State Normal School" in Waller County for the Training of Colored Teachers. For one hundred and forty-two years, the institution has produced educators who have facilitated the acquisition of knowledge and skills to improve lives throughout the Gulf Coast region, state, and nation. This legacy has been acknowledged and commended by the Texas Education Agency. The State Board for Educator Certification (SBEC) has recognized the Educator Preparation Program (EPP) at PVAMU for the following areas:

- Preparing the Educators Texas Needs—Percentage of prepared teachers who identify as teachers of color (2020, 2021)
- Preparing Educators for Long Term Success—Teacher retention as a Texas public school professional for five years (2020)

Graduates of the WRGCOE are some of the nation's most distinguished teachers who remain in the profession and, over time, become school leaders and decision-makers. The conceptual framework model, Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P), supports the goals, innovation, and quality improvement of educator preparation in the WRGCOE. E-FOLD-P guides the design and implementation of programs, activities, and experiences and represents a commitment by the faculty to develop and prepare candidates:

1. As problem solvers, critical thinkers, and decision-makers;
2. As reflective and continual learners who utilize effective teaching practices;
3. As facilitators of student growth and development, by precept and example; and
4. As educators with an understanding and appreciation of human diversity and global

awareness.

E-FOLD-P also represents the WRGCOE's dedication to preparing candidates who are technologically proficient and capable of integrating innovation into the learning environments of their students.

Our partner institution, Texas A&M University is ranked the top university in Texas and 18th nationally in *MONEY Magazine's* new best value ranking, a list which ranks 744 schools around the country based on quality of education, affordability and graduates' earnings as they pursue their careers. Texas A&M University is ranked 27th overall among public universities in "*US News & World Report Best College Rankings*" for 2020. The University ranked 70th among all public and private universities. *US News & World Report 2021* edition of the Best Graduate Schools rankings assesses multiple types of graduate programs, including the six disciplines with some of the largest enrollments: business, law, medicine, nursing, engineering and education. *US News* routinely adds new specialties within these disciplines to make these rankings more complete. The Educational Administration graduate program is ranked #7 in the nation by US News and World Report as one of the best online graduate programs in the nation (tying with Ball State University), US News and World Report (2021).

TAMU CEHD, as a partner in this application, has a lauded history of producing the highest number of certified teachers in the state of Texas:

- #1 in producing teachers in General Elementary (EC-6 Core)
- #5 in producing teachers in Bilingual Education
- #1 in producing teachers in English, Language Arts and Reading
- #1 in producing teachers Math and Science
- #7 in producing teachers in Special Education (Texas Education Agency (TEA), 2019)

CEHD is also ranked 34th among the nation's education graduate schools. The college's student counseling and personnel services program ranked 13th, its special education program, its curriculum and instruction program each ranked 19th, and its educational psychology program ranked 16th. The College of Science and the College of Liberal Arts at both PVAMU and TAMU are committed to supporting the **LEADERS** program in the identification and recruitment of potential candidates, and advising.

The WRGCOE and CEHD, as partner applicants from both institutions, are committed to the following support to initiate, implement and grow the **LEADERS** program. They will provide:

- Adequate Personnel: Advising and teaching of courses by expert faculty
 - Release time of expert faculty so they may closely interact with residents, mentors, and administration as well as conduct professional development
 - Release time by expert faculty to conduct research
 - Release time for assistant Dean of Educator Preparation to oversee the management of the project
 - Certification Officer
 - University Supervisors for both undergraduate and graduate scholars

- In-house program evaluation center: The Minority Achievement, Creativity, and High-Ability Center (MACH III) (<https://www.pvamu.edu/mach-iii-center/>)
- In-house professional development center: The Education Research Leadership Center (elrc.tamu.edu)
- Funding:
 - i. Support student cohorts (\$10,000 per year) as learning communities
 - ii. \$2000 per year as scholarships for pre-baccalaureate students service learning experiences
 - iii. Pay for certification exams
 - iv. Pay for certification exam preparation materials
 - v. Fund the Panther Teaching Academy summer TExES preparation.
- Infrastructure:
- Assure implementation through a high-quality clinical curriculum and Comprehensive Community Induction Framework
- Assure that all selected teacher/leader candidates that receive a stipend will participate in at least 30 full weeks of an internship that aligns to the state standards
- Provide professional development opportunities for the residents through a 2-year induction program. Two MOOPILs per year to be developed over the five year period to support culturally responsive and culturally sustaining pedagogies for a total of 10 MOOPILS.
- Provide opportunities for global awareness through study abroad programs funding supplemented by both institutions.
- Provide professional engagement / network after graduation from both institutions.
- Manage the budget needs for the grant award
- Facilitate LEADERS governance meetings
- Provide mentor training. ELRC has created an online mentoring and coaching academy. The We Teach Texas P12 Mentoring and Coaching Academy is *a self-paced online mentoring and coaching certificate opportunity for P12 teachers. The self-paced online Level 1 course explores the best practices in mentoring and coaching for P12 classroom teachers and offers ways to positively impact a beginning teacher's readiness to teach. Organized around 7 topics, and formatted in the research-based L.E.A.D.E.R.S.® model, the Academy's standards-driven curriculum will guide participants through readings, videos, and applications to implement new ideas and tools focused on what it means to be an effective teacher mentor for novice Texas teachers. The overall vision of the We Teach Texas P12 Mentoring and Coaching Academy is to transform the preparation of teacher mentors by providing evidence-based professional development for P12 mentors and coaches who support beginning teachers*

throughout the state of Texas. Our mission is to build capacity among P12 teacher mentors, support the retention of quality teachers, and engage school districts as mutual partners to accelerate capacity among mentors. Learn more at <https://education.tamu.edu/mca/>

Partner ISDs will:

- Engage in a recruiting and selection of residents
- Support the management and sharing of data
- Provide a stipend/salary for post-bac residents
- Provide a quality mentor for each mentee/resident
- Give the mentor adequate release time to support the resident
- Jointly create sustained and coherent professional development opportunities for the residents for the ‘Residency Year’ and for the length of the 2-year induction program for both teachers and leaders
- Create a professional community of care
- Offer qualified and successful residents a 1-year residency (with intention for renewal for 3 years pending adequate progress)
- Arrange an “intent to serve” and “contract signing” event for April/May yearly, and invite local community, press, and university partners
- Support marketing and communications needs (press releases, social media, etc.)
- Support students in state loan forgiveness programs (if applicable)
- Ensure mentors and site supervisors complete onboarding training and receive release time
- Provide a qualified site coordinator
- Ensure ISD personnel attend LEADERS governance meetings
- Provide facilities (meeting spaces, classrooms, and web platforms) to deliver professional development

C. Reasonable Costs

Prairie View A&M University and Texas A&M University's principal investigator (PI) and Co-principal investigators (CoPIs) are jointly responsible for stewardship of sponsored research funds in compliance with federal cost principles established by the university. Adherence to all cost principles is required to appropriately justify the expenses of conducting research at Prairie View A&M University. The consequences of failing to comply with cost principles may range from prohibition of specific incurred costs to dissolution of the award—contingent upon the particular cost and circumstances in question. The university’s chief cost principles are “reasonable and allowable.” For a cost to be allowable on a specific sponsored award, it must meet all three of the following criteria:

Reasonable. It is necessary for the performance of the project and the cost is what a “prudent person” would pay for the particular goods or services obtained. Do I really need to make this purchase for the award?

1. Is this the least amount we could spend and still meet my needs for the efficient and effective performance of the award?
2. Will we use the product or services I am purchasing?
3. Is the cost reasonable?
4. Can we justify this purchase?

Allowable. The project that pays the cost is the project that benefits from it. Expenses shared across multiple projects benefit all projects proportionately, when benefit can be clearly assigned or allocated, or when proportionate value cannot be readily determined due to the inter-relationship of the work involved. Some expenses that may directly benefit a project may be prohibited by the award sponsor and, thus, are not allowable on the award. Additionally, the cost must not be explicitly excluded by federal guidelines or the terms and conditions of the award.

The Lead PI, CoPIs, and co-investigators of LEADERS are responsible for reviewing their monthly reports of expenditures for allowable costs and to identify errors and omissions for resolution in a timely manner. The lead PI will work with her department administrator to prepare a budget and justification for the project. The budget must be in accordance with allowable cost principles, including application of the appropriate facilities and administrative rate. As the project progresses, the grant budget will be compared to actual expenditures on a regular basis.

Resources for Sustainability

The *LEADERS* program leadership will facilitate bi-monthly roundtable gatherings to discuss district needs, trends in LEADERS data, and the implications for their partnership work together to discuss teacher candidate data and any other issues. As a result of district feedback, ISD partners will make adjustments to the *LEADERS* program, including co-developing an assessment and performance management systems to assess candidate professionalism and the use of evidence-based approaches for mentors, site supervisors, and university supervisors. The LEADERS leadership team for each partner school will also prioritize designing common learning experiences across school sites, which includes building a shared language and ensuring standardization.

Table 3.

Projected budget to ensure the sustainability of the LEADERS Program

Budget Item	Cost	Potential Funding Sources
Residents' Salary	\$1.5 Million for 20 teacher residents and 15 principal residents	Participating ISD's Personnel Budgets

Professional Development Curriculum	\$10,000 per year	ISD Professional Development Funds
Master's Program	\$1075 for each 3 credit graduate course	Resident; Scholarships available via WRGCOE Endowment Program
Professional Development / Induction Activities	N/A - Access to TAMU MOOPILS provided as new MOOPILS developed over the life of the project. \$5,800 per year	In-house program created by the LEADERS project and sustained by the ISD-university partnership
Initial Professional Learning Community of Residents	\$10,000 per year	IHEs
Professional Development / Study Abroad and Service Learning provided by the institutions	\$50,000 per year	IHEs

After building capacity among the five partner ISDs, we aspire for LEADERS to develop a long-term collaboration with each of the partner ISDs to continue the comprehensive induction program. The **LEADERS** program will continue to thrive at participating high-need schools. Eventually, LEADERS will become a self-sustaining model for all school-university partnerships in the state of Texas. To leverage resources required to institutionalize LEADERS beyond its initial grant award, the PIs will:

Table 4: *PI Activities*

Plan Component / Method	Action Steps	Timeline
Initiate Relationship with target ISDs	<ul style="list-style-type: none"> Schedule partner meetings to jointly conceptualize the vision for the PantherTERM program. Prepare personal invitations and ask those who recommended individuals for our PantherTERM Governance team to invite them personally. Select team of helpful TAMU faculty, ISD representatives Begin the discussion for a Memorandum of Understanding (MOU), 	Upon Grant Award
Identify Additional Funding Opportunities	<ul style="list-style-type: none"> Trellis Foundation Founded by Trellis Company in 2018, Trellis Foundation is a grant-making public charity that supports postsecondary access, affordability, and completion for low- and moderate-income students. More information is available at www.trellisfoundation.org. TEA Grow Your Own Grant-funding Program (Pathway 3) 	Month 1-36

	<ul style="list-style-type: none"> ● Texas Higher Education Coordinating Board (Texas Higher Education Foundation); The Foundation’s mission is to foster and further evidence-based initiatives that positively impact postsecondary outcomes in Texas. ● Participating School Districts ● Whitlow R. Green College of Education Houston Endowment funds- Private donation. ● College of Education and Human Development: Endowment and Development Funding 	
Refine Vision, Mission, Case for Support	<ul style="list-style-type: none"> ● Create staff to guide the planning. ● Create a campaign to communicate with local schools, universities, and business communities why the LEADERS team is needed, who will benefit, and why our PVAMU is the best organization to undertake it. ● Identify other stakeholders who might share a common vision. ● Gain the endorsement and support of additional collaborators in the local community and statewide. ● Identify a continuation/sustainability liaison (site coordinator) at each high school who can facilitate program goals 	Months 1-3
Goals and Objectives	<ul style="list-style-type: none"> ● Refine the logic model to clarify sustainability goals, create specific program objectives, and identify measures to track progress and objectives ● Cement the LEADERS professional development curricula and pre- and post-bac and principalship programs with ISD partners and advisory 	Months 1-3
Analyze Program Costs	<ul style="list-style-type: none"> ● Clarify financing for services and outcomes ● Map current spending and analyze funding gaps ● With staff and an advisory committee, develop financing strategies, evaluate options, and develop recommendations. 	Month 4
Make the Ask	<ul style="list-style-type: none"> ● Determine appropriate level of collaborative commitment for each ISD ● Determine needs for “sustainability team” for each ISD 	Month 3-4
Formalize Relationship	<ul style="list-style-type: none"> ● Finalize the Memorandum of Understanding (MOU) ● Formalize Governance Team and an Advisory (local and state-wide partners, ESCs, college advisors, faculty, etc.) 	Months 4-7
Steward the Program	<ul style="list-style-type: none"> ● Offer opportunities for continued involvement in shaping the program through regular meetings and dialogue. ● Share the credit and celebrate successes. 	Month 8 and ongoing

	<ul style="list-style-type: none"> ● Make sure the LEADERS program is mutually beneficial to all partners. ● Document objectives and celebrate benchmarks ● Seek regular feedback from the Governance team and disseminate results. 	
Refine and Execute the Plan for a Sustainable Budget	<ul style="list-style-type: none"> ● Create a team and marketing plan with advisors across the Colleges to develop and market LEADERS. ● Identify budget items that could provide in-kind contributions by partners or other stakeholders. ● Select methods and teams for resource gathering for the year ● Review grant plan with objectives and timelines. 	Month 8 and ongoing

III. Management Plan

A. 3-Stage Comprehensive Plan for LEADERS

Using the research on the 10 best practices from the most sophisticated partnerships between school districts and teacher preparation programs (Education First, n.d.), and focused on the staffing needs of the partner ISDs, the LEADERS partnerships will utilize a 3-stage roadmap (*initiation, implementation, and continuous improvement*) that establishes the program components and shared governance strategy (See Figure 7).



Figure 7. A 3-stage comprehensive plan for LEADERS.

Stage 1: Initiation stage, a shared vision for preparing future teachers

The **LEADERS** program partnerships for this project is as a direct response to the needs assessment of the participating ISDs (See Appendix B) and difficulties filling their teacher pipeline, particularly as a high-need district. Consistent with ESEA Section 111(d)(1)(B), **LEADERS** will assist partner ISDs that have diagnosed needs in order to develop a:

...comprehensive support and improvement, the local educational agency (LEA) must “for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that...is based on a school-level needs assessment.” In addition, the comprehensive support and improvement plan must be informed by all of the statewide accountability indicators, identify resource inequities,

include evidence-based interventions, and be approved by the school, LEA, and state. (USDOE, 2018, p.18)

Together, we looked at data and patterns within our community, specifically on issues related to literacy, English as a second language, poverty, student demographics, and teacher retention, and decided to focus on encouraging and supporting 65 promising special education, bilingual education, and content area teachers (including STEM, English, and history)—forming the PantherTERM.

The **LEADERS** program will incorporate closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders. Working together, the partner ISDs (BrehnamISD, Dallas ISD, Hempstead ISD, and HISD) and WRGCOE have crafted a vision for talent development and are collectively responsible for developing new teacher candidates and future teachers to their fullest potential to ensure goals are met that support new teacher development. Owning that responsibility, and based on the needs of the ISDs and in accordance with 111(b)(1) of the ESEA, the CEHD as the lead partner has initiated the following processes:

- ISDs and WRGCOE reviewed teacher staffing data, as well as student demographic and achievement data. The LEADERS team consists of the ISD administration and university PIs. As a result of our collaboration, the decision to target efforts to identify and support EC-6 teacher candidates was confirmed. As a result of these needs assessment (See Appendix B), the ISDs and WRGCOE have agreed upon a shared vision to improve teacher quality at the early childhood through grade six level over the next five years - a vision of a highly qualified and stable workforce for the ISDs in the LEADERS partnership.
 - The outcomes of the USDoE grant will produce 105 well-prepared and effective teachers in high-need schools, 60 highly qualified leaders, stronger professional practice, relevant content knowledge, higher numbers of fully licensed, and teachers of high need subject areas who remain in partner ISDs and positively impact P-12 student achievement.
- The LEADERS plan will support teachers/leaders and align with Texas Essential Knowledge and Skills (TEKS) and the principalship domains and skill standards. Texas has adopted the TEKS curriculum standards that are to be used in all the state's public schools. The TEKS standards outline what students are to learn in each course or grade.
- The ISDs-university partnership has agreed upon a preliminary plan for LEADERS that includes (a) a recruitment and selection plan, and (B) an induction plan that aligns with objectives, performance measures, milestones, and timelines for the **LEADERS** program (see part four of this document).

Recruitment and Selection Plan

The selection process for identifying the teacher candidates / participants in the **LEADERS** program is focused on recruiting 65 residents per year who reflect the diversity of the

participating ISDs' student population, with greatest likelihood of persisting in a diverse school district. All four of our ISDs are culturally and economically diverse, with high-need schools with overwhelmingly large Latinx and African American student bodies who reflect varying combinations of cultural, ethnic, linguistic, and economic diversity. Therefore, our research-based screening process features three rounds of competitive selections yielding residents with the greatest likelihood of being successful in a high-need school system, while contributing to teacher diversity. The selection process of our residents relies on predictive analytics of effective pre-service teacher and leader dispositions in urban and small school settings (Baskin & Ross, 2002; Baskin Ross, & Smith, 2016; Haberman, 2005; Hill-Jackson & Stafford, 2017; Irby et al, 2020; Waddell & Marszalek, 2018), and culturally responsive teaching (Gay, 2018; Ladson-Billings, 2021). These frameworks provide insights into the types of knowledge, skills, and dispositions that correlate with teacher longevity and effectiveness in high-need schools (Hill-Jackson, Hartlep, & Stafford, forthcoming). Overall, we will consider academic, cultural and experiential variables, and candidate's commitment to teaching in high need schools throughout the selection process. With a charge of shared governance, the LEADERS leaders will appoint a five-member recruitment team, from each ISD and the EPP at PVAMU, to create and implement the policies and materials needed to follow recruitment and selection.

Round 1. Worth 100 points, this round will be an open application for all eligible pre- and post-bac candidates; and conducted separately for both baccalaureate programs. This online application is designed to collect academic variables (GPA, Certifications), cultural variables (Language Proficiency, Gender, Parental Education, and Race), experiential variables (background experience predictive of teacher persistence and effectiveness), and commitment to teaching (e.g. why teaching in a high-need school?).

Academic Variables

1. GPA: 5 points (2.75 - 3.0 = 3 points; 3.1 - 3.5 = 4 points; 3.5-4.0 = 5 points)
 - a. Applicants are required to maintain a 2.75.
2. Types of Certifications Sought - 5 points (e.g.: EC-6, Special Education EC-12, STEM, Social Studies/Language Arts)

Cultural Variables

1. Reflect Diversity of ISD - 10 points (Race, Gender and Economic match) - 10 points
 - a. Any diversity marker is worth 10 points.

Experiential Variables (These background experiences correlate to persistence and effectiveness in underserved schools)

1. P-12 Resident of Partner School - 10 points
 - a. Being a resident of the local community creates deep connections with the community making it less likely for pre-service teachers to leave the district.
2. Educated in Diverse Schools - 10 points

- a. Pre-service teachers educated in diverse school settings have greater insights into community strengths, assets and resources that can be leveraged in classrooms and in their interactions with children and parents.
3. Educated in a Bilingual, Dual Language, or ESL Classrooms - 10 points
 - a. Teachers proficient in language development are in high demand for the ISDs, pre-service teachers who are second language learners are more likely to be more sensitive to students' needs.
4. First Generation - 10 points
 - a. First generation students share similar family and life experiences to students in high-need schools, which enables them to build productive relationships with families and students.
5. Non-traditional Student - 10 points
 - a. Non-traditional students tend to be older with more life experiences enabling them to support the complex social-emotional needs of urban learners.
 - b. Educational Philosophy - 20 points

Commitment to teaching in high-need schools - 20 points

1. These essay questions will address:
 - a. Why do you (candidate) want to teach in a high need school?
 - b. Why do you (candidate) want to build your career in a high-need ISD?

Round 2 (Top 100 candidates). Round 2, worth 100 points, begins with the top 100 candidates from round 1 based on rankings of cumulative scores out of a possible 100 points. This round is focused on teachers' dispositions and cultural beliefs, and will feature assessments. Performance on each assessment will be rank ordered, and used to select the top 15 candidates.

1. Haberman Star Teacher Pre-screener is a 50-item survey, reliable and valid (Waddell & Marszalek, 2018) that is designed to measure ten dimensions of teacher readiness for high-needs schools (Haberman, 2005). The results of the questionnaire will be rank ordered.
2. Cultural Awareness Beliefs Inventory (CABI) is a 50 item reliable and valid survey (Natesan & Kieftenbeld, 2013) that is designed to measure teachers beliefs about teaching African American, Hispanic and low-income learners. The results of the survey will be ranked ordered.

Round 3 (Top 65 Candidates). This round starts with the top 40 candidates from round 2, which will screen out candidates least likely to persist in an underserved or high-need schools, and those who possess the positive attitudes about diverse learners (Haberman, 2005; Hill-Jackson & Stafford, 2017; Hill-Jackson et al., forthcoming). Round 3 is conducted through the ISDs' Human Resources processes for hiring teachers, which includes completing ISD teacher applications, reference checks, criminal/fingerprint check, and interview process. The ISD leadership then selects the top candidates at the conclusion of the interview process.

It is important to note that in accordance with the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under

Department programs our selection process will be fair and give each potential participant an equal opportunity to participate. This provision in Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382) will guide and inform our selection process.

Stage 2: Implementation stage

After plans have been co-created in the initiation phase, the **LEADERS** program participants will work as a team to identify and select high quality teacher candidates. Partner ISDs and WRGCOE will implement the CCIF in which ISD community mentors, mentors, site leaders, and university supervisors enact a ‘culture of family’ so clinical teachers feel connected to a District that is committed to their long-term service to ISD learners and the community. The LEADERS team recognizes the elements as essential to an effective first year in a three-year induction program (see Figure 8).



Figure 8. LEADERS' Residency Year.

A-1. Coordination: Synchronization among the partner ISDs and the university is crucial to the successful implementation of the **LEADERS** program. The WRGCOE clinical teaching calendar will be adjusted to allow clinical teachers to start the school year with the ISDs' academic calendar. The **LEADERS** program begins the summer before the start of the school year completing professional development (PD) offerings with the partner school district. During this time, these residents begin their pre- and post bac graduate coursework with three to nine credit hours. The participating candidates are introduced to iPLC and the HLP tenets linked to the program. They begin their first *Service Learning* activity. Candidates are also presented with

a *Study Abroad* flier introducing them to the *Study Abroad* opportunities that will be available each summer.

During their residency experience, the LEADERS residents co-teach for the first 15 weeks, and independently teach by the start of the second 15 weeks. The total time in the field equals 28-30 weeks. ISDs offer contracts to 65 LEADERS candidates and hold signing events with successful teacher candidates; induction for next 2 years continues post residency year. During this time, the residents are heavily supervised by the WRGCOE faculty, veteran teachers, and administrators. In addition, PD continues and regular governance meetings by LEADERS leadership team allow time to review program data and make program adjustments as needed.

A-2. Targeted Training/Professional Development: Effective onboarding of all LEADERS personnel (mentors, site coordinator, university supervisor) on the evaluation instruments for the clinical teachers is very important before the start of the residency year. A crucial element of onboarding the key personnel is for them to work on ensuring that program coursework and clinical experiences match district protocols and language.

Mentors – Mentors are key personnel whose responsibilities include conducting observations of teacher candidates to ensure fidelity of the program across LEADERS partner schools. The partner ISDs and WRGCOE will strengthen the training of mentors and supervisors, including an intensive spring training, and will tap stronger mentor teachers to train others. The ISDs will identify effective mentor teachers who have the attitude, professional competence, communication skills, and interpersonal skills (NFIE, 1999, p. 8). Mentoring is a key component of effective teacher induction programs because the mentor and teacher candidate work in close proximity to each other. Mentors and residents are paired in a 1:1 ratio and the mentors: provide beginning teachers with practical information, guide teachers and offer feedback and opportunities for reflection, given reduced time for mentoring, meet with the mentor on a regular schedule, and provided a reasonable teaching load and class allocation, which takes into account the beginning teacher's experiences and needs.

Cooperating teachers serve as mentors, models, and instructors to student teachers, and are one of the WRGCOE's most valuable resources. By welcoming a novice into their classroom, cooperating teachers demonstrate their willingness to:

- guide student teachers in planning and implementing curriculum
- support student teachers in developing their personal teaching style
- encourage questions, open discussion and dialogue
- monitor and assess the many aspects of each student teacher's growth
- challenge, re-direct, question and explain according to the needs of the pre-service student

According to the Texas Education Agency (TEA) a teacher mentora/ cooperating teacher must:

- teach in the same school as the teacher candidate/preservice teacher;
- teach the same subject or grade level as applicable;
- meet qualifications as determined by the commissioner;

- have at least three complete years of teaching experience and a superior history of improving student performance.

In addition, LEADERS mentors must share 3 years of documented student achievement and complete the We Teach Texas P12 Mentoring and Coaching Academy; a research-based mentor and induction training program.

- Site Supervisor / Coaches - A coach is a trusted school leader who helps a teacher candidate move from a lower to higher level of pedagogical performance by giving feedback and offering suggestions for improvement (Marzano & Simms, 2013). When coaching is conducted in a systematic approach via cycle (Knight et al., 2015) it can be a highly effective strategy (Suarez, 2018), transforms urban teacher practices in underserved communities and may be used as a reflective tool (Teemant, 2014). Beginner teachers were positive about the benefits of instructional coaching. The site leader for PantherTERM, who does not have evaluation duties of the teacher candidates, will serve as their instructional coach.
- University Supervisors - University supervisors, in a 1:3-4 ratio, will interact in-person with teacher candidates eight times during the year-long residency to observe, assess, conference with, and encourage each student teacher; additional electronic contacts are encouraged. The university supervisor will conduct a minimum of four (three to be completed prior to submission of the edTPA performance assessment) formal observations of the teacher candidates using university-approved instruments to identify teaching behaviors in effective instruction, lesson planning, assessment, language of instruction, classroom management, use of technology, and professionalism.
- Community Mentors – Innovative residencies are finding success by matching community leaders with teacher candidates who help them settle into a new community (Clark, Zygmunt, Clausen, Mucherah, & Tancock, 2015). In hard-to-staff schools, teachers' perceptions of families and learners are strongly related to their decisions to remain in the school. Teacher-family relationships impact the retention rates between low and high poverty schools as a factor in workplace conditions for teachers (Johnson, Kraft, & Papay, 2012). Community mentors, who serve as connectors or cultural ambassadors, impart the strengths and values of the children and families with whom candidates teach during their placement. Consistent with the literature, families from underserved communities can be intimidating for new teachers (Ferrera & Ferrera, 2005). However, the family is an overlooked resource that may function to support the socialization of novice teachers in the school district (Epstein, 2018; Ferrera & Ferrera, 2005)

A-3. Induction Requirements for Residency Year:

- Orientation with host school, community leaders, WRGCOE, residents and their families
Residents partnered with their cooperating teachers and grade level team for ISD summer teacher institute

- Weekly meetings of Inductee/Mentor
- Bi-weekly meetings of Inductee/Mentor
- Two peer classroom observations
- Attend an offsite conference or workshop
- Completion of Needs Assessment for Teacher Inductees
- Completion of Monthly Teacher Induction Reports
- Formative and Summative Reflection Sheets
- Completion of Performance Development Portfolio and Checklist Document

A-4. Professional Development Requirements for Residency Year, Year 1, and Year 2:

The LEADERS partnership will include professional learning experiences to help improve residents' practice. All of the LEADERS stakeholders will work together to create a professional development curriculum that is context-specific and focuses on the needs of the residents and the partner ISDs. New teachers need focused support to help them improve their practice as they plan, teach, or evaluate instruction.

According to the What Works Clearinghouse (WWC) intervention report on Teacher Excellence, professional development is defined as training that addresses specific needs for teachers, including “increasing their content knowledge (about the academic subjects they teach), pedagogical content knowledge (about how students learn), and the ability to analyze student work...” (2019, p. 3).

The professional learning opportunities, also available to mentors, coaches and principals, will include a combination of partner ISDs current professional development experiences and professional development needs identified by the LEADERS goals and objectives. The **LEADERS** program will provide ongoing and systematically focused learning opportunities to all stakeholders in order to empower them to acquire and develop the knowledge, skills, and instructional methods to ensure that all students perform at high levels. The professional development offerings of the **LEADERS** program will be provided by the human resource offices of the partner ISDs alongside the faculty from the WRGCOE and sustained beyond the term of the grant. The WRGCOE faculty have expertise in education, with particular focus on culturally responsive pedagogy, classroom management, special education, bilingual education, STEM education, as well as curriculum and instruction (see Appendix D – Resumes/Curriculum Vitae of Key Personnel).

The funds will allow some release time for faculty to engage ISD partner stakeholders in sustained professional development in online and face-to-face formats. The grant funds will use the grant funds to develop professional development based on the actual needs of the high-need school, rather than offering generic professional development experiences. The results of a professional development needs assessment may lead a high-need school to focus on one of the topics that most teachers agree is a weakness, or the school might focus on several topics that LEADERS stakeholders target as areas of greatest need. Professional development scholars understand that attending sit-and-get professional development workshops does little to improve teacher performance or student achievement. Residents and their leaders will require experiences

that are situated in a sustained professional development effort that actively engages teachers in goals specific to their instructional needs (Banilower, Heck, & Weiss, 2007; Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Marshall & Alston, 2014; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). Once instructional needs are known, then professional learning that is intentional and continual can be created to move teachers, departments, and high-need schools to their desired instructional needs to support learners. We will take our lead from Darling-Hammond, Hyler, and Gardner (2017) who have identified several key elements of effective teacher professional development:

- Focus on content. Provide PD that supports specific instructional strategies in specific subjects.
- Create opportunities for active learning. The theory of andragogy tells us that adults have a need to direct themselves, use prior experience, solve real-world problems, and to immediately apply new learning to current job responsibilities. Adults have an innate need for opportunities to develop autonomy, mastery, and purpose in their work.
- Support work-embedded collaboration. PD that helps educators develop peer observation strategies, data teaming communication protocols, co-teaching models, and more.
- Model best practices. Just like a tell me, show me, involve me strategy can work with students, moving to modeling and application instead of "sit-and-get" lecture-based professional development can be powerful for adult learners.
- Coach and support. Instructional coaching is a non-evaluative way to create opportunities for ongoing observation, feedback, reflection, and improved practice, whether provided by experienced colleagues or external consultants.
- Incorporate feedback and reflective practice. Providing teachers with substantive, specific, and timely feedback--and providing them with adequate time to reflect and act upon that feedback--is a best practice for instructional improvement.
- Deliver the PD over a period of time. The one-shot PD session is the kiss of professional death when it's not paired with ongoing support and engagement. One workshop does not make a major instructional initiative. A strategic release over a period of time is much stronger. (schoolologyexchange.com, n.d.)

The topics for professional development opportunities with our ISD partners include, but are not limited to:

- Data-Driven Instruction
- Whole and Small Group Instruction
- Culturally Relevant Pedagogy
- Reading Assessment
- Differentiated Instruction for Special Populations
- Socio-Emotional Learning for Students
- Socio-Emotional Learning for Teachers
- Professional Learning Communities
- Supporting learners w/limited English Proficiency

- Leadership

Since cultural responsiveness and community involvement are hallmarks of the *LEADERS* program, instead of just observing and participating in classroom instruction, teacher candidates can also attend and take part in PTA meetings, school board meetings, parent-teacher conferences, assemblies, community days, lunch periods, and recess. Such a range of experiences can give teacher candidates a richer understanding of the students, the community, and the norms of high-needs schools. As a result, they will be better prepared to thoughtfully adapt their instruction to meet the diverse needs of their students. (Mascarenhas, Parsons, & Burrowbridge, 2010, p. 9)

To be sure, a long tradition of research has demonstrated that teachers must adapt their instruction based upon their knowledge of the students they are teaching (Hill-Jackson et al., 2019; Hill-Jackson & Stafford, 2017).

Stage 3: Continuous Improvement. In order for LEADERS to succeed, WRGCOE recognizes that our teacher preparation programs must be adaptive in responding to the partner ISDs' staffing needs. As the future employer of LEADERS teachers, WRGCOE recognizes the partner ISDs as esteemed future employers of the university's teacher candidates. WRGCOE and CEHD program leaders are open to a fluid process that invites change and leads to processes that are sustainable and provide a high-quality teaching force that the ISDs deserve.

A-5. Communication: Frequent communication is pivotal to the success of LEADERS. The partner ISDs and CEHD program leaders will pause and hold regular online and face-to-face meetings to formally discuss the teacher residency program. In addition, the district coordinators and university liaisons will meet monthly to discuss teacher candidates' strengths and challenges.

A-6. Data Sharing: Using teacher performance data, the partner ISDs and LEADERS will collaboratively (1) modify the processes of LEADERS as needed, and (2) continue to strengthen the LEADERS pipeline to meet district needs, especially those for bilingual education and diverse candidates. These adjustments will be completed by improving educators' understanding and use of evidence-based practices, leveraging practitioners' professional insights, and changing classroom practice through instructional coaching (Maheady, Magiera, & Simmons, 2016).

A-7. Sustained Induction: Induction continues for the teacher/leader candidates through the first two years of employment with the partner ISD that includes:

- Quarterly meetings of Inductee and Mentor
- Two peer classroom/school observations
- Reimbursable PD
- Completion of Needs Assessment for Teacher Inductees
- Reasonable teaching load of the mentors that supports the needs of new teachers

(See Appendix H-4 for Objectives, Performance Measures, Milestones, and Timelines).