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<th>Purpose Code</th>
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<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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<td>0.00</td>
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</tr>
</tbody>
</table>

| Indirect Cost | 0.00        | 0.00         | 0.00                         | 0.00                   | 0.00        | 0.00              | 0.00    | 0.00   |

| Total         | 3,750.00    | 0.00         | 790,794.24                  | 0.00                   | 10,800.00   | 0.00              | 0.00    | 805,344.24 |

Adjusted Allocation | 0.00        |

Remaining | -805,344.24
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: 
   Middle School Matters: Teacher Residency for Student Success

2. Project Tweet: Please limit your responses to 140 characters.
   Addressing poor student engagement in middle school by enhancing teachers' capacities through a residency of support and development.
   
   This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

   This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
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<tbody>
<tr>
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<td>5</td>
<td>105 6</td>
<td>105 7</td>
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<table>
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<tr>
<th>Year 1</th>
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<th>2</th>
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<tr>
<td>Education</td>
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<td>4</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Pre-K Special</th>
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<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Education</td>
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<td>4</td>
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<td>360 6</td>
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</tr>
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</table>

<table>
<thead>
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<td>360 6</td>
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</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Pre-K Special</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
<td>4</td>
<td>5</td>
<td>360 6</td>
<td>230 7</td>
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</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Pre-K Special</th>
<th>K</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
<td>4</td>
<td>5</td>
<td>360 6</td>
<td>230 7</td>
</tr>
</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Year 0 of the project will prepare five teachers (math/science) and 1 administrator through the internship program, and we are also assuming each teacher (not including the mentor teachers) will have a student load of approximately 125 students in each subsequent year. Thus a student directly impacted by a teacher in 6th grade carrying the benefits with them into seventh grade would still be benefiting indirectly from the project for its duration. Based on that, as well as any Metro students who continue to benefit, we have an approximation that 2,605 students will carry the benefit on through the life of the project (beyond only direct impact). Also with any replications of the project, another 125 students would be directly impacted each school year in any participating district.

5. Lead applicant primary contact: - Provide the following information:

First and last name of contact for lead applicant
Krista Miller

Organizational name of lead applicant
Metro Early College Middle School

Address of lead applicant
1929 Kenny Rd.

Phone Number of lead applicant
614.259.6639

Email Address of lead applicant
miller@themetroschool.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
- No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Middle schools (MS) are where academic achievement goes to die. Student motivation decreases, parental support wanes and students’ social-emotional issues present challenges for educators. Cheri Pierson Yecke points out that many districts, unsure of what to do with MS education, place these grades in their own school buildings. We argue that the problem is not where students are located, but how we are educating them and preparing their educators. Research consistently shows that teachers have the most significant impact on students and achievement. We believe that teacher PD tailored for and led by MS teachers will lead to significant improvements in MS education. Fellows in the Metro Middle School Residency (MMSR) PD program will engage in components of optimal PD according to Sims: common language to define teacher practice; aligned, rigorous and common student assessment system; systematized "signature strategies" for instruction; and individualized, active teacher coaching.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

We believe the solution to the middle-level achievement drop is the educational environment, specifically the quality of teaching. The MMSR will provide 5 math/science teachers and 1 administrator, from a partner district, a one-on-one, year-long mentoring process to share best practices. These best practices will increase student engagement, increase academic achievement, and reduce the number of dropouts when implemented in any school/district. Fellows will be full-time Metro Middle School employees and newly appointed educators or educators with a demonstrated need of improvement. By looking at their teaching through the design process, Metro MS teachers have been trained to think critically about their process and constantly iterate their skill set. That mindset, along with a school culture that encourages professionalism, embraces growth and collaboration and embraces educational innovation, allows Metro MS teachers to engage MS students in ways unparalleled in most traditional schools. Fellows will be embedded in this system to learn how to do MS in a different way. Fellows will be paired one-to-one with mentor teachers and administrators from the Metro MS with formal kick-off in August and will receive a one-week, induction to the Metro MS culture and introduction to mentors. Through the year, Fellows and their mentors will embark on a formal and iterative process to ensure the Fellow develops the skills necessary to change MS education. The MMSR will focus on three areas: culture, curriculum, and continuous improvement, using instructional rubrics and the OTES rubric. Teachers will have the opportunity to learn how to establish positive cultures and climates in their classrooms and how to engage parents and the community in positive ways; Fellows will attend all faculty events including PD on topics such as using data to inform decision making, design thinking, implementing research-based best practices and curriculum development. The Metro MS Habits of Heart and Mind, 21st century skills such as critical thinking, active and responsible decision-making, and engaged learning, are a cornerstone to the Metro MS culture. Fellows will learn how to incorporate these Habits into the culture of their classrooms, as well as their curriculum. The Fellows and their mentors will also form an informal professional learning community and participate in biweekly, structured learning sessions. Mentors and Fellows will work collaboratively each day, writing curriculum, planning, team-teaching, teaching independently and meeting for reflection. Metro MS has a strong focus on inquiry-based learning, and Fellows will have opportunities to develop and implement real-world, integrated, problem-based learning units. Other unique aspects of the Metro MS academic program include a regular Advisory period, semester-long courses, and mastery grading. Advisory is a year-long class through which a student learns metacognitive skills -- how to reflect on her academic progress, advocate for herself, conduct service learning, form relationships and work collaboratively within a diverse community. The Mastery system formalizes the process of persisting in education until a student reaches comprehension. This process leads to an ongoing reflection of what is being taught in the classroom, how it is being taught and assessed, student content acquisition and strength of alignment between the process of teaching and assessing. The combination of a strong Advisory program as well as a Mastery system results in students engaging in their own education with an atypical sense of ownership. This intensive support of Fellows will ultimately lead to teachers who are better equipped to teach, be more responsive to the needs of their students and ultimately are retained in the teaching profession. At the end of the school year, these best practices, whether classroom or building level, will be taken back to the partner school and employed in that setting.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

<table>
<thead>
<tr>
<th>a. Student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. List the desired outcomes.</td>
</tr>
<tr>
<td><strong>Examples:</strong> fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.</td>
</tr>
</tbody>
</table>

**Outcome 1:** Increased teacher efficacy: Skilled ranking on OTES for fellow teachers on 2/3 instructional areas by June 2017. **Outcomes 2:** Increased principal efficacy: Skilled ranking on OPES for fellow principal on 4/6 instructional areas by June 2017. **Outcome 3:** Student Achievement: Increase in number of middle school students who earn high school credit by June 2022. **Outcome 4:** Student Achievement: Decrease in number of recovery courses for students in participating classrooms during their high school career by June 2022. **Outcome 5:** Student Achievement: Increased student performance on NWEA MAP’s assessments by more than the expected growth (expected growth determined by NWEA).

<table>
<thead>
<tr>
<th>ii. What assumptions must be true for this outcome to be realized?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong> early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.</td>
</tr>
</tbody>
</table>

A number of assumptions must be true to achieve project outcomes. Increased teacher and principal efficacy will lead to improved student outcomes including increased advanced coursework, decreasing recovery courses, and improved assessment scores. Teacher and principal efficacy can be improved by mentoring, including, but not limited to, team teaching, effective collaboration, and frequent reflection and evaluation. STEM strategies are effective teaching strategies that lead to increased student engagement and increased student achievement. Advisory strategies, including meta-cognition strategies and personal accountability improve student engagement and achievement. Mastery as an instructional methodology improves student self-efficacy, engagement, ownership and achievement.

<table>
<thead>
<tr>
<th>iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc.), or how these are well-supported by the literature.</th>
</tr>
</thead>
</table>

The MMSR builds on a small pilot of the program. During the 2014-15 and 2015-16 school years, Metro tested this innovative residency program with Reynoldsburg City Schools. Two Reynoldsburg administrators were assigned a portion of their time at Metro while one Metro administrator spent part of his time at a Reynoldsburg school to support the Reynoldsburg administrator. The residency program was meant to provide support to the Reynoldsburg administrators who were new to their positions and new to the STEM school environment. Based on reflections and feedback from the participants, each reported growth in his/her skill set to design the school schedule, give instructional feedback to teachers, and maintain and nurture the expectations of the school climate. Student data suggest that this model had a positive influence on the administrator’s role in leading the instructional program and impacting teacher effectiveness. In Metro’s case, the percentage of 9th grade students who passed all their classes, with a 90% or greater, during the first semester was 65%. The MMSR builds on this small pilot by adding teacher Fellows to the program. During the 2015-16 school year, Metro and Reynoldsburg teachers worked collaboratively on standards alignments, instructional planning and advisory. Results from the teacher collaboration are slower and less impactful than anticipated due to a difference in structure. The collaborative planning was not designed to be a true mentorship program. Research also supports MMSR particularly the strategy of providing teachers with intensive support particularly in their first year. In Public School Teacher Attrition and Mobility in the First Five Years Report by the U.S. Department of Education (2015), from 2008-12, the percentage of beginning teachers who remained in teaching was larger among those who were assigned a first-year mentor than among those not assigned a first-year mentor, each year for the 5 years the study analyzed. A review of new-teacher research.
conducted by the University of Pennsylvania found that most of the studies reviewed provided empirical evidence that intensive support and assistance for beginning teachers had a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement.

### iv. List the specific indicators that you will use to measure progress toward your desired outcome.

**These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).**

| Fellows will implement inquiry-based learning strategies in their classroom. Fellows will create and use a continuous feedback loop for student achievement. Fellows will incorporate the Metro Habits of Mind and Heart into their classrooms. Fellows will implement an Advisory class period. Fellows will reflect on their performance and create a plan to address areas in need of growth. MS students will earn high school credits. MS students will be adequately prepared for high school and need fewer recovery courses. MS students will outpace student growth on the MAPs assessment. Fellows and mentors will create a professional learning community to reflect and share best practices. A how-to guide will be created to be used for scaling the MMSR. |

| v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison. |

| Student achievement will be collected for: pre and post assessments for each quarter or semester-long course; NWEA Measures of Academic Progress (MAPs) in the fall, winter (end of fall semester), and spring (end of spring semester); high school credit earned during MS at the end of each semester; and recovery courses at the end of each semester. The following Fellow outcomes will be collected: efficacy via OTES and OPES at start of Residency and at the end of fall and spring semesters; number of project-based units implemented in the classroom at the end of each semester; and log of using student/mentor feedback to enhance instructional practices. |

| vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized? |

**As a STEM school, Metro MS is well-acquainted with the Engineering Design Process and has adopted its own design process, including implementation of a solution, evaluation, redesign and new implementation. Metro administrators have established a culture of continuous improvement and repeated iterations of processes as a pursuit of excellence. After the grant has been implemented in its initial form, the ongoing evaluations will inform the successes or areas for change/continuous improvement. Student achievement data is collected throughout each course as well as at the beginning and end of each semester. The data collected throughout each course will be used to monitor student performance and modify their educational plan in real time. If a student is not achieving mastery, the Fellows and mentor teachers will collaborate with the student to determine the best course of action to help the student reach mastery. Fellows and mentors will meet each day to reflect as well as bi-weekly for deeper discussions with all Fellows. Additionally, Fellow efficacy via OTES and OPES will be collected three times during the year. Data as well as anecdotal feedback will highlight challenges within the Residency patterns that need to be addressed. If/when this happens, appropriate adaptive measures to the project will be implemented. With this redesign, the process of implementation, assessment, redesign and improvement/iteration will begin again.**

---

### b. Spending reductions in the 5 year forecast

| i. List the desired outcomes. |

**Examples:** lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

| The intent of the grant is to reduce/eliminate the cost of remediation classes in high school by upgrading the quality of instruction in the middle grades. The increase cost in the first year of implementation will result in an overall decrease of cost in long-term school operations. Funding will be used to leverage partner schools/districts to participate in the Residency. Districts that participate will have an initial outlay of funding to provide PD in a teacher's first year but will decrease costs for PD and retention/recovery over time. Having more effective middle-grades instruction leads to a reduction of remedial class work in the high school. One "truth" in education finance is that it is fundamentally more expensive to operate a high school than a middle school. By frontloading more resources to the middle school, we can achieve overall cost savings to the entire "system" by reducing the need for remediation and the teacher time allocated to it at the high school level. |

| ii. What assumptions must be true for this outcome to be realized? |

**Example:** transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

| A large number of students leaving middle school will need recovery courses at the high school level, leading to increased funding necessary for teachers to teach these courses. Another assumption is that by utilizing highly engaging, highly rigorous curriculum including mastery and Advisory, students will be better prepared for not only grade-level classes, but also advanced/accelerated classes for their "normal" grade level. Finally, it is assumed that there will be a return on investment for an intensive PD program for teachers that will lead to cost savings in the ensuing years. |

| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature. |

**We have a proven model. Metro MS teachers use formative assessment strategies, innovative teaching practices and a continuous feedback loop as standards of practice with students. Through the Mastery system, students are accountable for their learning in each class. That accountability is facilitated through a process of teaching, assessment, analysis, reteaching/remediation and reassessment. In Advisory, students set goals for their growth over the course of the semester. These goals are SMART and directly related to growing in a specific content area, or executive functioning skill, or a student's holistic academic achievement; the students also set a goal related to their NWEA MAPs scores and their projected growth. The combination of these processes has led to an increase in the number of high school credits earned by middle school students and a decrease in the number of recovery classes needed once the students reach high school because of better preparation to engage with the curriculum. In the 2014-15 school year, the Metro Middle School had 295 students in grades 6-8. Of these 295 students, 95 students (32%) earned at least one high school credit in Algebra 1, Statistics, Geometry, Algebra 2, English 9 or Introduction to Fine Art. Seventy-two students (24%) earned a grade of 90% or higher in Algebra 1. Overall, 160 high school credits were earned by these 95 students, or 1.68 credits per student. During the first semester of the 2015 - 2016 school year, 65% of Metro Early College High School's 9th grade students passed all their classes, with a 90% or greater. During the 2015 - 2016, Metro Middle |
School’s 8th grade class (96 students), has taken, or is in the process of taking 160 high school credits. Note: this number does not include any high school credit bearing courses these students may have taken prior to 8th grade. Since students are able to advance onto high school curriculum a reduction/reallocation of 0.5 FTE teaching position.

119123 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.
The spending reductions will occur under purchased services (Metro contracts with the ESC for staffing needs). Metro will be able to reduce staffing by 1 teacher FTE total during the 5 years of sustainability, saving Metro $67,984.65 each year.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
As a STEM school, Metro MS is well-acquainted with the Engineering Design Process and has adopted its own design process, including implementation of a solution, evaluation, redesign and new implementation. Metro administrators have established a culture of continuous improvement and repeated iterations of processes as a pursuit of excellence. After the grant has been implemented in its initial form, the ongoing evaluations will inform the successes or areas for change /continued improvement. Battelle Education has been engaged as the Project Manager. Battelle Ed has extensive project management skills in working with both large (US ARMY $184 Mil) and small (ODOE $600k). They enlist all government compliance accounting/contracting processes and employ time/task analysis on the project monthly. Adjustments, reviews and revisions are all within their scope of work and Battelle Ed has demonstrated the capacity to adjust project planning when necessary to achieve the successful long term result. Alterations to the project include, but are not limited to: Shifts in staffing Budget reallocation Staff intervention

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: *change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

<table>
<thead>
<tr>
<th>Outcome 1:</th>
<th>Increased teacher efficacy: Skilled ranking on OTES for fellow teachers on 2/3 instructional areas by June 2017. Outcome 2: Increased principal efficacy: Skilled ranking on OPES for fellow principal on 4/6 instructional areas by June 2017. Outcome 3: Increased teacher efficacy: Skilled ranking on OTES for mentor teachers on 2/3 instructional areas by June 2017. Outcome 4: Increased principal efficacy: Skilled ranking on OPES for mentor principal on 4/6 instructional areas by June 2017.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2:</td>
<td>Increased principal efficacy: Skilled ranking on OPES for fellow principal on 4/6 instructional areas by June 2017.</td>
</tr>
<tr>
<td>Outcome 3:</td>
<td>Increased teacher efficacy: Skilled ranking on OTES for mentor teachers on 2/3 instructional areas by June 2017.</td>
</tr>
<tr>
<td>Outcome 4:</td>
<td>Increased principal efficacy: Skilled ranking on OPES for mentor principal on 4/6 instructional areas by June 2017.</td>
</tr>
</tbody>
</table>

ii. What assumptions must be true for this outcome to be realized?
*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

<table>
<thead>
<tr>
<th>Examples:</th>
<th><em>neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers:</td>
<td>Teachers are the key to student achievement and growth. Metro Early College High School spends nearly twice what similar size schools spend on professional development. The result is higher student achievement. With highly structured support and processes in place, with professional teacher development and peer collaboration, teachers can become effective teachers within 1 year. In addition, teachers can be well positioned as near-future instructional leaders. Teacher and principal efficacy can be improved by being mentored and by mentoring, including, but not limited to, team teaching, effective collaboration, and frequent reflection and evaluation.</td>
</tr>
</tbody>
</table>

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

| Metro Middle school teachers participate in weekly professional development and are expected to perform multiple iterations of their lessons to meet the needs of the students. Based on evaluations during the fall semester of the 2015-16 school year, and because of the continuous professional development cycle, semester-long classes, culture of collaboration and increased support, 69% (or 9 out of 13) of
Metro Middle school teachers perform at the Accomplished level; 15% (or 2 out of 13) of Metro Middle school teachers perform at the Skilled level. We know that most teachers become highly effective after their third year of teaching. The average years of experience for Metro Middle school teachers is seven, with half the teachers having at least three years of experience. The remaining teachers have 7 to 20 years of experience. Metro teachers and administrators began the process of collaborating with Reynoldsburg City Schools in 2014-15. Anecdotal evidence showed significant benefit to having administrators collaborate in 2014-15. In particular, this collaboration included STEM Design Challenges, master scheduling, and highly effective instruction. Reynoldsburg gained from the skill sets Metro administrators had in place at that time. In the 2015-16 school year, Metro teachers began collaborating with Reynoldsburg teachers. As previously stated, results from the teacher collaboration are slower and less impactful than anticipated due to a difference in structure -- time, space and clarity of focus played a role in this. This collaborative planning occurred primarily outside school hours and was focused around Advisory and STEM Design Challenges. While there has been some benefit realized, the results are not what would be anticipated if a true mentorship program. Metro Middle School currently utilizes yearly teacher induction practices, ongoing, year-round professional development and bi-weekly Resident Educator classroom walk-throughs as quality control measures. These three practices have reaped tremendous growth for our new teachers within the formal observation cycle. The result has been that teachers are more reflective about their teaching practices and better prepared to meet the needs of diverse learners in their classrooms. Student achievement has also been impacted in a positive manner. The greatest indicator of student success is an effective teacher. A "high-quality teacher induction can accelerate professional growth and teacher effectiveness, reduce teacher turnover, and improve student learning" (http://www.nasbe.org/project/teacher-induction/). Research suggests that teacher induction and mentorship be more systematic than a "buddy" system, but should include "systematic support for over at least 2 years including opportunities for collaboration with peers, regular formative and evaluative assessment of progress based on state teaching standards, and professional development that is tailored to the challenges a new teacher faces" (NASBE, 2016). Per a compilation of research produced by ERIC (2001), Teacher Mentoring as Professional Development, mentor teachers experience significant benefits as a result of participating in the mentoring process. These benefits include increased professional competency, reflective practice, renewal, psychological benefits, collaboration and contribution to teacher leadership.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. 
These should be measurable changes, not the accomplishment of tasks.

*Example: consolidation of transportation services between two districts.*

For each unit of mentoring (teacher content knowledge, design/planning/implementation of instruction, the learning environment, feedback & student work, assessment), teachers will be assessed utilizing a rubric. Growth will be measured by performance indicators (ex., Developing, Skilled, Accomplished). Teachers will: - implement the Mastery learning model. - utilize formative & summative assessments to inform instruction. - plan, facilitate and assess highly engaging, rigorous curriculum. - self-reflect and implement changes to curriculum and culture on a weekly basis. - facilitate, reflect and implement changes to Advisory curriculum. For each unit of mentoring (continuous improvement, instruction, systems administration, collaboration, community engagement), administrators will be assessed utilizing a rubric. Growth will be measured by performance indicators (ex., Developing, Skilled, Accomplished). Administrators will self-reflect and implement changes on a weekly basis.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

Teacher Fellows increase performance on the OTES: during the Fall (baseline) and Spring semester of the Internship year teacher fellows will be evaluated utilizing the OTES rubric Administrator Fellow increases performance on the OPES: during the Fall (baseline) and Spring semester of the Internship year administrator fellow will be evaluated utilizing the OPES rubric. Teacher mentors increase performance on the OTES: during the Fall (baseline) and Spring semester of the Internship year teacher mentors will be evaluated utilizing the OTES rubric. Administrator mentor increases performance on the OPES: during the Fall (baseline) and Spring semester of the Internship year administrator mentor will be evaluated utilizing the OPES rubric.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Battelle Education will provide project management. Battelle is skilled at analyzing budgets, result and time on task. Adjustments to projects are always necessary and having constant monitoring allows us to stay ahead to pending change and allows us to be proactive in those areas lagging behind. In practical terms, using data provided through the indicators established, patterns will emerge as to areas where teachers are not improving as expected or unforeseen obstacles occur. In particular, increasing supports, changing methodologies for evaluation (using more specific rubrics as needed), positioning mentee teachers to collaborate with various teachers, etc. Supports include available additional staffing provided in kind by Battelle if needed, and expertise will be available from the Ohio STEM Learning Network.

10. Which of the following best describes the proposed project? - (Select one)

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must
correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

805,344.24 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget. Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

The project costs will be to provide salaries, professional development, equipment, and teacher stipends. Administrative fees, project evaluation and project management are also inclusive in the grant costs. Cost for new teacher: $45K + benefits (this cost combined is $67,984.65) - 5 new teachers at $339,923.25 Stipend for mentor teacher: 5 teachers + 1 admin at $7000.00 = $42,000 Cost admin + benefits: $117,000 ($85,000 salary and benefits) Coverage when out of building/classroom for PDs including but not limited to Science LDC or MDC, one professional conference: $125 x 5 individuals x 6 days = $3750 Professional Conferences: $1,000 x 6 = $6,000 Cost for professional development (at least a week) prior to school for both new teachers and mentor teachers: $2000 x 5 teachers + 1 admin for 1-week teacher induction = $12,000 OSU Coursework = $35,000 Cost for Battelle Ed project management = $135,680.81 (17%) Equipment Costs - laptops for partner teachers / admin for that year - 6 MacBook Airs at $1800 each = $10,800 Cost of Evaluation (By PAST) = $71,054.02 (9%) Admin. Fees = $32,136.16 (5% of MECHS Admin Costs) Total = $805,344.24

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

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15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

100

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Cost savings will occur from the reduction of 1 teacher FTE @ $67,984.65.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

All sustainability costs are met through cost-savings so there is no need for reallocation of funds.
D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team Key Personnel information by clicking the link below:

Add Implementation Team

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate timeframe.

21. Planning

a. Date Range: July 2016-August 2016

b. Scope of activities - include all specific completion benchmarks.

July 2016: Identify partners and write agreements
Communicate grant to stakeholders and media
Review and revise budgets
Hire/identify 5 teachers and 1 admin from partner school
Identify roles and responsibilities of mentor teachers and admin
August 2016: Obtain board approval of all grants, contracts, personnel
Finalize timeline/scope of work
Schedule professional development
Fellows begin planning and collaboration
Fellows participate in induction with all Metro MS staff members
Finalize communication plans for implementation
Create and communicate planning and implementation schedule
with staff, partners
Finalize project evaluation processes
including development of progress monitoring spreadsheets
September 2016-June 2017: Evaluate and improve design.
Leadership team will reconvene throughout the grant year to:
Utilize teacher feedback, teacher work products and student work to adapt professional learning sequence based on identified teacher needs.

22. Implementation(grant funded start-up activities)

a. Date Range: August 2016-July 2017

b. Scope of activities - include all specific completion benchmarks.

August 2016-September 2016: Initiation: One week on-boarding process.
Fellows will learn how to incorporate the Metro Habits of Heart and Mind into all aspects of the school day.
STEM Teaching induction
Fellows and mentors will begin reviewing the expectations of the year-long partnership and begin to make preparations for their classes.
September 2016-June 2017: Collaboration for improvement:
Focus on Culture:
Establish positive cultures and climates in their classrooms
Engage parents and the community in positive ways
Continue incorporating the Metro Habits of Heart and Mind
Active participation in Metro's advisory course
Focus on Curriculum, Teaching and Learning
Mentor and Fellow will work collaboratively each day, slowly transitioning responsibility for the class to the Fellows.
Collaborating to design curriculum and assessments
Collaborate to improve curriculum and assessments based on continuous improvement data
Design and implement real-world, integrated problem-based learning units
Quarterly collaborative Design Challenge planning clinic,
implementation and reflections on student work
Focus on Continuous Improvement
Learn and use Metro's mastery system
Evaluations of student growth by semester utilizing summative data
Immediate feedback will be given to the mentee daily in order to be reflective and make sound changes to his/her instructional practices
Formal observations and feedback using instructional rubrics
Identify a monthly focus area based on instructional rubrics
Engage in strategic PD with Metro MS teachers including using data to inform decision making,
design thinking and curriculum development
Summative electronic self-assessment of growth/portfolio covering school year
Semester evaluations by administrative team

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range: July 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks.

Upon completion of implementation in Year 0 of the grant, the Fellows, both teachers and administrators, will return to the partner school and employ the skill sets learned in that setting. Each semester in sustainability Year 1 of the grant, the Mentor teacher will observe the Fellow in his/her partner school setting to continuing the mentoring process and ensure that the cycle of improvement is sustained. The Mentor/Fellow relationship will also continue informally beyond Grant Years 0 & 1. In Spring/Summer of 2017, Metro will pursue either additional Fellows with the current partner district or cultivate new partnerships with other districts. Utilizing the evaluation results, both formative and summative from the PAST Evaluators, as well as the procedures and mentoring manual established in Grant Year 0, Metro Middle School will iterate on the processes established in Year 0 to improve Year 1. This process will be iterative through Year 5 of the grant. The process will continue to include checking specific benchmarks for evaluation yearly, including Student Achievement, Budget Reduction and Teacher/Administrator Improvement, as well as any additional necessary benchmarks as identified by the evaluation process.
24. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The documentation of highly effective strategies and Metro's "secret sauce" will allow us to institutionalize the Metro process to translate and spread knowledge throughout Ohio. Improvement in utilizing data effectively will be a benchmark of the project. This will provide a platform for improvement. Higher efficacy with creating/implementing/evaluating design challenges to ensure student achievement is directly tied to project based learning. Increased ability to collaborate with community partners allows Metro to not only be a "school" within the community but become a partner in community improvement. Improved teacher efficacy of mentor teachers in classroom (as teachers) as well as ability to mentor peers. "Packaged" mentoring experience and capacity to create a for-profit model in the out years of the grant.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. Monica Hunter Director of Research, The PAST Foundation mhunter@pastfoundation.org

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The overall plan for evaluation for Middle School Matters: Teacher Residency for Student Success involves both formative (qualitative) and summative (quantitative) evaluation. Use of both formative and summative evaluation is intended to aid the project to: 1) establish baseline data, 2) determine effective modifications during the course of the grant, 3) regularly assess fidelity to project goals and outcomes, 4) identify constraints encountered that may pose threats to validity within the implementation process, and 5) review evidence of change and impact. Evaluation will be embedded within the project to assure the project is focused and responsive. A complete and fully detailed evaluation plan will be submitted by October 2016. Formative evaluation will use a mixed-methods approach, involving qualitative and quantitative assessments, producing quarterly reporting and real-time data to the Leadership Team during the grant year (2016-17) and continue through year 2 (2018-19). Formative evaluation will combine key informant interviews, focus groups, structured observation, and online surveys, capturing the voice of Mentor Teachers, Fellow Teachers, and administrators to identify enabling strategies that emerge in early stages of the project, and constraints encountered. Structured focus groups with teachers will be conducted to establish in-depth, thematic understanding of presence/absence of progress in attaining project outcomes that can be quantitatively translated to prioritize effective strategies to support deployment at the participating partner schools in succeeding years of the project. Pre/post surveys will be employed during 2017-2019 to track change over time associated with partner school implementation at the classroom level, including teacher understanding of short-term and long-term goals; level of buy-in; sense of empowerment for successful implementation of the curriculum and use of rubrics; sharing best practices; expectations related to fostering a positive learning culture and implementation of Habits of Mind; and teacher reflections on success with Mastery and impact on student learning. Summative evaluation will track metrics during the grant period associated with: 1) goals and outcomes during the 2016-17 mentor year; 2) goals and outcomes at the partner school including student achievement factors. Student achievement data at the partner school will track increased credits earned by middle school students for high school level courses, and NWEA MAP scores. Rising 9th grade student data will track increased enrollment in higher level math/science courses, decreased enrollment in recovery courses, and NWEA MAP scores. Metrics on educators will focus on 2016-17 pre/post and mid-year evaluation (Instructional Rubrics/OTES/OPES), as well as monthly Instructional Rubrics review with mentor educator, and year-end summative self-evaluation of growth/ portfolio. A metric tracking instrument will be designed in the grant year and will be used to measure project results throughout the grant period to June 2022. The instrument developed to track summative metrics will be provided to the participating schools to guide annual reporting through 2022. Evaluative reporting for formative actionable modification will occur in 2016-17, 2017-18, and 2018-19 with final summation reported in fall 2019. The summative instrument to collect quantitative metrics will continue to produce annual data through 2022. The information garnered from the evaluation of the project will be shared through published reports and presentations at professional meetings related to K-12 STEM education, and applied research and evaluation in STEM education.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

The Metro MS Residency can be scaled-up and replicated in other districts throughout Ohio. Metro MS staff have experience...
disseminating and sharing best practices and lessons as part of the Ohio STEM Learning Network and Battelle Education. OSLN was launched in 2006 as a vehicle to disseminate effective educational practices, particularly related to STEM, throughout Ohio. During the grant year, the project team will create an implementation manual that highlights the processes and procedures of implementing the Metro MS Residency. In the following years, Metro MS will recruit additional districts and schools throughout Ohio that are interested in participating in the Residency for either a semester or year. Within our own school model, we have utilized this project, but for a shorter duration. Partnering brand new teachers, with more experienced teachers to team teach and co-plan has proven to show an increase in instructional results. 

Districts will find this innovative project to be of great value because of the increase in teacher efficacy, teacher retention and student achievement. Changes in pedagogy, curriculum development and classroom expectations will be a lasting value to the classroom, school and school district. Publications are possible, and of interest within our profession, as this project builds upon two existing models that have proven to be successful. News of this innovative project will first be shared through Metro’s natural distributions channels through the Ohio STEM Learning Network by offering the Residency first to other schools within the Network.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Meka Pace, Chief Academic Officer
Consortium

Metro Early College High School (012391) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
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<thead>
<tr>
<th>First Name</th>
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<tbody>
<tr>
<td>Tina</td>
<td>Thomas-Manning</td>
<td>6145011020</td>
<td><a href="mailto:tthomasmanning@reyn.org">tthomasmanning@reyn.org</a></td>
<td>Reynoldsburg City Schools</td>
<td></td>
<td>7244 East Main St., Reynoldsburg, Ohio, 43068</td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Burns</td>
<td>859.322.7431</td>
<td><a href="mailto:Burns@battelle.org">Burns@battelle.org</a></td>
<td>Battelle Education-Project Management</td>
<td></td>
<td>505 King Avenue, Columbus, Ohio, 43201</td>
<td></td>
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<tr>
<td>Monica</td>
<td>Hunter</td>
<td>805.704.1355</td>
<td><a href="mailto:mhunter@pastfoundation.org">mhunter@pastfoundation.org</a></td>
<td>PAST Foundation</td>
<td></td>
<td>1003 Kinnear Rd., Columbus, Ohio, 43212</td>
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<tr>
<td>Krista</td>
<td>Miller</td>
<td>Metro Middle School Principal</td>
<td>Collaborate with partner district to identify, hire, new teachers and administrator, identify mentor teachers at Metro Middle School, develop and implement teacher induction, teacher professional development, focuses for instruction, evaluating teachers, etc. Assist in collecting data for evaluation purposes.</td>
<td>MS Principal at Metro for 2 years, leading expansion of middle school from 120 students to 320 students, and from 6 teachers to 14 teachers; instructional leader; developed and implemented annual STEM induction and on-boarding process for teachers; developed and implemented curriculum alignment and development for middle school teachers, conducted OTES evaluations for middle school teachers 2x per school year; facilitator of weekly professional development for teachers; partner with Reynoldsburg City Schools (2014 - Present); Prior Relevant Experience: 10th year in education; 8 years teaching High School math, Physics, Introduction to Engineering Design and Environmental Science; 2 years a ? time Dean of Students; 2 years as Middle School Principal; Designed and implemented initial data collection strategies at Metro Early College High School; co-designed and facilitated week-long Mastery-Based Learning and Problem-Based Learning for Columbus City Schools' Hubbard Mastery School (2014); project manager, developer, teacher for interdisciplinary design challenges; presenter/panel member at 8 professional conferences or events regarding innovation and/or best practices</td>
<td>BA in Mathematics, Bluffton University. CORE Physics Certification, Wright State University Master's Ed Policy &amp; Leadership, OSU</td>
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David Burns is Director of Battelle STEM Innovation Networks and an officer of Battelle Education, which manages a portfolio of STEM networks including the 20-state STEMx network, the Tennessee STEM Innovation Network (TSIN) and the Ohio STEM Learning Network (OSLN). Burns brings private and public sector knowledge and experience to his position at Battelle Education. Burns was the Executive Director of the Ohio Department of Education's Office of Workforce Development and Secondary Education, which was comprised of Career Technical Education as well as Middle and High School Transformation initiatives. His work while leading this office included state policy efforts that pioneered credit flexibility, STEM schools, BA degree in English and education and an MA in education/administration.
| Tina Thomas-Manning | Superintendent  Reynoldsburg City Schools | Partner school district sending fellow teachers Oversee implementation in Year 2 within the Reynoldsburg school district | Dr. Thomas-Manning is an educational leader with experience working in state government and K-14 student environments. She demonstrates an exceptional ability to understand the needs of students, parents, teachers and stakeholders at all levels, while fostering an organization that maintains high expectations, values individual contributions, and encourages parental and stakeholder input. | Prior to leading Reynoldsburg City Schools as the superintendent, Thomas-Manning served as the associate superintendent at the Ohio Department of Education, directing the Division of Accountability and Quality Schools. She served as principal at Hannah Ashton Middle School in Reynoldsburg for six years, served as assistant principal at Reynoldsburg High School, and was also the district's executive director of middle level education. | BS in Education, OSU; MA in Education, OSU; Education Ldrship (K-12), Ashland University; Secondary Administrative Certification (7-12), OSU | 10 |