Budget

Middletown City (044404) - Butler County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (144)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	133,898.80	28,022.00	258,077.00	0.00	0.00	0.00	419,997.80
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	133,898.80	28,022.00	258,077.00	0.00	0.00	0.00	419,997.80
						Adjusted Allocation	0.00
						Remaining	-419,997.80

Application

Middletown City (044404) - Butler County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (144)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Mentor Teacher Training (MTT)

2. Project Tweet: Please limit your responses to 140 characters.
MTT will help retain and grow new teachers sustaining instructional cohesion and stability of school culture, increasing achievement.

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.*

Grant Year

Pre-K Special Education	30 K	30 1	30 2	30 3
30 4	30 5	150 6	300 7	300 8
9	10	11	12	

Year 1

Pre-K Special Education	30 K	30 1	30 2	30 3
90 4	90 5	150 6	300 7	300 8
150 9	150 10	150 11	12	

Year 2

Pre-K Special Education	30 K	30 1	30 2	30 3
90 4	90 5	150 6	300 7	300 8
150 9	150 10	150 11	12	

Year 3

Pre-K Special Education	30 K	30 1	30 2	30 3
90 4	90 5	150 6	300 7	300 8
150 9	150 10	150 11	12	

Year 4

Pre-K Special Education	30 K	30 1	30 2	30 3
100 4	100 5	150 6	300 7	300 8
150 9	150 10	150 11	12	

Year 5

Pre-K Special Education	30 K	30 1	30 2	30 3
100 4	100 5	150 6	300 7	300 8

150 9	150 10	150 11	12

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.

Students will all benefit from increased coaching for both regular classroom teachers and student teachers. The entire grade level or department is affected by student teachers. In the elementary, the average of 30 is one class per grade level; however there are usually more student teachers in different buildings affecting the whole grade level, but for the purposes of this chart, only one classroom per grade level in K-5 is represented.

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

First and last name of contact for lead applicant
Cheryl Irish

Organizational name of lead applicant
Miami University

Address of lead applicant
207b McGuffey Hall, 210 E. Spring St., Oxford, Ohio 45056

Phone Number of lead applicant
(513)529-1685

Email Address of lead applicant
Irishc@miamioh.edu

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

Many factors affect the academic success of new teachers including high quality preparation and mentoring during induction. Nonetheless, 50% of new teachers leave the field within the first five years (Ingersoll, 2004). The high turnover affects continuity of instruction, stability of school culture (Fulton, Yon, & Lee, 2005) and adds to the financial burden on school districts (Boyd, et al., 2011). Mentoring during student teaching holds promise to reduce attrition; evidence suggests teacher education plays an important role in improving teacher quality (Cochran-Smith & Zeichner, 2005); new teachers whose preparation programs held high standards for selecting field sites and cooperating teachers (CTs) and regularly assessed their student teachers (STs) had higher student gains (Boyd, Grossman, Lankford, et al., 2009). To further improve new teacher quality, MU proposes MTT for CTs and supervisors.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Through a partnership with Middletown Schools, MU will implement MTT, a quality mentoring support system that will seamlessly lead to the new teacher's induction support. The MTT program, using adult learning principles, will provide training to enhance the experience of being a mentor, and build positive professional relationships between the cooperating teacher (CT), university supervisor (US) and student teacher (ST). The training will support CTs while learning to be effective mentors. As a result of the MTT, new teacher retention and growth will

increase, instructional continuity (IC) and stability of school culture (SC) will improve and costs for recruitment and induction will be reduced. Miami University (MU) will provide resources including administration of the budget, a school liaison, training, support (technology and instructional), and long-term evaluation to support the MTT. Each semester, MU will implement 8 training modules based on the Cooperating Teacher Training created by the National Education Association (NEA) and supported by the Ohio Education Association (OEA) to be delivered through a blended approach (online and face-to-face) facilitated by a School Liaison from MU. Four modules will be delivered through a face-to-face modality and will also include online reflective activities delivered through Canvas, Miami's Learning Management System. The other four modules will be delivered through the online modality and will also include online reflective activities. A specialist will be available to Middletown to ensure teachers have the necessary knowledge and skills to learn with high fidelity from an online modality. As part of the training, MU will provide to each registered CT who successfully completes all 8 modules 2 graduate credits and certificates of completion for each individual module. The certificates may be used for CEUs by teachers who desire to use the LPDC option for PD. To cover the cost of graduate tuition, MU will provide the TEAM Scholarship for half the cost of tuition and the MTT funds will pay the other half of the tuition costs for teachers who wish to obtain university credit. With the assistance of a graduate assistant, MU will sustain the program by updating the modules and creating new modules to be implemented as they are developed. As informed by the assessments included in the program and the external evaluation provided by the Discovery Center at MU, the new modules will be focused on the specific needs of the district as related to new teacher retention and growth including IC and stability of SC. Teachers wishing to increase their leadership skills as mentors may take additional modules and receive tuition assistance through the TEAM Scholarship. Over time, MU will utilize as CTS only those teachers who have completed at least 8 modules. To strengthen the MTT program, MU will also provide an independent evaluation of the short- and long-term goals of the program.

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)

☑ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

1. Increase new tchr retention to an average percent greater than 85%. a) 50% of new tchrs leave the field (Ingersoll, 2004). The average retention rate (RR) for Middletown (MT) is 85%; b) Tchr attrition affects IC and SC; c) MTT will lead to a robust learning community; new grads will seek employment at MT. 2. Fill more than 10% of the annual openings with MU grads -- Currently of the 40 openings, 10% are filled with MU grads and most are for K-3. 3. Fill positions beyond K-3 openings with MU grads-More STs will be placed in grades 4-12. 4. Increase IC and SC as measured through student achievement, value-added (VA) scores and student survey (pre-post); a) It takes new tchrs approximately 1 yr to become familiar with and effective using the curriculum and to learn SC; b) Student performance, test scores, and SC suffer when tchrs are not familiar with or effective using the school curriculum or familiar with the SC; c) Students with effective tchrs have greater academic gains.

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

1: The MTT program will positively influence teacher retention. 2: The MTT program will lead to a robust learning community. 3: Miami graduates will seek employment in the Middletown Schools. 4: The retention rate of the Miami graduates is also 85%. 5: All new teachers become familiar with the curriculum and school culture along a similar timeline; whether from Miami or another IHE, and whether teachers in K-3 or other grades

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

1. We have no baseline data at this time on the MTT program. 2. The teacher retention rate in Middletown Schools is 85%. 3. Approximately 40 openings occur in Middletown each year. 4. Middletown fills approximately 10% of the 40 openings with MU graduates, but would fill a greater proportion of the openings with MU grads if they were interested and applied. 5. The research is replete with studies regarding the negative effects of new teacher attrition (Boyd et al., 2011; Darling-Hammond, 2003; Fulton et al., 2005; Ingersoll & Smith, 2004). 6. Student achievement gains are greater with the increased effectiveness of their teachers (Rivkin, Hanushek & Kain, 2001; Rockoff, 2004) 7. Student behavior improves with the increased effectiveness of their teachers.

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).

Outcome: Increased retention rate of new teachers from Miami overtime commensurate with longevity. Rationale: Middletown's retention rate is 85%. 2. Outcome: Increase the value-added scores for new teachers over time commensurate with longevity. Rationale: It takes new teachers approximately one year to become familiar with the curriculum. Rationale: New 3. Outcome: Improvement in student achievement scores on standardized tests. Rationale: New teachers become more effective over time. Longevity is positively related to effectiveness. Rationale: Students demonstrate greater academic gains with more effective teachers. Effectiveness is positively related to longevity. 4. Reduce the number of behavior/office referrals over time commensurate with longevity.

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

1. The retention rate of new teachers from Miami will increase to a percent greater than 85%. 2. Teacher value-added scores will increase over time during their first 5 years. 3. Student achievement scores as measured on standardized tests will increase over time commensurate with the longevity of their teachers (Ronfeldt, 2012). 4. Behavior referrals will decrease over time commensurate with the longevity of their teachers (Ronfeldt, 2012).

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

1. Evaluate the data for weaknesses to be remedied. 2. Evaluate the "match" of the school liaison to be sure that this individual is a fit for the school community. 3. Evaluate the skills of the school liaison to ensure compatibility, mentoring, and teaching strengths. 4. Move new

teachers to a different grade within the grade bands to improve their successes. 5. Couple the new teacher with a different mentor during induction. 6. Evaluate the curriculum for weaknesses - change topics, the order of topics, or the pace of instruction. 7. Evaluate the modality for effectiveness and increase the support in the online modality if necessary.

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.

Increase retention of new tchrs to result in cost savings due to decreased spending for recruiting and induction - including a reduced need for the provision of professional learning experiences for new teachers.

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.

1. With increased longevity of new tchrs, the need for recruiting and mentoring decreases. 2. Strategic and effective experiences from student teaching to induction result in increased retention.

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

1. We have not yet piloted the MTT program. 2. Very little literature exists to define the specific gains of mentoring during student teaching. MTT is a pilot program that will lead to research to inform the field. 3. The literature is emerging to support the increased retention of new teachers who have quality mentoring through student teaching and induction (Ronfeldt, 2012; Darling-Hammond, 2003). 4. The literature supports the costs of teacher attrition (Boyd et al., 2011; Darling-Hammond, 2003; Fulton, Yoon & Lee, 2005) 5. The literature supports the idea that with experience the need for mentoring decreases (Darling-Hammond & Prince, 2007).

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

v. List and describe the budget line items where spending reductions will occur.

Recruitment costs (travel, time, human resources) - approximately $55,000.00 per year Induction costs (stipends for time, consultant fees)- approximately $25,000.00 per year

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

1. Evaluate the data (from MTT assessments and external evaluation by the Discover Center) for weaknesses to be remedied. 2. Evaluate the "match" of the school liaison to be sure that this individual is a fit for the school community. 3. Evaluate the skills of the school liaison to ensure compatibility, mentoring, and teaching strengths. 4. Move new teachers to a different grade within the grade bands to improve their successes. 5. Couple the new teacher with a different mentor during induction. 6. Evaluate the MTT curriculum for weaknesses - change topics, the order of topics, or the pace of instruction, etc. 7. Evaluate the modality for effectiveness and increase the support in the online modality if necessary.

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.

1. Improve professional relationships with a greater number of professional conversations - from 0 at the outset to 5 or more per week by the 8th week of the semester. 2. Increased co-teaching in the classroom from 0% at the outset to 80% by the 8th week of the semester. 3. Increased student learning over time with the greatest progress demonstrated at the end of the semester. All students will demonstrate gains. 4. Decrease to 0% the number of ST dispositional issues during student teaching.

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.

1. Mentoring will lead to a greater number of professional conversations.

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

1. The literature is replete with the benefits of improved professionalism. 2. The literature supports co-teaching. Coteaching is defined as two or more educators or other certified staff who share instructional responsibility for a single group of students, primarily in a single classroom or workspace for specific content (objectives) with mutual ownership, pooled resources, and joint accountability although each individual's level of participation may vary (Cook & Friend, 2004). The benefits include: reduced stigma for students with special needs, increased understanding and respect for students with special needs on the part of the other students, and the development of a heterogeneously based classroom. All students receive improved instruction - students who are gifted, at-risk for academic failure, students who are average performers, and students with identified special needs. Instructional fragmentation is reduced, students may not have to leave the classroom to receive instructional support, the co-teacher has an improved understanding of the curriculum and the classroom culture (Cook and Friend, 2004). 3. MU baseline data on the dispositions of our STs demonstrates that of the student teachers who are removed from student teaching (about 5-7% of the total number who student teach) 97-100% are removed due to poor dispositions. The dispositions with which students struggle relate to positive professional behavior and relationships (80%).

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indictor for this goal.

The resources described here are TWO teachers in ONE classroom. One is the ST for whom there is NO cost to the district. With mentoring, the effectiveness of both teachers is increased as is student achievement.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

1. Teacher efficacy survey (pre-post/annual) 2. Classroom climate survey. 3. Data on STs who demonstrate dispositional issues and/or must be removed from student teaching because of these. 4. Value-added and standardized test data on student achievement.

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

1. Evaluate the data (from MTT assessments and external evaluation by the Discover Center) for weaknesses to be remedied. 2. Evaluate the "match" of the school liaison to be sure that this individual is a fit for the school community. 3. Evaluate the skills of the school liaison to ensure compatibility, mentoring, and teaching strengths. 4. Evaluate the MTT curriculum for weaknesses - change topics, the order of topics, or the pace of instruction, etc. 5. Evaluate the modality for effectiveness and increase the support in the online modality if necessary. 6. Utilize a different type of co-teaching (Cook and Friend, 2004).

☐ d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

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.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

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.

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

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)

c. Upload the Financial Impact Table (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.

419,997.80 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 budget provides for the administration and implementation of the Mentor Teacher Training program. It covers administration including allocation of grant funds and implementation of the MTT program will be led by two MU staff members; A part-time school liaison will be hired to serve the school district - this individual will be in the Middletown schools one day per week to monitor the progress of STs, CTs and USs on the MTT program; An adjunct will also be utilized to deliver the MTT program and to serve as the instructor of record for the Miami course - this individual will read the online posts and provide feedback to the students on their coursework as well as provide leadership for the course and work with the graduate assistant who will set up the program in Chalk and Wire and Canvas; 5 university supervisors will receive a stipend for their participation in the program - they will be paid for participation on site for the 4 seminars; a grad assistant will manage the course in Canvas - this will include setting up the course and creating course materials; Funds have been allocated for external evaluation by the Discovery Center - the consultants there will conduct evaluation of the MTT program and will provide reports to MU and Middletown on the effectiveness of the program as outlined in this application; Funds for supplies and materials including paper, ink, copying for printing course materials, etc. University tuition and fees for 15 CTs (graduate students) is covered by the grant and includes half the cost of a 2 credit graduate course - Mentor Teacher Training (the other half of the tuition costs will be paid by the TEAM scholarship). The grant budget also includes funding for incentives for teachers - this will include $25 for classroom supplies for attendance at each of the four seminars to be delivered on site in Middletown.

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

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.

The cost to sustain this program are mostly personnel costs including salary and benefits. Some additional costs include travel and stipends for the cooperating teachers who participate. Sustainability costs would not be for Middletown Schools, but Miami University. See FIT table for Non traditional (labeled Copy of FIT - SA 17

0 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.

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.

NA

100 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.

NA

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 time frame.

21. Planning

a. Date Range2016-17 (further planning will be ongoing)

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

Proposed Annual Evaluation Activities Through June 30, 2022 1. Observe and participate in planning and network meetings as needed 2. Collect, analyze, and summarize relevant state assessment data (including value added scores that will include IC) from previous year each Fall [classroom/building/district level data] 3. Administer online, analyze, and summarize Teacher's Sense of Self-Efficacy Scale for CTs, STs and new teachers Fall (pre-questionnaire), Winter (mid-implementation), and Spring (post-questionnaire) in Years 1-6 4. Find and modify, administer online, analyze, and summarize school culture survey to all MT Teachers Fall and a purposeful sample of students (pre-questionnaire), Winter (mid-implementation), and Spring (post-questionnaire in Years 1-6. 5. Design (or find and modify), administer online, analyze, and summarize mentoring self-efficacy survey for all CTs participating in the MTT Project in Years 1-6 6. Collect, analyze, and summarize student attendance data, student disciplinary data, teacher attendance, teacher attrition, and hiring and recruitment data each Spring/Summer for the previous school year [building/district level data] in Years 1-6 7. Attend state level meetings to disseminate project progress as needed 8. Develop and disseminate an annual project report integrating all data each June Proposed Annual Curriculum Development and Evaluation Activities 1. Post school liaison and adjust positions and put curriculum into Canvas, assessments and rubrics into Chalk and Wire 2. Set & send date for collaborative planning with CTs from MT to brainstorm specifics about curriculum 3. Hire School liaison and adjunct 4. Plan collaborative meetings 5. Complete curriculum development 6. Communicate meeting dates to CTs, STs, and USs 7. Pilot MTT 2016-17 8. Administer evaluative program assessments at the end of each semester 9. Make revisions based on assessment results and Discovery Center data 10. Implement revised program and continue

22. Implementation(grant funded start-up activities)

a. Date RangeReceipt of grant - October 2016

b. Scope of activities - include all specific completion benchmarks

Curriculum development/online course development Each week's activities will include ftf discussions for mentor (CT) and ST, and online discussion/activities for CT. Each week will also include reflective activities to be completed online by the CT. The activities will involve 1-2 total hours per week for the CT. The Supervisors will join the CT and ST for four ftf meetings. These will focus on building professional relationships and communication skills while discussing course content. When using a blended learning model it is important that asynchronous online content be paired with opportunities for learners to engage in structured reflection that leads to goal setting and taking action. This approach is consistent with adult learning and cognitive behavior theory. We recommend that online materials be accompanied with facilitation materials that can be used by leaders to create synchronous face-to-face or technology-enabled social interactions about the learning, current practice and the commitment implement new practices. This model has been used with thousands of teachers across Ohio as a result of their involvement with the FIP Your School initiative, supported by the Ohio Department of Education. Each module is paired with facilitation tools.

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

a. Date Rangea. Date range 2016-17 through 2021-2022

b. Scope of activities - include all specific completion benchmarks

The facilitation materials are organized into three sections: Section I: Confirming Our Learning Ensures teachers have met the learning targets of each module. Section II: Confirming Our Practice Facilitates reflection and discussion about teacher practice. Section III: Confirming Our Commitment Helps teachers set goals and take action based on what they've learned from each module. Fall & Spring Semesters Each Year: 16 weeks beginning 3rd week in August and January WEEK ONE: Initial Kick off (First face-to-face (ftf) meeting) WEEKS ONE & TWO: Module 1: Connecting with the Educator Prep Program and Impact on Student Learning WEEKS THREE & FOUR: Module 2: Impact on Teacher Evaluation and Advancement and Opportunities to Collaborate WEEKS FIVE & SIX: 2nd ftf meeting - Module 3: Initial Conversations and Establishing Expectations, Welcoming the Student-Teacher-Intern, and Listening Skills and Non-Verbal Communication WEEKS SEVEN & EIGHT: Module 4: Maintaining Positive Relationships, Who are We (The many hats of the cooperating teacher), and Managing a Relationship with Differences WEEKS NINE & TEN: Module 5: 3rd ftf meeting: Feedback Strategies, Observation Structures & Protocols, and Providing Objective Feedback WEEKS ELEVEN & TWELVE: Module 6: Feedback Strategies: Handling Challenging Mentoring Assignments, New Knowledge and Skills, Teacher Retention, and The Ethics of Teaching WEEKS THIRTEEN & FOURTEEN: Module 7: Basic Principles of Adult Learning and Characteristics of Adult Learners WEEKS FIFTEEN & SIXTEEN: 4th ftf meeting: Module 8: Performance Improvement and Professional Learning for Educators (ongoing learning of the cooperating teacher) WEEK SIXTEEN: Final Celebration - Student Teaching Banquet with Sharing and Awards

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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 MTT program will result in the following: 1. Increased retention rate of new teachers, including MU teacher education grads; 2. Increased number of new teachers hired from the MU teacher education grads; 3. Increased instructional continuity and improved school culture due to decreased teacher attrition; 4. Increased student achievement resulting from reduced teacher attrition; 5. Successful completion of student teaching by all MU student teachers in the MTT program; 6. Improved professional behaviors of CTs, STs, and USs; 7. Increased number of co-teaching events; 8. Increased number of effective teachers.

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:

The evaluation of the Mentor Teacher Training Project will be conducted by the Discovery Center for Evaluation, Research, and Professional Learning. All evaluation activities will be overseen by Sarah B. Woodruff, PhD (Center Director) and led by Kristen Morio (Senior Research Associate and Project Team Leader). Evaluation contact information: Kristen Morio, Senior Research Associate and Project Team Leader; Discovery Center for Evaluation, Research, and Professional Learning; McGuffey Hall Room 408; Miami University; Oxford, Ohio 45056; 513-529-1681; moriokl@MiamiOH.edu

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 evaluation of the Mentor Teacher Training (MTT) Project will provide timely formative feedback to project administrators while measuring summative progress toward project goals, which include: (1) improved student academic achievement; (2) improved teacher retention; (3) increased instructional continuity; (4) improved school climate/culture; and (5) increased teaching and mentoring self-efficacy. The mixed method design of the evaluation collects and analyzes multiple and repeated sets of data that monitor implementation and outcomes for students, student teachers, mentor teachers, buildings, and districts. Data will be collected from participants (treatment group) and, when able, also from a well-matched non-participants (comparison group) to increase research rigor using a quasi-experimental design. The comparison group will be similar to the treatment group with respect to pre-implementation characteristics.The evaluation will be guided by the overarching question, "What is the nature and extent of change in student and teacher outcomes and perceptions when mentor and student teachers are engaged in co-learning and co-teaching activities through the Mentor Teacher Training curriculum?" Quantitative data analyses will include appropriate descriptive and inferential statistics including repeated measures ANOVA. Qualitative data will be thematically analyzed and triangulated with survey data to provide a more rigorous assessment. When appropriate, analyses will attend to student subgroups that existing research indicates greatest implications from project activities (i.e., at-risk, low SES, and students with disabilities). Beginning Fall 2016, participating teachers and student teachers will be surveyed about their teaching or mentoring self-efficacy and their co-teaching practices. The teacher survey will be repeated in Winter and Spring 2017 and will be repeated in subsequent years providing corrective feedback to project leadership. Teacher responses will be linked across administrations to monitor pockets of successes and challenges. Beginning Fall 2016, all teachers and a purposeful sample of students will be asked to complete a school culture questionnaire. The survey will be repeated in Winter and Spring 2017 and will be repeated in subsequent years providing corrective feedback to project leadership. Teacher responses will be linked across administrations to monitor pockets of successes and challenges.Each project year, relevant outcome data of participants and comparison non-participants will be collected, analyzed, and summarized including: (1) student academic achievement, (2) student disciplinary data, and (3) student attendance data. In addition, school- and district-level data will be collected, analyzed, and summarized including: (1) teacher attrition rates; (2) hiring and recruitment data; and (3) budget data. Formative reporting via evaluation memos will coincide with analyses of received data to assist with planning project activities and project corrective modifications as warranted. Annual reports will note accomplishments and challenges within each and across project years. Findings related to project implementation and outcomes, lessons learned, and evaluation methodologies will be disseminated through venues such as (1) local and other ESC coordinated meetings, (2) state sponsored Straight A Fund meetings, and (3) state/national evaluation association conferences.

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.

We anticipate that this project will be scaled up, expanded and replicated. We expect to scale it up to the other districts with whom MU partners, we anticipate expanding it to all of our student teachers and also anticipate replications by others across the state and nation. It is

also likely that the project will result in publications to inform the field about mentoring during the student teaching experience. As mentioned in the application, there is little empirical evidence at present regarding mentoring during student teaching. However, as cited in many publications, mentoring during student teaching is a significant need area. We also anticipate the mentoring curriculum developed by the NEA will be successful and will be implemented by other District/IHE partnerships across the state of OH. We anticipate that the State Alliance for Clinical Experience will also be interested in the findings from this project

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).

Sam Ison, Superintendent

Consortium

Middletown City (044404) - Butler 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.

Partnerships

Middletown City (044404) - Butler County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Elizabeth	Lolli	513-217-2672	elolli@middletowncityschools.com	Middletown City	044404	1 Donham Plz 4th Fl, Middletown, OH, 45042-1932	
Patty	Nyquist	(614) 228-4526	eiiweb@ohea.org	Ohio Education Association	008192	PO Box 2550, Columbus, OH, 43216-2550	
Kristen	Morio	513-529-1681	moriokl@MiamiOH.edu	Discovery Center and Ohio's Evaluation & Assessment Center		Miami University, , Oxford, Ohio, 45056	
Andrea	Prejean	202-833-4000	APrejean@nea.org	National Education Association		1201 16th Street, NW, , Washington, DC, 20036-3290	

Implementation Team

Middletown City (044404) - Butler County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Cheryl	Irish	Director of Accreditation and Assessment	Administrator #1	Doctor of Education (EdD); Director of Accreditation and Assessment for all of the educator preparation at Miami University; Responsible for collection and management of data for all educator prep programs and for reporting on these programs to the national and state agencies including ODE, ODHE, CAEP, etc.	Licensed special education teacher; 30 years of experience in public and private education; school administrator for private special education programs in WI	2001. ED.D. University of Cincinnati. Special Ed. 1990. Master of Science in Special Ed. 1985. BS Biblical Studies and El. Ed.	10	