

Advancing the Development of Preservice Teachers (**Project ADePT**)

Program Name: Centers of Excellence in Elementary Teacher Preparation

1. Project Summary

The purpose of Project ADePT is to improve teacher preparation for elementary teachers so that they can have a greater impact on student learning, particularly for those subgroups that have shown patterns of underachievement, including students with disabilities, English language learners, and students living in poverty.

ADePT is designed to accomplish 4 goals. One, it is designed to deepen K-5 preservice teachers' (PSTs) content area knowledge by (a) strengthening the sequencing and depth of content course work in the program through collaboration with content experts in the College of Liberal Arts and Sciences (CLAS) in 4 core disciplines; and (b) providing interdisciplinary summer content clinics for pre-service teachers, university supervisors, and Mentor Teachers (MTs) in Alachua County (AC) Title I elementary schools. Two, it is designed to improve PSTs' classroom readiness by (a) training MTs and university supervisors in Fast Start Skills (FSS) and Data Driven Decision Making (DDDM), and (b) incorporating FSS and DDDM more intentionally into coursework and clinical assessments. Three, it is designed to strengthen the culminating field experience by (a) training university supervisors and MTs in an Instructional Coaching model developed by the Lastinger Center for Learning, (b) collaborating with the AC schools to increase the number of highly qualified MTs with whom to place PSTs, (c) placing the majority of PSTs in the 11 target Title I schools, (d) training MTs and university supervisors in Fast Start Skills and DDDM, and (f) embedding two Professors in Residence (PiRs) in the target schools to facilitate the integration and enactment of ADePT goals. Four, it is designed to improve the quantity and quality of feedback to PSTs during the culminating field experience by (a) implementing the Instructional Coaching model, (b) implementing a video-based recording feedback system, and (c) piloting the edTPA with PSTs.

2. Project Need

Addressing the Needs of Preservice Teachers

ADePT is designed with the specific needs of our PSTs related to the 4 project goals identified above. One, the PSTs' scores in the 2013-2014 completers' Competency Report indicate that our students score particularly low in their knowledge of social science. This is not surprising given that we have only one faculty member in Social Studies education, and, therefore, have been cobbling together a single Social Studies course for our students for far too long. Although completers' scores in the other 3 core areas are somewhat better, they continue to display weakness in particular areas, such as Earth and Space Science (63.41%), Geometry and Measurement (75.07%), and Reading Process (72.52%). In short, our students have demonstrated the need to improve their content area knowledge. Two, the PSTs' spring 2014 exit surveys and the 2013-2014 completers' Competency Report indicate the need for improved preparation in core instructional techniques (i.e., FSS, DDDM). For instance, students reported a lack of confidence in their ability to use classroom-based formative assessments in their instruction. This is a serious gap that must be addressed if PSTs are to have a positive impact on student learning. Three, the spring 2014 exit surveys and a study of the first year (2012-2013) of the yearlong internship reveal PSTs' concerns about the culminating field experience. In particular, the students report that the Pathwise Observation System currently in place had decreasing utility over the course of the yearlong internship and that they received poorer quality feedback from their mentor teachers than from their university supervisors. Several PSTs also questioned the effectiveness of their mentor teachers as classroom teachers and as mentors to PSTs. Clearly, there is a need to address the quality of the culminating field experience. Finally, although our program in the past provided a culminating clinical experience designed specifically for PSTs in Title I schools, the faculty member who led that experience has retired, and our students, like PSTs across the country, tend to pursue

teaching positions in the White, suburban, middle class communities in which they were raised. We seek to prepare all of our PSTs to be eager and able to teach in the schools where students need them the most.

Addressing the Needs of Students

The project will directly impact 11 elementary schools in Alachua County. The targeted schools serve predominantly African-American students (66%) students. Overall, 9.1% of students are classified as English Language Learners (ELLs), and 13.2% receive special education services. Almost 70% of the students in the targeted schools receive free or reduced lunch, and all 11 schools are eligible for Title I. The target schools all demonstrate a need for additional academic support in reading, math, and science. The students perform below state averages across all academic content areas, with only 48% of students reading at the satisfactory or above level, 35% of students meeting mathematics standards, and 45% meeting science standards based on 2013 FCAT results. Results are more concerning when disaggregated by ethnicity, with only 30% of African-American students performing at the satisfactory or above levels. Overall, it is clear that the need for additional academic supports in the target schools is acute.

3. Project Design and Implementation

ADePT will reform the current elementary pre-service teacher education program to create a model site of excellence in elementary teacher preparation. The program has a long history of research-based practice and innovation, and ADePT will build on that history by focusing on three areas of focused intervention: Content Knowledge, Instructional Practice, and the Culminating Field Experience. The interventions are designed to (1) deepen K-5 pre-service teachers' (PSTs) subject matter knowledge, and (2) improve their ability to effectively teach that content to diverse learners in high needs schools. The ultimate goal is demonstrated positive impact on teaching practices and student learning. **Objectives, tasks, deliverables, and timeline for Year 1 are detailed in the Project Performance and Accountability table that begins on page**

7. The table also includes a forecast of Year 2 and 3 activities. This section is organized according to the 3 intervention areas with intended outcomes for each.

Intervention Area 1 – Content Knowledge

Goal 1: To increase pre-service teachers' content knowledge in the core subject areas in collaboration with CLAS faculty

ADePT will include two main activities to promote the development of PSTs' content knowledge. One, we will redesign the course sequence in the four core disciplines based on the model underway in math education in which PSTs complete four carefully articulated courses designed to present an analysis of the content and methods necessary to effectively teach content. Two, we will redesign required summer coursework as interdisciplinary content clinics in collaboration with CLAS colleagues. We will base this work on the model developed by the FDOE-funded Florida PROMISE grant and the NSF-funded U-FUTURES project, both of which include(d) COE and CLAS developed content clinics for practicing teachers.

The activities in Years 1-3 related to Goal 1 have the following anticipated outcomes:

- *The graduating PSTs' average percent of correct answers on the content-related competencies on the FDOE professional certification exam will increase by 20% by Year 3 (from an average of 70%).*
- *PSTs will pass the ADePT Content Knowledge Assessment with a score of at least 80%.*

Component 2 – Instructional Practice

Goal 2 – To improve instructional skills for pre-service teachers to maximize K-5 student learning

ADePT will include two main activities to promote the development of PSTs' instructional practice. One, we will train MTs, university supervisors, and course instructors in Fast Start skills so that we may incorporate explicit focus on them in the

program. Two, we will examine DDDM content and tasks already included in the program with an eye toward increasing explicit attention to these fundamental skills.

The activities in Years 1-3 related to Goal 1 have the following anticipated outcomes:

-90% of PSTs will demonstrate their ability to effectively use the Fast Start Skills by program completion as measured by the ADePT Observation Protocol and the ADePT Instructional Skills Assessment

-All PSTs will demonstrate their ability to engage in DDDM as measured by the ADePT Instructional Skills Assessment and the Pathwise Observation System

Component 3 Culminating Field Experience (5th year Internship)

Goal 3 – To improve the quality of supervising faculty (mentor/cooperating teachers and university supervisors)

ADePT will include three main activities to achieve this goal: increase the number of highly effective mentor teachers (MTs) with whom our PSTs are placed, deepen MTs' and university supervisors' content knowledge, and improve MTs' and supervisors' ability to provide skilled instructional coaching. The Lastinger Center has developed an instructional coaching model designed to help educators incorporate research based instructional practice in support of student learning. The model is a synthesis of four highly regarded instructional frameworks and has been successfully implemented in three large Florida districts. It will be adapted for the supervision of PSTs and aligned with the district's teacher evaluation system (to include DDDM and FSS skills).

The activities in Years 1-3 related to Goal 3, have the following anticipated outcomes:

- *100% of PSTs will be placed with cooperating teachers (mentor teachers) who have been identified as "highly effective" by the district's teacher evaluation system*
- *MTs and university supervisors who participate in the summer content clinics will pass the ADePT Content Knowledge Assessment with a score of at least 80%.*

- *100% of MTs and university supervisors will demonstrate their ability to engage in effective coaching practices as measured by the Lastinger Center Instructional Coaching rubric.*

Goal 4 – To improve the quantity and quality of feedback to PSTs during culminating experiences

Note: Our teacher preparation program currently requires a yearlong internship including participation in the LEA’s pre-planning activities. No revision is therefore needed related to extending the internship into the pre-planning period.

ADePT will include two new activities to achieve this goal: instructional coaching as described above and cloud based video technology (e.g., The One Room School House or “TORSH”) to improve the quantity and quality of feedback to PSTs. TORSH Inc.’s cloud-based repository and social platform allows for peer-to-peer, confidential feedback and sharing of video. Using this system, university supervisors and district-based mentor teachers may provide targeted commentary regarding pedagogical practice down to the individual frame or video time-code. Additionally, the instructional coaching rubric and the ADePT Observation Protocol can be web-embedded with the video and dynamically “scored.”

The activities in Years 1-3 related to Goal 4, will have the following anticipated outcomes:

- *100% of PSTs will participate in pre-planning activities.*
- *The # of times that PSTs receive formal feedback will increase from 3-6/semester.*
- *PSTs will receive focused and granular feedback on specific instructional strategies (including FSS and DDDM) during each formal observation as measured by the Lastinger Center Instructional Coaching rubric.*

Project Performance and Accountability YEAR 1 2014-2015

Scope of Work	Tasks	Deliverables	Due Date
<p>Content Knowledge</p> <p><u>Objective 1.1</u> – To implement a clinically-based curricular sequence in each core subject throughout the elementary teacher preparation program.</p>	<p>Using the existing math course sequence as a model, review the existing science sequence and create additional clinical opportunities and ensure alignment with Florida Standards</p>	<p>Proposal for revision of science sequence for consideration by program faculty</p> <p>Program meeting Agenda and feedback summary</p> <p>Revised course sequence for approval by program faculty</p> <p>Program meeting Agenda and feedback summary</p> <p>Revised course syllabi for implementation of new sequence</p>	<p>December 2014</p> <p>December 2014</p> <p>March 2015</p> <p>March 2015</p> <p>August 2015</p>
	<p>Design a clinically-driven sequence for ELA/Reading through a collaborative effort between ELA/Reading COE faculty and Children’s Literature CLAS faculty.</p>	<p>Proposal for revision of ELA/Reading sequence for consideration by program faculty</p> <p>Program meeting Agenda and feedback summary</p> <p>Revised ELA/Reading course sequence for approval by program faculty</p> <p>Program meeting Agenda and feedback summary</p> <p>Revised course syllabi for implementation of new ELA/Reading sequence</p>	<p>March 2015</p> <p>March 2015</p> <p>April 2015</p> <p>April 2015</p> <p>August 2015</p>
<p>In Year 2, ADePT will continue the course development process for social studies (our weakest area) with COE and CLAS faculty collaborating to create a course sequence to ensure in-depth social studies preparation. In Year 3, the 4 course sequences will be fully implemented.</p>			
<p><u>Objective 1.2:</u> To develop and provide</p>	<p>Identify relevant content experts (CLAS faculty)</p>	<p>Agreement forms signed by relevant CLAS faculty</p>	<p>November 2014</p>

interdisciplinary summer content clinics for PSTs			
	Develop an interdisciplinary summer content clinic that integrates science, math, and technology (STEM), with attention to the disciplinary discourse as laid out in the Florida Standards. (CLAS/COE faculty collaboration)	Course syllabus with learning objectives, readings, activities, and assessments	May 2015
	Implement STEM summer content clinic	Participant attendance logs	July/August 2015
	Administer content assessment	Report on pre-post test results for ADePT Content Knowledge Assessment for content clinic participants	September 2015
<p>In Year 2, ADePT will develop and implement a summer content clinic that focuses on the integration of English Language Arts, Social Studies, and Technology (ELA/SS/Tech). We will also develop the Year 1 STEM Content Clinic as an online module. This online learning module will be offered as an online course for PSTs and institutionalized as a required component of their preparation program. In Year 3, the STEM content clinic will be available in an online format to afford sustainability of this component. The ELA/SS/Tech content clinic will be developed as an online module and offered as a course for first time in the Summer 2017.</p>			
Instructional Practices <u>Objective 2.1:</u> To increase competence in the implementation of effective teaching skills for diverse learners in high-need schools (Fast Start Skills)	Send selected course team leaders to be trained as teacher trainers in FSS (2 trainings)	Evidence of attendance	Nov 2014
	Provide FSS professional development for program faculty, mentor teachers, and university supervisors.	Copy of training materials provided at FSS training	March 2015
	Revise relevant courses to ensure that FSS skills and traits are addressed explicitly throughout the program.	Copy of training materials for FSS professional development	Jan 2015 & April 2015
		Matrix of FSS skills and traits and selected courses addressing those skills and traits	August 2015
<p>In Year 2, program faculty will implement revised courses. The impact of the inclusion</p>			

of FSS on PSTs' instructional practice will be assessed through the ADePT Observation Protocol and MT and university supervisor surveys. In Year 3 , revised course work will be fully implemented using feedback from Year 2.			
Instructional Practices <u>Objective 2.2:</u> To improve PSTs ability to engage in data-driven decision making (DDDM) for diverse learners and document student learning	Describe current DDDM practices in the program and how they document impact on student learning	Listing of activities designed to develop DDDM skills across the teacher preparation program	December 2014
	Develop additional DDDM tasks in program courses that focus on documenting the impact on student learning.	Listing of additional activities or assignments designed to promoted DDDM in specific courses	May 2015
In Year 2 , course leaders will incorporate DDDM throughout the program with particular attention to data sources and interpretation for students with disabilities and English language learners. In Year 3 , DDDM will be fully infused into the program, and PSTs' knowledge and skills will be assessed using the ADePT Instructional Skills Assessment. Online web resources related to DDDM in K-5 classrooms will be developed.			
Culminating Field Experience <u>Objective 3.1</u> – To improve the process of selecting excellent mentor teachers in collaboration with participating LEA	Select taskforce to review and refine MT and university supervisor selection and retention process	Task force membership list	October 2014
		Meeting agendas and schedule	Oct-Dec 2014
		New guidelines for selection of MT and university supervisors	January 2015
In Year 2 , guidelines for selecting and retaining effective mentor teachers will be implemented and revised as needed through stakeholder feedback. In Year 3 , guidelines for selection and retention of MTs and university supervisors will be fully implemented.			
Culminating Field Experience <u>Objective 3.2</u> – To deepen mentor teachers' and university supervisors' content area knowledge	Include MTs and University Supervisors in the summer STEM content clinic developed for the PSTs	Attendance log for MTs and university supervisors	August 2015
In Year 2 , new MTs and university supervisors will participate in the online STEM Summer Clinic, and all MTs and university supervisors will be invited to participate in			

the ELA/SS/Tech summer content clinic. In **Year 3**, MTs will be invited (facilitated by the PIRs at local schools) and university supervisors will be required to enroll in the online summer content clinic course modules.

<p>Culminating Field Experience <u>Objective 3.3</u> – To build effective instructional coaching skills for mentor teachers and university supervisors in collaboration with the Lastinger Center for Learning</p>	<p>Contract with the Lastinger Center to provide professional development services in Instructional Coaching.</p>	<p>MOU with Lastinger Center outlining services to be delivered and due dates</p>	<p>October 2014</p>
	<p>Revise existing Lastinger Center Instructional Coaching model for use with PSTs</p>	<p>Revised Lastinger Center Instructional Coaching Model</p>	<p>December 2014</p>
	<p>Identify 5 interns and MTs to pilot the revised coaching model</p>	<p>Listing of interns, MTs and university supervisors identified for pilot</p>	<p>December 2014</p>
	<p>Provide professional development for pilot MTs and university supervisors using the revised version of the Instructional Coaching model.</p>	<p>Copy of training materials used for professional development</p>	<p>December 2014 – February 2015</p>
	<p>Pilot and implement the modified Instructional Coaching Model with the 5 interns, their MTs, and their university supervisor, and the Professors in Residence.</p>	<p>Dates and times of MT/PST coaching sessions Completed Instructional Coaching Rubrics</p>	<p>Jan-April 2015 Jan-April 2015</p>
	<p>Revise the modified Instructional Coaching Model based on feedback obtained from pilot participants.</p>	<p>Summary of feedback from surveys and interviews Revised Instructional Coaching Model based on participant feedback</p>	<p>August 2015 August 2015</p>

In **Year 2**, all MTs, university supervisors, and PiRs will be trained by the Lastinger Center for Learning staff in the adapted Instructional Coaching Model and use the adapted model with all interns in the LEA. Additionally, the training will be developed as an online module. In **Year 3**, a new cohort of university supervisors will be trained in the Instructional Coaching model, and the model will be used with all interns in the LEA. The online module will be revised based on feedback and prepared for use beyond the funding period.

Culminating Field Experience Objective 4.1: To maintain pre-service teachers' participation in pre-planning activities	Continue current practices of requiring PSTs to be part of LEA's preplanning activities	Attendance logs for MTs and PSTs during preplanning period	August 2015
Objective 4.2 - To improve quantity and quality of feedback for PSTs during their culminating field experience using cloud based video technology	Conduct six formal observations/semester for each intern using both traditional and cloud based video technology approaches (i.e., TORSH)	Visitation logs of university supervisor Completed Pathwise Lesson Plans and Assessment Completed ADePT Observation Protocol	Jan 2015-May 2015 (Spring semester)
	Obtain necessary equipment for video-based recording and streaming	Evidence of purchase of video kits	November 2014
	Embed the ADePT Observation protocol and the Instructional Coaching rubric within in the TORSH platforms	Example of ADePT Observation Protocol and Instructional Coaching Rubric in Torsh	Jan-April 2015
	Train university supervisors and PiRs how to use TORSH to provide detailed feedback	Copy of training materials	Jan –Feb 2015
	Pilot the program with 5 interns, their university supervisor, and PiRs	Scored ADePT Observation Protocol and Instructional Coaching Rubrics	Jan-May 2015

In **Year 2**, additional equipment for all interns in the LEA will be acquired and training will be provided for new university supervisors. Video-based observations will be implemented for all interns. In **Year 3**, the program will be fully implemented for all interns in the LEA.

Evaluation: Please see section 4 for an overview of the evaluation plan.	Refine implementation and impact study	Plan to document project outcomes and impact	Sept – Dec 2014
	Quarterly Update	Report	November 2014; February 2015; May 2015; August 2015
	Annual Report	Report	August 2015
	Develop ADePT Observation protocol reflecting FSS and district teacher evaluation system	ADePT Observation Protocol	Jan-May 2015
	Administer ADePT Observation protocol and analyze results (Goal 2)	Completed ADePT Observation Protocols Report on findings	Jan 2015-May 2015 September 2015
	Develop a content knowledge assessment	ADePT Content Knowledge Assessment test	June 2015
	Implement edTPA evaluation process for 5-8 (pilot group of) interns in the LEA.	Intern edTPA portfolios	June 2015
	Administer ADePT Content Knowledge and analyze results	Report on pre-post test results for ADePT Content Knowledge Assessment results for content clinic participants	July-September 2015
	Collect background data for PSTs (GPA, FTCE scores)	Table summarizing PST data	September 2015
	Collect student demographics and achievement data	Table summarize student data	September 2015
	Develop survey for data collection from MTs and university supervisors and other school personnel related to Goal 2 (instructional skills)	Survey	Jan-May 2015
	Administer instructional	Report of findings of	Fall 2015

	skills survey	survey	
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4. Evaluation

The evaluation of ADePT will include an implementation study to directly assess fidelity and feasibility, and an impact study that meets high standards of experimental design. The evaluation will include a series of quantitative and qualitative measures and indicators directly associated with the project goals, objectives, and outcomes. All evaluation outcomes are aligned with the performance metrics outlined in sections 1004.04 and 1004.85 of the Florida Statutes.

The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.

The effectiveness of project activities will be analyzed in an impact study that includes program effects on both PST content knowledge, instructional skill, and student learning. PST performance will be assessed using a quasi-experimental design (QED) study comparing PSTs in Alachua County receiving the project enhanced course work, supervision, and culminating field experience to PSTs that chose to do their field experience in other Florida school districts. PSTs in both groups will be observed and assessed using the ADePT Observation Protocol. In addition, value-added (VAM) scores will be collected for all teachers in project schools. The scores will be used in a difference-in-difference model controlling for prior year VAM scores to analyze the additional value-added of the PST. Student learning will be assessed using a pre-post test of student knowledge gained from a sequence of lessons delivered in core content areas by the PST, as well as student performance on state mandated tests (e.g., FAIR Test). Students in classrooms with PSTs will be matched to students in classrooms within the same school that do not have PSTs. Matching will be conducted at the student-level, blocking for classroom, using a propensity score matching model with student demographics and prior year achievement data as predictors. Statistical

analyses for the QED impact studies will be conducted using an unbalanced fractional factorial design based on the multiphase optimization strategy (MOST). The MOST design examines differential effects on a target outcome for different combinations of an intervention or program components. This approach will parcel out intervention effects at the PST and student level based on the project components each cohort of PSTs receives. For example, because of the staggered implementation of project activities, teachers starting their internship in Year 1 will only receive project components implemented in Year 1. This creates a natural fractional factorial design as each semester and each year, impacts can be assessed based on the intervention components received. MOST models will be analyzed using linear mixed models (i.e., multi-levels for nested data) for continuous outcomes (e.g., student achievement on content knowledge assessments), and generalized linear mixed models for dichotomous, polytomous, and count outcomes. All statistical models will include both teacher and student demographic characteristics, including ethnicity, special education status, English learner status, and baseline content knowledge (student achievement measure will be provided pre-post content lesson) as covariates.

The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.

A series of quantitative and qualitative measures clearly related to the 4 project goals will be used to assess implementation and effectiveness. Measures to address PSTs' content knowledge (Goal 1) will include standardized measures, such as the FTCE and an evaluator developed ADePT Instructional Content Knowledge Assessment, which will include subscales for each of the four content areas. PSTs' instructional skills (Goal 2) will be assessed through an evaluator developed ADePT Instructional Skills Assessment, which will be based on (a) Fast Start Skills, (b) data driven decision making, and (c) additional practices aligned with the LEA's teacher

evaluation system. Additionally, direct observation and mentor teacher and university supervisor surveys will be used to assess this goal. The evaluator will develop an ADePT Observation Protocol aligned with Fast Start Skills and the Alachua County Public Schools Race to the Top Evaluation system to directly assess instructional practices. Additional measures will include the Pathwise Observation System, a qualitative assessment of instructional skills. Finally, the edTPA will be used to compare edTPA participating interns with interns who do not participate in the edTPA evaluation process¹. Implementation of efforts to strengthen the culminating experience and supervision process (Goals 3 and 4) will be assessed using ADePT Observation Protocol, ADePT Instructional Skills Assessment, and an adaptation of the Lastinger Center's Instructional Coaching Assessment rubric.

The methods are likely to produce timely guidance for quality assurance.

Data collection-including surveys, PST GPA, instructional performance, attendance at the summer institute -- will be ongoing. The evaluator will develop quarterly update reports for the project PI and coPIs that focus on implementation of project activities and advancement of goal outcomes. Annual reports culling all data described in the

¹ We are eager to examine the utility of the edTPA system. 5-8 interns will participate in the edTPA evaluation process. They will develop a portfolio to be evaluated by certified edTPA scorers. During the period of the grant, edTPA intern evaluation fees will be covered by the grant, and interns will be given a 3-credit hour tuition waiver (one course) and instructional support to participate in this rigorous process. Having a group of interns participate in the edTPA evaluation system provides the opportunity to consider its value for full implementation and to compare the interns participating in the portfolio and evaluation process required by edTPA with interns not participating in the process.

quarterly reports, but also including student-level outcomes, will be submitted, as well as a comprehensive final report of implementation and impact over the course of the grant.

The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.

The evaluation of Project ADePT will assess fidelity of implementation, teacher knowledge and instructional skill, and student outcomes. The QED and MOST analytic framework are comprehensive and succinctly address each of the 4 project goals, and meet all evaluation criteria outlined in the RFP. Data will be analyzed quarterly and yearly, modeling data-driven decision making and project augmentations when data indicate need for change.

The evaluation instruments are designed to effectively measure program progress and success.

The measures used will be rigorously evaluated. The ADePT Instructional Content Knowledge Assessment will include subscales for each of the four content areas, and construct validity of the scales will be assessed using factor analysis. During Year 3, Item Response Theory (IRT) analysis will be used to identify items with similar difficulty to develop a bank of items that can be used as a pre-post assessment beyond the end of the grant. The ADePT Observation Protocol's psychometric properties will be thoroughly assessed using inter-observer agreement and generalizability theory. Reliability and validity of all measures will be assessed on a continual basis, with the goal of standardized assessments for sustained use beyond the grant period.

5. Support for Strategic Plan

ADePT supports Florida's Next Generation Strategic Plan primarily through its work related to Focus Area 2: "Improve the quality of teaching and leadership in the education system through improving the quality of the teacher preparation program."

ADePT will serve to (a) deepen pre-service and in-service elementary teachers' content knowledge; (b) enhance pre-service teachers' teaching skills, particularly related to Fast Start and data-driven decision making (DDDM); and (c) strengthen the culminating field experience. ADePT brings together practicing teachers, PSTs, teacher educators, and content specialists to enhance teacher preparation for elementary teachers so that they can have a greater impact on learning outcomes for all students, but especially those subgroups that have shown patterns of underachievement, including students with disabilities, English language learners, and students living in poverty. In turn, higher quality teachers will then support the attainment of Focus Area 1 of the plan: "to strengthen foundation skills of students" as well as Focus Area 3: "to improve college and career readiness among K-12 students." Future teachers will learn to use assessment data to direct their instruction and to utilize instructional strategies to improve student performance in schools in need of improvement, a primary objective of the strategic plan under focus area 1. By staffing schools with well-prepared teachers, particularly in the literacy and STEM areas, more K-12 students should graduate and be prepared for the increasing expectations of colleges and careers for sophisticated technology, science, and mathematics knowledge and skills (Focus Area 3). Additionally, ADePT's focus on schools with diverse and economically struggling students is likely to increase the number of such students graduating and attending post-secondary institutions (Focus Area 4). Furthermore, ADePT's focus on DDDM aligns with the priorities of Florida's Comprehensive Research-Based Reading Plan. Finally, the Florida Math and Science standards guide ADePT's Intervention related to content knowledge, in that the sequence of courses and the summer content clinics are organized according to the standards.

6. Dissemination Plan

We are fortunate to have the model of the dissemination plan developed for the FLDOE-funded STEM-TIPS (Teacher Induction and Professional Support) Project to assist us in

planning for dissemination of what we learn from and about ADePT. The ADePT webpage will utilize current website design features, including a responsive web design, allowing for an optimal viewing experience on mobile devices such as tablets and smartphones. The website will feature an up-to-date timeline of all events associated with the ADePT project, live registration for webinars and monthly e-newsletters, a library of video-on-demand of all recorded web events, and RSS and social media feeds. Monthly e-newsletters will include a project synopsis and progress report, and current highlights of the project. Findings from the evaluation will be shared as well. Webinars will be held through the College of Education's dedicated Adobe Connect rooms that may accommodate up to 120 individual participants per session. The site will be designed, developed, and maintained by the College of Education's Educational Technology Consortium staff and housed locally on an enterprise IT infrastructure with redundancy off-site. Additional dissemination efforts will occur through presentations at the annual FATE and FACTE meetings.

7. Sustainability and Replication

We have designed ADePT with **sustainability** in mind. Specifically, we have focused on building in-house expertise related to the 4 project goals by

- (1) Putting the interdisciplinary summer content clinics online, hence facilitating their future use as required courses for PSTs and making them accessible for future MTs and university supervisors.
- (2) Ensuring that key program faculty participate in FSS, DDDM, and instructional coaching training so that implementation of these skills continues throughout course work.

Second, the project's activities will be sustained after the project period through

- (1) Continued implementation of the Professor in Residence (PiR) model. We have PiRs in place in the Miami-Dade, Pinellas, and Duval County School Districts. A PiR in our local district will facilitate the ongoing professional development of

Mentor Teachers and PSTs in Title I schools. Ten years ago, a local Title I school improved its grade from an F to an A in a single year due in part to the collaboration with a PiR. We are eager to re-introduce the PiR model to local schools, which will sustain the project in the LEA.

- (2) Continued implementation of EdTPA for program students. If it is determined that edTPA is a useful assessment tool, the per-student fee of \$300 will be built into materials fees associated with particular courses.
- (3) Continued use of video for PST internship supervision. The use of video for supervision can be continued even after the project period as the infrastructure for equipment will have been built into the schools in the LEA.

Several primary features will support **replication** of the restructured program:

- (1) The ADePT webpage will be available to other educators, LEAs, and IHEs. The webpage will provide a record of ADePT activities, accomplishments, and evaluation data.
- (2) Webinars and e-newsletters will provide additional mechanisms to support replication.
- (3) Online training modules developed for ADePT will be made available to LEAs and IHEs as well as regional consortia such as NEFEC.
- (4) The use of video-driven supervision will be extended to our distant internship sites to include more LEAs.

In terms of funding, the website will be maintained by the College's Educational Technology Consortium staff and key replication supports, such as the webinars, will be supported by that staff. An in-house staff member will be assigned to maintain the website and support replication efforts. The reduction of supervisor travel costs due to video supervision will provide for funding of equipment.

8. Budget (see Form 101B)