

Fiscal Year 2021-22	Center of Excellence for Teacher Retention and Induction in the Pee Dee (TRIP) Francis Marion University			
Problem/Issue	<p><b>Improving Teacher Quality:</b> Teacher quality has shown to be one of the most important factors in student achievement and postsecondary success (Goldhaber, 2016). South Carolina saw a 26% increase in teacher vacancies in 2020-2021 from the previous year and a 12.5% increase from the 2018-2019 school year. More than 1/3 of first-year teachers did not return to a teaching position, with only 40% of teachers with 5 or fewer years of teaching experience returning to a teaching position in their district (CERRA, 2020). The Lowcountry and Pee Dee regions tend to have the greatest teacher vacancies with greater variation in vacancy rates compared with other regions (Dickenson, Hodges, Kunz, &amp; Garrett, 2021).</p>			
SMART Goal	<p><b>Center Goal:</b> Centers of Excellence develop and model <b>state-of-the art pre-service and in-service</b> programs.  <b>TRIP Goal:</b> COE-TRIP will improve the retention rate of early-career teachers in the Pee Dee region.</p>			
Strategies (What intentional actions were to reach the goal and implement the program?)	Activities (What did the project or program do to make progress toward goal and/or address the problem?)	Indicators (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Project Outcomes (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Results & Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
<p>Teachers typically attribute their decision to leave the classroom to factors at the school-, teacher-, and student-level (e.g., low wages, challenging behaviors, lack of administrative support; Santoro, 2018). One strategy that has been identified as aiding teacher retention is coaching. Early career teachers who form a mentoring or coaching relationship with other knowledgeable teachers, especially those who can provide non-evaluative feedback, are more likely to remain in the</p>	<p>Conducted a needs assessment with first-year teachers.</p> <p>Developed a COE-TRIP curriculum to address district ECT needs.</p> <p>Conducted a needs assessment with PSTs.</p> <p>Developed a COE-TRIP curriculum to address pre-service teachers' (PST) needs.</p> <p>Created a multilevel research-based coaching program model.</p>	<p>Completed the following:            Questionnaires were sent to all FY22 first-year teachers (about 25) and administrators in two partnering districts on June 28, 2022 assessing their specific needs by asking about the teachers' perceived strengths and weaknesses;            Hired eight experts in the field to write curriculum for professional development/FIELD TRIPS/ROAD TRIPS based on the Questionnaires findings;            Developed its initial topics for curriculum/professional development for the 2022-2023 cohort.            Training was developed during July 2022 and provided to coaches during the week of</p>	<p>Four first-year teachers and one principal responded to the questionnaire. The response rate was low due to the summer and the survey will be sent out again in FY23.</p> <p>As the 2021-2022 initial start for the Center, the Center focused on the research and development necessary for implementation of the coaching model. All completed as planned.</p> <p>As coaches will begin in 2022-2023, the COE-TRIP will measure progress toward this goal by evidencing annual improvement in district overall retention rates as compared to the district five-year average, annual</p>	<ul style="list-style-type: none"> <li>● 5-year Teacher Turnover by District, provided by CERRA.org</li> <li>● Support Coach Training Assessment</li> <li>● Progress Monitoring Survey</li> <li>● TRIP-MAP document</li> </ul>

classroom ( Sossick, Gumbrell, & Allen, 2019).		August 15-19. Coach assignments will occur once all first-year teachers have been hired and surveyed at the beginning of FY23. Coaches will be assigned based upon the content areas and first-year teachers' perceived level of support needed.	implementation fidelity of coaching model, and continued improvement in first-year teachers' well-being and resilience composite scores via progress monitoring measures.	
<b>SMART GOAL</b>	<p><b>Center Goal 3:</b> Centers of Excellence impact teacher education programs including pre-service students and higher education faculty.</p> <p><b>Center Goal:</b> COE-TRIP will improve the overall well-being and self-efficacy of early-career teachers and pre-service teachers</p>			
<p><b>Strategies</b> (What intentional actions were to reach the goal and implement the program?)</p>	<p><b>Activities</b> (What did the project or program do to make progress toward goal and/or address the problem?)</p>	<p><b>Indicators</b> (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)</p>	<p><b>Project Outcomes</b> (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)</p>	<p><b>Results &amp; Assessment Tools</b> (How did you measure your outputs and outcomes? What were your outcomes or measures?)</p>
<p>In order to improve teacher retention and teacher effectiveness, it is vital to consider a teacher's own well being and self efficacy. Providing ongoing professional development (PD) increases teacher retention and job satisfaction (Garcia &amp; Weiss, 2019). Teachers also need to feel that they have a voice, are heard, and have connections with others. Professional learning communities (PLCs) and</p>	<p>Provide affinity caucuses, professional learning communities, and professional development to first-year teachers during their scheduled induction courses within their districts. The COE-TRIP will also provide the affinity caucuses, professional learning communities, and professional development to pre-service teachers (PSTs) during their final clinical experience courses. The support coach training includes effective strategies for identifying and</p>	<p>For 2021-2022, expected at least of 90% of twenty PSTs participated in 5 FIELD TRIPS where the Center provided professional development and affinity caucuses based upon initial PST survey data and self-selected affinity groups.</p> <p>Districts are providing the COE-TRIP time during the first-year teachers' monthly induction meetings. During these sessions, the COE-TRIP grouped the first-year teachers based on their ACs and utilize the group time to offer strategies for recognizing the impact of their</p>	<p>100% attendance rate by pre-service teachers at FIELD TRIPS and improvement in PSTs' self-selected instructional goals.</p>	<p>The COE-TRIP utilized the Brief Resilience Measure and the Teacher Self-Efficacy Survey-Short Form at the beginning and end of the semester. Although the pre-/post-survey results did not indicate a statistically significant improvement, there was nominal improvement in the overall data. In order to provide more support to pre-service teachers, the Center will be hosting bi-weekly meetings with pre-service teachers to build resilience and promote their well-being. Data and a more thorough</p>

<p>affinity caucuses (ACs) provide this through meetings with those in the same grade/subject area and with similar backgrounds. By collaborating with others and sharing like experiences, teachers can feel heard while also building self esteem through mutual support. Professional learning communities allow teachers to reflect on their practice, collaborate with others, and learn from others' experiences.</p>	<p>addressing the level of well-being among the first-year teachers.</p>	<p>backgrounds in connection with their well-being and self-efficacy.</p>		<p>explanation can be found in the Section of Project Outcomes.</p>
<p><b>SMART GOAL</b>      <b>Center Goal:</b> Provide high quality professional development to teachers in schools, districts, and the state  <b>TRIP Goal:</b> COE-TRIP will strengthen the effectiveness and quality of early-career teachers and pre-service teachers</p>				
<p><b>Strategies</b> (What intentional actions were to reach the goal and implement the program?)</p>	<p><b>Activities</b> (What did the project or program do to make progress toward goal and/or address the problem?)</p>	<p><b>Indicators</b> (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)</p>	<p><b>Project Outcomes</b> (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)</p>	<p><b>Results &amp; Assessment Tools</b> (How did you measure your outputs and outcomes? What were your outcomes or measures?)</p>
<p>Not only do districts want to retain teachers, but they also want their teachers to be effective and of high quality. Evidence has shown that professional development activities that address problems of practice teachers encounter, focus on</p>	<p>The COE-TRIP conducted professional development (PD) on teacher content knowledge, pedagogy, and resilience with PSTs and first-year teachers (beginning in 2022-2023).Conduct professional learning communities (PLCs) meetings with PSTs and first-year</p>	<p>The COE-TRIP developed PLCs based on the grade level/content area of the PSTs. In the PLC groups, the COE-TRIP guided the PSTs in topic-specific PD. Some of the guidance during the PD workshops included topics such as the PSTs' effectiveness in lesson planning and classroom management.</p>	<p>100% in attendance a all workshops and field trips.</p>	<p>Attendance taken at each FIELD TRIP workshop. PST Post-Survey with open-ended final question. Out of 27 responses, only 4 stated additional support was needed, with 23 satisfied with the PD training and field trips.</p>

<p>classroom implementation of best practices, and offer time for reflection and expansion of concepts (Loveless, 2014). . Additionally, partnering PD with professional learning communities can be beneficial. PLCs have demonstrated effects on student achievement and retention (Supovitz &amp; Christman, 2003).</p>	<p>teachers(beginning in 2022-2023).</p>	<p>At least 90% PST attendance at the Field Trips and workshops.</p>		
<p><b>SMART GOAL</b>      <b>Center Goal:</b> Centers of Excellence <b>disseminate information</b> on model program and activates to <b>P-20 personnel</b>; and have clear evaluation and assessment protocol which facilitates <b>dissemination and replication</b>.  <b>TRIP Goal:</b> COE-TRIP will make effective retention practices replicable.</p>				
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<p>In order to impact more pre-service and first-year teachers, it is important that an organization make their effective retention practices replicable for both future PSTs and first-year teachers in the partner districts, as well as for other organizations working with other districts.</p>	<p>Collecting, evaluating, and disseminating quantitative and qualitative data on: teacher attrition, well-being data, and effectiveness; district satisfaction data; and student achievement data</p>	<p>Measure progress toward this goal by establishing and maintaining a COE-TRIP website; submitting to conferences and journals; preparing and submitting annual reports for CHE and stakeholders.</p>	<p>Established a website by July 1, 2022 that is updated at least 3 times per year. submitted at least 2 conference proposals and 1 manuscript to a journal per year. Will publish the outcomes on the website soon.</p>	<p>Running Record of Website Updates. List of potential conferences and journals. The Center has begun finding conferences and journals to submit proposals/manuscript. The Center is in the process of getting IRB approval.</p>
<p><b>Fiscal Year 2022-23</b>      <b>Center of Excellence for Teacher Retention and Induction in the Pee Dee (TRIP)</b></p>				

**Francis Marion University**

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<p><b>SMART Goal</b></p>	<p><b>Center Goal:</b> Centers of Excellence develop and model <b>state-of-the art pre-service and in-service</b> programs.  <b>TRIP Goal:</b> COE-TRIP will improve the retention rate of early-career teachers in the Pee Dee region.</p>			
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<p>Teachers typically attribute their decision to leave the classroom to factors at the school-, teacher-, and student-level (e.g., low wages, challenging behaviors, lack of administrative support; Santoro, 2018). One strategy that has been identified as aiding teacher retention is coaching. Early career teachers who form a mentoring or coaching relationship with other knowledgeable teachers, especially those who can provide non-evaluative feedback, are more likely to remain in the classroom (Sossick, Gumbrell, &amp; Allen, 2019).</p>	<p>In 2021-2022, the Center 1. conducted a needs assessment with partner districts, 2. developed a COE-TRIP curriculum to address district ECT needs, 3. conducted a needs assessment with PSTs, 4, developed a COE-TRIP curriculum to address PST and ECT needs,5. created a multilevel research-based coaching program model. In 2022-2023,1. fully implement the model with two cohorts between our two partnering districts.2. substantial annual improvement in teacher attrition, overall teacher well-being, and teacher effectiveness in partner districts.</p>	<p>Provide at least first-year 35 teachers curriculum/professional development, of the 35 first-year teachers, 20 teachers in elementary/special education will be provided coaching mentors for the 2022-2023 cohort. A survey will be sent to first-year teachers for the 2022-2023 cohort in the elementary and special education areas to determine their perceived level of support needed. Coaches will be assigned based upon the content areas and first-year teachers' perceived level of support needed.</p>	<p>The COE-TRIP will measure progress toward this goal by evidencing annual improvement in district overall retention rates as compared to the district five-year average, annual implementation fidelity of coaching model, and continued improvement in first-year teachers' well-being and resilience composite scores via progress monitoring measures.</p>	<ul style="list-style-type: none"> <li>● 5-year Teacher Turnover by District, provided by CERRA.org</li> <li>● Support Coach Training/Ongoing PD Assessment</li> <li>● Progress Monitoring Survey</li> <li>● TRIP-MAP document</li> </ul>

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<p>In order to improve teacher retention and teacher effectiveness, it is vital to consider a teacher’s own well being and self efficacy. Providing ongoing professional development (PD) increases teacher retention and job satisfaction (Garcia &amp; Weiss, 2019). Teachers also need to feel that they have a voice, are heard, and have connections with others. Professional learning communities (PLCs) and affinity caucuses (ACs) provide this through meetings with those in the same grade/subject area and with similar backgrounds. By collaborating with others and sharing like experiences, teachers can feel heard while also</p>	<p>Provide affinity caucuses, professional learning communities, and professional development to at least 35 first- year teachers in the two partnering districts. Provide the affinity caucuses, professional learning communities, and professional development to at least 25 pre-service teachers (PSTs) during their final clinical experience courses.</p>	<p>Districts are providing the COE-TRIP time during the first-year teachers’ monthly induction meetings. During these sessions, the COE-TRIP will continue to group the first-year teachers based on their ACs and utilize the group time to offer strategies for recognizing the impact of their backgrounds in connection with their well-being and self-efficacy.</p> <p>The support coaches assigned to 20 first-year teachers will also meet with the members on their caseload to provide times for PLC meetings that will be geared towards effective teaching and classroom management strategies. Other contact times by the support coaches will include reviewing lesson plans, student data, and observations.</p> <p>The PSTs will meet on campus bi-weekly to participate in the</p>	<p>The COE-TRIP will measure progress toward this goal by evidencing at least 90% attendance rate by pre-service teachers and first-year teachers at FIELD TRIPs and improvement in 80% of PSTs’ and first-year teachers' self-selected instructional goals. The Center will also measure progress through an 80% satisfaction rate from PSTs, first-year teachers, coaches, and administrators.</p>	<ul style="list-style-type: none"> <li>● Attendance records for the Field Trips.</li> <li>● TRIP MAP documentation for PSTs and first-year teachers</li> <li>● Satisfaction surveys</li> </ul>

<p>building self esteem through mutual support. Professional learning communities allow teachers to reflect on their practice, collaborate with others, and learn from others' experiences.</p>		<p>sessions for identifying and addressing the ACs, actively engage in the PLCs, and to receive PD on topics provided by the COE-TRIP.</p>		
<p><b>SMART Goal</b>      <b>Center Goal:</b> Centers of Excellence provide high quality professional development to teachers in schools, districts, and the state  <b>TRIP GOAL:</b> COE-TRIP will strengthen the effectiveness and quality of early-career teachers and pre-service teachers</p>				
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<p>Not only do districts want to retain teachers, but they also want their teachers to be effective and of high quality. Evidence has shown that professional development activities that address problems of practice teachers encounter, focus on classroom implementation of best practices, and offer time for reflection and expansion of concepts (Loveless, 2014). . Additionally, partnering PD with professional learning communities</p>	<p>Conduct professional development (PD) on teacher content knowledge, pedagogy, and resilience with PSTs and first-year teachers. Conduct professional learning communities (PLCs) meetings with PSTs and first-year teachers.</p>	<p>The COE-TRIP will develop PLCs based on the grade level/content area of the PSTs and first-year teachers. In the PLC groups, the COE-TRIP will guide the PSTs and first-year teachers in topic-specific PD. Some of the guidance during the PD workshops will include topics provided in initial surveys and, for the first-year teachers, goals established with their coaches.</p>	<p>90% PST and first-year teacher attendance at FIELD TRIPS, where they will participate in PD workshops, PLCs, and ACs. The Center will also measure progress through composite scores of 80% on the post-surveys. I Utilize data from first-year teachers' SLO and SCTS evaluations to determine the center's effectiveness on teachers. Demonstrate effectiveness with 80% of first-year teachers' growth targets being met and an overall average on SCTS of 2.7.</p>	<ul style="list-style-type: none"> <li>● Attendance records taken at each FIELD TRIP workshop for PSTs and first-year teachers</li> <li>● End-of-semester for PSTs/end-of-year for first-year teachers survey.</li> <li>● SLO evaluations from district</li> <li>● SCTS evaluations from district</li> </ul>

can be beneficial. PLCs have demonstrated effects on student achievement and retention (Supovitz & Christman, 2003).				
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In order to affect more pre-service and first-year teachers, it is important that an organization make their effective retention practices replicable for both future PSTs and first-year teachers in the partner districts, as well as for other organizations working with other districts.	The COE-TRIP will accomplish this goal by continuing to collect, evaluate, and disseminate quantitative and qualitative data on: teacher attrition, well-being data, and effectiveness; district satisfaction data; and student achievement data.	The COE-TRIP will measure progress toward this goal by establishing and maintaining a COE-TRIP website; submitting to conferences and journals; preparing and submitting annual reports for CHE and stakeholders.	The COE-TRIP's website will be updated at least 3 times per year. The Center will submit at least 2 conference proposals and 1 manuscript to a journal per year. Outcomes will be published on the website.	Running Record of Website Updates. List of potential conferences and journals. Website updates about the program outcomes.
<b>Fiscal Year 2023-24</b>	<b>Center of Excellence for Teacher Retention and Induction in the Pee Dee (TRIP) Francis Marion University</b>			
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<p>communities allow teachers to reflect on their practice, collaborate with others, and learn from others' experiences.</p>		<p>The PSTs will meet on campus bi-weekly to participate in the sessions for identifying and addressing the ACs, actively engage in the PLCs, and to receive PD on topics provided by the COE-TRIP.</p>		
<p><b>SMART Goal</b></p>	<p><b>Center Goal:</b> Centers of Excellence provide high quality professional development to teachers in schools, districts, and the state.  <b>TRIP Goal:</b> COE-TRIP will strengthen the effectiveness and quality of early-career teachers and pre-service teachers</p>			
<p><b>Strategies</b> (What intentional actions are needed to reach the goal and implement the program?)</p>	<p><b>Activities</b> (What does the project or program do to make progress toward goal and/or address the problem?)</p>	<p><b>Indicators</b> (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)</p>	<p><b>Project Outcomes</b> (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)</p>	<p><b>Results &amp; Assessment Tools</b> (How do you measure your outputs and outcomes? What are your outcomes or measures?)</p>
<p>Not only do districts want to retain teachers, but they also want their teachers to be effective and of high quality. Evidence has shown that professional development activities that address problems of practice teachers encounter, focus on classroom implementation of best practices, and offer time for reflection and expansion of concepts (Loveless, 2014). . Additionally, partnering PD with professional learning communities</p>	<p>The COE-TRIP will conduct professional development (PD) on teacher content knowledge, pedagogy, and resilience with PSTs and first-year teachers. Conduct professional learning communities (PLCs) meetings with PSTs and first-year teachers.</p>	<p>The COE-TRIP will develop PLCs based on the grade level/content area of the PSTs and ECTs. In the PLC groups, the COE-TRIP will guide the PSTs and first-/second-year teachers in topic-specific PD. Some of the guidance during the PD workshops will include topics provided in initial surveys and, for the first- and second-year teachers, goals established with their coaches.</p>	<p>The COE-TRIP will measure progress toward this goal by evidencing: 90% PST and first- and second-year teacher attendance at FIELD TRIPS, where they will participate in PD workshops, PLCs, and ACs. The Center will also measure progress through composite scores of 80% on the post-surveys. The COE-TRIP will utilize data from first-year and second-year teachers' SLO and SCTS evaluations to determine the center's effectiveness on teachers. COE-TRIP will demonstrate effectiveness with 80% of first- and second-year teachers' growth targets</p>	<ul style="list-style-type: none"> <li>● Attendance records taken at each FIELD TRIP workshop for PSTs and first- and second-year teachers</li> <li>● End-of-semester for PSTs/end-of-year for first- and second-year teachers survey.</li> <li>● SLO evaluations from district</li> <li>● SCTS evaluations from district</li> </ul>

can be beneficial. PLCs have demonstrated effects on student achievement and retention (Supovitz & Christman, 2003).			being met and an overall average on SCTS of 2.7.	
<b>SMART Goal</b>	<b>Center Goal:</b> Centers of Excellence <b>disseminate information</b> on model program and activates to <b>P-20 personnel; and</b> have clear evaluation and assessment protocol which facilitates <b>dissemination and replication.</b> <b>TRIP Goal:</b> COE-TRIP will make effective retention practices replicable.			
<b>Strategies</b> (What intentional actions are needed to reach the goal and implement the program?)	<b>Activities</b> (What does the project or program do to make progress toward goal and/or address the problem?)	<b>Indicators</b> (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	<b>Project Outcomes</b> (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	<b>Results &amp; Assessment Tools</b> (How do you measure your outputs and outcomes? What are your outcomes or measures?)
In order to affect more pre-service and first-year teachers, it is important that an organization make their effective retention practices replicable for both future PSTs and first-year teachers in the partner districts, as well as for other organizations working with other districts.	The COE-TRIP will accomplish this goal by continuing to collect, evaluate, and disseminate quantitative and qualitative data on: teacher attrition, well-being data, and effectiveness; district satisfaction data; and student achievement data.	The COE-TRIP will continue measure progress toward this goal by evidencing: establishing and maintaining a COE-TRIP website; submitting to conferences and journals; preparing and submitting annual reports for CHE and stakeholders.	The COE-TRIP's website will be updated at least 3 times per year. The Center will submit at least 2 conference proposals and 1 manuscript to a journal per year. Program outcomes will be published on the website.	Running Record of Website Updates. List of potential conferences and journals.

**External Factors:** Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2021-22 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2022-23 or in the next fiscal year, 2023-24. **A bulleted format is encouraged.**

**Fiscal Year 2021-22:**

- The initial Co-Director (Michelle Murphy) resigned from the Center in May 2022. This caused a delay in implementing the planned activities, hiring, etc. In mid-summer, the new Co-Director of the Center was selected.
- The administrative assistant for the Center was not filled until June 2022.
- Very few coaches apply for the 7 positions available. Currently, five have been recruited.
  - The Center and the Francis Marion University Human Resources Office created a job posting that was, and still is, on the university's website and Indeed.
  - The Center shared the job description and application on social media, including Facebook, specifically on the SCforEd page which caters to those involved in education careers past and present, and on Instagram.
  - The Center emailed multiple school district Human Resources Offices to share the job description of the Support Coach and the link to the application on the university's website. The Center also requested contact information of recent retirees from the districts and reached out to the names provided to advertise the job posting.
  - With the number of vacancies in the districts, several resulting from recent retirees, the Center expected a higher number of applicants for the Support Coach positions. Having a low-level response of applicants became an obstacle. In order to meet the needs of the partnering districts for pairing a support coach to 5-7 first-year teachers, the Center was obligated to reach out to current university faculty. Three of the current Support Coaches are university faculty. One Support Coach is a retired FMU educator and is currently working as a consultant with the Center of Excellence with Teaching Children of Poverty. One Support Coach is a former curriculum coach from a local school district.

**Fiscal Year 2022-23:**

- The center continues the search to fill the remaining 2 coaching positions. As well, the current 3 faculty members that are serving as
- Due to the delay in the hiring of support coaches, the Center truncated the training into two face-to-face training days (8 hours totaled) and asynchronous training activities. The combined face-to-face training sessions and the asynchronous tasks totaled 32 hours of training.

**Fiscal Year 2023-24:**

**Evaluation** – Use the Logic Model to provide further detail on Items A – C.

**A. Project Outcomes**

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

**Measurement**

PSTs completed the Brief Resilience Measure (BRS, Smith et al., 2008) and the Teacher Self-Efficacy Survey-Short Form (TSES; Tschannen-Moran & Hoy, 2001) at the beginning and end of the semester. In between measurements, PSTs participated in 7 COE-TRIP activities. Means, standard deviations, and inferential statistics are reported in Table 1 . All scores increased nominally at the posttest. While these were non-significant within the measurement period ( $p = .155-.895$ ), these scores do not typically increase within a short measurement interval (Smith et al., 2013). The marginal increases demonstrate emerging effectiveness of COE-TRIP activities. We anticipate significant increases by measuring participants’ resilience and self-efficacy over a longer interval and with the addition of more intensive COE-TRIP activities.

At the posttest, participants shared their perceived strengths and weaknesses as a teacher, opportunities for growth, and threats that could limit growth. As expected, strengths, weaknesses, and opportunities varied. In describing perceived threats that could inhibit their growth as a teacher, most responses ( $n = 23$ ; 89%) concerned resilience and self-efficacy (e.g., “My own self doubts,” “my mental health,” “stress and the feeling of being overwhelmed”). One participant connected their weaknesses to self-efficacy: “Being overwhelmed as a first year teacher may impact these weaknesses...” These beliefs reinforce national studies (e.g., García & Weiss, 2019) and underscore the importance of COE-TRIP activities supporting PSTs and preparing teachers for the demands of the profession.

*Table 1*

Pretest and Posttest Comparisons

	Pretest <i>M</i> ( <i>SD</i> )	Posttest <i>M</i> ( <i>SD</i> )	<i>t</i>	<i>df</i>	<i>p</i>
BRS	3.35 (0.47)	3.40 (0.54)	-.618	25	.542
TSES Overall	7.22 (1.14)	7.36 (0.70)	-.717	25	.480
Student Engagement	7.42 (1.20)	7.52 (0.77)	-.292	25	.772
Instructional Strategies	7.11 (1.23)	7.43 (0.92)	-1.465	25	.155
Classroom Management	7.13 (1.23)	7.13 (0.78)	-.133	25	.895

**B. Implementation**

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new or if funds are being**

**requested for a new program, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
  - Are services or activities going as planned? If no, explain.
  - Is the program reaching the intended target population or the intended number of participants? If no, explain.
  - Is it leading to expected outcomes? If no, explain.
  - How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/perceptions?
1. The number of coaches, for now, has changed from the original 7 to 5. The original proposal stated that these would preferably be retired/10+ year experienced former teachers. However, the coaches are current and past FMU faculty with one former teacher with 10 years' experience. All coaches have vast experience in both the K-12 classroom and certification areas. Personnel changes have occurred but do not affect the mission of the Center.
  2. The schedule of activities has been altered to better serve the PSTs by hosting them more frequently for PD on campus (bi-weekly rather than 5 times alone). The coaches' training was delayed as we awaited applicants.
  3. Our program is reaching the intended target population of PSTs and first-year elementary and special education teachers. In addition, the Center is offering its PD component to all first-year teachers in the two districts, rather than just the originally intended elementary and special education teachers.
  4. So far, the first year of implementation has been in development (hiring coaches, developing curriculum, etc.). Although the data from our first PST cohort did not have statistical significance, it still showed moderate growth. The Director/Co-Director have reflected on the data and utilized it to inform program revisions.
  5. Post-survey results, especially an open-ended question at the end of the survey, demonstrated that PSTs were receptive to the Center's activities/workshops. Anecdotally, several PSTs stated that they would be very interested in having a coach as part of their first-year experience.

**C. External Evaluation**

Has an independent program evaluation external to the organization been conducted?

\_\_\_\_\_ **Yes**                      \_\_\_\_\_ **X** \_\_\_\_\_ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

