

Expansion Competition Absolute Priority 2 (General)
University of Alaska Fairbanks
S411A230004
Validated Induction Network Expansion (VINE)

Applicant Name: University of Alaska Fairbanks, K-12 Outreach Office

Project Title: Validated Induction Network Expansion (VINE project)

Type of Grant Requested: (select one) ☐ Early-Phase ☐ Mid-Phase ☒ Expansion

Absolute Priorities the Project Addresses: (select all that apply)

☒ Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

☒ Absolute Priority 2-- Field-Initiated Innovations—General

☐ Absolute Priority 3-- Promoting STEM Education

☐ Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

☐ Absolute Priority 5—Educator Recruitment and Retention

Competitive Preference Priorities the Project Addresses: (select all that apply)

☒ Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

☐ Competitive Preference Priority 2—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen

Student Learning* (FOR EARLY-PHASE AP5 APPLICANTS ONLY)

Total number of students to be served by the project: 20,000

Grade level(s) to be served by the project: K-12 students

Definition of high-need students: Title 1 rural/remote schools and schools that serve largely Alaska Native communities experiencing persistent teacher quality and retention challenges as well as students that attend priority or focus schools defined by Alaska's State System for School Success.

Brief description of project activities 1--IMPLEMENTATION: a) VINE as an expansion of ASMP will increase its validated mentoring model to include all New to Alaska (NAK) teachers regardless of years of experience; b) provide supports/resources to increase school and district capacity-building for NAK teachers; c) employ strategies to gain stakeholder buy-in at community and state levels. 2--CONTINUOUS IMPROVEMENT, DISSEMINATION & SUSTAINABILITY: Expansion includes pilot project in Montana (MT) to develop materials and resources for adapting ASMP in a local context, with unique needs, and diverse cultures for future use in additional states. Increase visibility of ASMP to facilitate uptake of this research-based, proven mentoring model. Work toward sustainability through statewide advocacy and exploration of stable funding sources. 3--EVALUATION: Evaluate VINE's efficacy and cost-effectiveness using a randomized control trial (RCT) and assess its fidelity to ASMP's model and quality of mentoring. Conduct a mixed methods evaluation of the scaling and sustainability strategies and conduct a pilot study of ASMP mentoring model in MT district(s) serving Native American students.

Summary of project objectives and expected outcomes: VINE will focus on two goals with five objectives: Goal 1 Objective 1 (G1O1) will determine the efficacy and cost-effectiveness of ASMP mentoring NAK teachers using a school-level RCT. We expect: a) NAK teachers who receive ASMP mentoring will show better retention, improved classroom instructional practices, greater student achievement in math and English Language Arts, and better student social-emotional learning than NAK teachers who receive business as usual supports; b) ASMP implemented with fidelity will have a positive impact on teacher and student outcomes. G1O2 will create and implement a scaling plan to expand ASMP to serve NAK teachers. Expected outcomes: a) mentoring implementation with fidelity, b) mentor and teacher technology competency, c) regional service coordination, d) principal and school site teacher supports, e) engaged, informed, satisfied administrators, f) regional liaison community outreach, g) advocacy with policymakers, h) expanded partnerships, and i) identify and document factors that

support and hinder project implementation and scaling. G1O3 will increase long-term sustainability of ASMP to serve NAK statewide. Expected outcomes are a) district cost-sharing and fee-for-service procedures, b) dedicated State Education Agency funding with ASMP being listed as an item in Alaska's annual state budget, c) a multi-year grant proposal plan, d) district mentor pools with established district mentoring processes, and e) increased knowledge of how to develop teachers' cultural competence and connect that competence to improved learning environments for students. Goal 2 will expand ASMP to another state through a pilot study serving early-career teachers in MT to improve quality of instruction, enhance student achievement, and increase teacher retention. G2O4 is to understand how the mentoring model works in MT contexts and identify successes, challenges, and areas for adaptation. Expected outcomes are a) revised materials explicitly documenting necessary adaptations, and b) a descriptive analysis of implementation and outcomes for pilot site(s) in MT. G2O5 will document the MT expansion to assist other states in adapting the ASMP mentoring model to their unique circumstances. Expected outcomes are a) a monthly log documenting successes, challenges, and recommendations for improvement, and b) a guide outlining key program components and how to adapt locally.

Summary of how the project is innovative: 1) Vine is a flexible, proven research-based approach to mentoring that leverages validated components, while fitting and adapting those very components into local contexts. 2) Cultural competence is at the very core of VINE and that culture piece meets the needs of traditionally underserved students, especially American Indian and Alaska Native. 3) Rather than a 'building buddy' mentor who has teaching responsibilities and may be untrained as a mentor, VINE mentors are fully released from teaching, receive two years' worth of extensive professional development for best practices in mentoring, and a manageable caseload of Early Career Teachers. 4) The ASMP validated mentoring model is at the heart of VINE and is a systematic, high-quality, intensive approach to mentoring that is designed to address a teacher's needs at that teacher's unique level of experience, individual professional and personal challenges, and addresses the context in which each teacher teaches—in particular the specific needs of teachers both trained outside the United States and/or new to a particular region within the United States. Finally, 5) VINE is a comprehensive package that includes proven and validated mentoring strategies and supports for mentors and mentees, while also offering diverse and unique supports to schools, districts, and school site teachers, with attention to funding, policy, oversight, dissemination, and sustainability. VINE is an innovative, comprehensive package designed to improve teacher retention, quality of instruction, and student academic achievement. Its innovation is in large part its flexibility and design of using validated components to adapt to new and unique circumstances/conditions of education.

Other studies related to the proposed project: Mentoring Early Career Teachers in Urban Alaska (Ault, P. C., Roccograndi, A., & Burke, A. (2017b, June 30). Mentoring early career teachers in urban alaska: Impact findings from the Investing in Innovation (i3) evaluation of the Alaska Statewide Mentor Project Urban Growth Opportunity. Education Northwest. <https://eric.ed.gov/?id=ED607173>)

Proposed implementation sites: All 54 school districts within Alaska, the majority of which are rural remote. Regions within Montana (MT) with a high Native American student population.

Organizations partnering with this project: Alaska Department of Education and Early Development (DEED), all 54 School Districts in Alaska, Alaska Association of School Boards (AASB). Montana Office of Public Instruction

Indian Education, School site(s) within MT. Montana Alliance for Curriculum Enhancement, Montana