

Education Innovation and Research Program (EIR) Project Abstract

Applicant Name: Board of Control for the Southern Region/SREB

Project Title: HOPE: A Professional Development Model for Enhancing Math Teacher Effectiveness

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— Addressing the Impact of COVID–19 on Students, Educators, and Faculty

Total number of students to be served by the project: estimated 24,800 (62 schools x 4 teachers at each school x 100 students per teacher)

Grade level(s) to be served by the project: 7-8 math

Definition of high-need students: Students who are traditionally underserved. They attend schools where $\geq 45\%$ of students are classified as economically disadvantaged, $\geq 30\%$ of students are English language learners, $\geq 15\%$ percent of students receive special education services, and/or $\geq 50\%$ of students are people of color.

Brief description of project activities: 7 days of in-person professional learning in one year for math teachers and assistant principals; 4 two-hour virtual PL sessions for teachers; 4 virtual coaching sessions for teachers; modeling of effective instruction; professional learning communities; involvement of assistant principals in the training and coaching.

Summary of project objectives and expected outcomes: Students in treatment classes will show a statistically significant difference in achievement scores on the North Carolina End-of-Grade math assessment compared to the baseline year. Treatment teachers show significant improvement from pre to post on the Teacher Efficacy and Attitudes toward STEM (T-STEM) Survey.

Summary of how the project is innovative: The HOPE Model of Professional Development is founded upon evidence-based practices for PD and classroom instruction in mathematics. During quarterly workshops, teachers will HEAR about a strategy, OBSERVE a trainer model the strategy with the teachers' students, and then PLAN lessons that imbed that strategy. Teachers will then ENACT the lessons, recording them for self-reflection and virtual coaching feedback. The push-in design of this workshop model is a true innovation as little to no research has been conducted on this type of PD

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model. Combining this type of PD design with 1) virtual/video coaching, 2) after-school teacher-chosen virtual PD, and 3) training and coaching for assistant principals and teacher leaders adds to the innovative aspect of the project, making this a groundbreaking design that could have lasting impacts on teacher efficacy and student achievement.

Other studies related to the proposed project: N/A

Proposed implementation sites: High-needs schools in North Carolina

Organizations partnering with this project: Board of Control for the Southern Region (SREB), American Institutes for Research (AIR), North Carolina Department of Public Instruction (NCDPI), Stanly County Schools, Harnett County Schools