

Education Innovation and Research Program (EIR) Project Abstract

Applicant Name: CERRA at Winthrop University

Project Title: South Carolina Residencies Impacting Schoolwide Equity (SC RISE)

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: 12,000

Grade level(s) to be served by the project: 6-8

Definition of high-need students: Students attending Title I Schoolwide-eligible schools

Brief description of project activities: SC RISE is designed to grow high-quality teacher residencies within a schoolwide support model as a means to both address teacher workforce needs and redesign schools so that students have responsive, caring, and academically strong educational experiences. The project for this Early-phase grant focuses on middle schools, where teacher turnover is highest and student engagement is the most challenging across the state; a later Mid-phase proposal will grow the model across the PK-12 grade span. Project activities include supports to achieve three goals: 1) Develop a whole school residency model for recruiting, preparing, and retaining teachers who have a positive impact on student learning; 2) Provide K-12 students with personalized support through a whole school model of teacher residency integration/utilization; and 3) Establish statewide practices and sustainable funding for teacher residencies.

Summary of project objectives and expected outcomes: Project objectives and expected outcomes include the following: Strengthened mentor teacher capacities by supporting 50% of mentor teachers in pursuing National Board Certification; Adoption of pre-service co-teaching models so that 85% of resident-mentor pairs use high-leverage co-teaching strategies at least 15 hours a week; Increased match between K-12 students and teacher demographics so that the demographic match between new hires and middle school students decreases by 15 percentage points; Increased retention of first and second year teachers through enrollment of 192 new residency candidates whose retention rates in their first and second years is 81%; Improved student attendance to reduce chronic absenteeism rates to levels in the top quarter of district schools; Creation of a shared policy framework for teacher

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residencies in South Carolina through a white paper with policy options for a statewide residency model; Increased local funding commitments for residents so that residency school/district partners provide the equivalent of at least 40% of an FTE long-term substitute pay for residents to augment incentives to join the residency program.

Summary of how the project is innovative: SC RISE builds on promising co-teaching residencies, which are themselves relatively new for the field, adding an innovative schoolwide support model that integrates residencies into school redesign efforts. SC RISE will place cohorts of residents in middle schools, using the additional co-teaching instructional capacities and staffing to support shifts across the school that can facilitate new ways of organizing teaching and learning. In addition, residents and school staff will all engage targeted, whole-school professional learning in trauma-informed education, special education Universal Design for Learning, and building stronger relationships with students and families. These initiatives, concentrated at the school level to support students' engagement, well-being, and academic learning, coupled with the creative staffing models that cohorts of residents can facilitate, will not only prepare the next generation of teachers well; SC RISE will pave the way for a new, strong school transformation approach.

Other studies related to the proposed project: Research that meets What Works Clearinghouse standards for evidence shows that selection, intensive preparation, and ongoing supports for aspiring teachers has strong evidence of positive impacts on math achievement (US Department of Education, What Works Clearinghouse, "WWC Intervention Report: Teach For America," A Summary of Findings from a Systematic Review of the Evidence (Washington D.C.: US Department of Education, 2016), https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_tfa_083116.pdf). SC RISE incorporates these features. In addition, rigorous analyses of impacts of co-teaching on student outcomes exists, both in statewide administrative data (Nathan Jones and Marcus A. Winters, "Are Two Teachers Better than One? The Effect of Co-Teaching on Students with and without Disabilities" (Boston, MA: Wheelock Educational Policy Center, January 2022) and in program-specific evaluation research on pre-service co-teaching

Finally, principles of whole school transformation that the American Institutes for Research (AIR) have incorporated through their research-based designs undergird the schoolwide approach that SC RISE uses (https://www.air.org/sites/default/files/18-3576%20DSI%20Framework%20for%20Systemic%20Improvement_Updated%20July%202018.pdf).

Proposed implementation sites: Berkeley School District: College Park Middle, Cross High, Sedgefield Middle, St. Stephen Middle; Greenville School District: Berea Middle, Lakeview Middle, Tanglewood Middle; Pickens School District: Liberty Middle, Pickens Middle; Richland 1 School District: Heyward Gibbes Middle, St. Andrews Middle; W. A. Perry Middle; Richland 2 School District: Dent Middle, Kelly Mill Middle, Longleaf Middle; York 3 School District: Castle Heights Middle, Rawlinson Road Middle, Saluda Trail Middle, W. C. Sullivan Middle.

Organizations partnering with this project: The Center for Educator Recruitment, Retention, and Advancement (CERRA) is the PI, partnering with Clemson University, Columbia College, the University of South Carolina, and Winthrop University as residency providers; Technical College of Lowcountry, South Carolina Technical College, Piedmont Technical College, Tri-County Technical College, Greenville Technical College, Clinton College, York Technical College, Benedict College, Morris

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College, Voorhees University, Orangeburg Calhoun Technical College, and Midlands Technical College for recruitment; Prepared To Teach for school staffing models, cost study and financial barrier analysis, and sustainability; TWH Co-Teaching for training in St. Cloud University pre-service co-teaching; and Basis Policy Research for evaluation.