

Education Innovation and Research Program (EIR) Project Abstract

Applicant Name: Clemson University

Project Title: Providing Apprenticeships through Residency Teams for Novice Educator Retention and Student achievement (PARTNERS)

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 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: 3000 students

Grade level(s) to be served by the project: K-5th Grade in Charleston County School District (CCSD), SC

Definition of high-need students: Students economically disadvantaged and/or are from underrepresented communities and/or have low performing test scores on the state SC READY Math and Reading assessments.

Brief description of project activities: The PARTNERS project seeks to recruit 60 diverse educators from various teacher preparation programs (traditional education graduates, alternative certification, preservice) in partnership with 3 SC HBCUs to teach in 2 high-need elementary schools in N. Charleston by offering high-retention pathways. Recruited novice teachers will work as coteachers alongside highly effective, experienced mentor teachers in a 1-year paid coteaching apprenticeship. Novice teachers will receive daily mentoring and instructional coaching and receive ongoing PD through graduate coursework, SEL microcredentials, and monthly seminars with peers. Novice and mentor teachers can implement different coteaching models to provide high-dosage tutoring. Novice teachers will receive a \$2000 bonus to continue solo teaching in a high-need school in their 2nd year. They will continue receiving comprehensive induction support in their 2nd & 3rd year while solo teaching. Mentor teachers will earn a \$5000 stipend to complete graduate coursework in instructional coaching, leading to a teacher leader endorsement on their SC teaching certification.

Summary of project objectives and expected outcomes: G1: Recruit diverse, underrepresented prospective and novice teachers to teach in high-need elementary schools. G2: Prepare novice and experienced teachers to effectively implement strategies to best meet the needs of the high-need student population including challenges resulting from the pandemic (SEL needs, chronic absenteeism, learning loss). G3: Retain high-quality novice and experienced teachers in high-need schools, especially underrepresented teachers. G4: Improve student outcomes in high-need elementary schools. G5: Implement continuous and iterative improvement in the project design, conduct rigorous program evaluation, and plan for scalability. Outcomes: 3000 high-need students taught by quality novice and experienced teachers in cotaught and stand-alone classrooms. High-need students in cotaught classrooms and taught by PARTNERS novice teachers in stand-alone classrooms show significant improvement on iReady Math and Reading assessments from Fall to Spring and in chronic absenteeism.

Summary of how the project is innovative: PARTNERS provides intensive, comprehensive induction support to novice teachers specifically working in high-need schools including a yearlong coteaching apprenticeship for novice teachers before working as a stand-alone teacher, daily mentoring and instructional coaching provided by a PARTNERS mentor teacher, and ongoing professional development through graduate coursework in effective and reflective teaching practices based on the NBCT certification process. The yearlong coteaching apprenticeship provides novice teachers from any teacher entry portal (traditional or alternative) valuable experience and expertise teaching high-need students. Induction support rarely offers instructional coaching opportunities, and training mentor teachers to provide daily, in-the-moment instructional coaching to novice teachers is innovative.

Other studies related to the proposed project: Comprehensive induction & benefits of instructional coaching on teacher retention (Bastien & Marks, 2017); Benefits of coteaching on student achievement when preservice teacher & mentor teacher or 2 certified teachers coteach (Bacharach et al., 2010; Jones & Winter, 2022).

Proposed implementation sites: N. Charleston, SC high-need elementary schools in CCSD

Organizations partnering with this project: CCSD, 3 HBCUs: Claflin Univ., Clinton College, SC State Univ.