



SEED Proposal Abstract

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Project Title: TEACH Prep: Bringing Commitment, Diversity and Great Teaching to Charlotte, Tulsa and Western Mass

In partnership with the turnaround networks of North Carolina's Charlotte-Mecklenburg Schools (**Beacon Initiative** and **Project LIFT**): a consortium of LEAs in western Massachusetts (**Teach Western Mass**); and Tulsa Public Schools (**TPS**) in Oklahoma, TNTP will develop an innovative approach to addressing the Supporting Effective Educator Development (SEED) program's Absolute Priority 1 (Supporting Practices and Strategies for which there is Moderate Evidence of Effectiveness) and Absolute Priority 2 (Teacher Recruitment, Selection, and Preparation). This proposal also addresses Competitive Preference Priorities 1, 2, 3(b) and 4(a).

Project Goals:

- (1) Create a new, sustainable pipeline through a rigorous, locally-run, alternative route to certification program, producing 750 effective and/or highly effective new teachers in priority subjects over the life of the grant;
- (2) Implement systems and policies to attract and retain more highly effective teachers;
- (3) Monitor, evaluate, and improve upon TEACH Prep to ensure partner districts are set-up to run high-quality and cost-effective programs able to produce several thousand effective and/or highly effective teachers over the lifetime of these programs.

Key Outcomes:

Each site will have a sufficient supply of diverse, effective and/or highly effective teachers to support strategic and equitable staffing across their schools – in the aggregate and within targeted subareas like STEM.

Sites will have a larger pool of potential talent to select from and will retain effective teachers at a higher rate than ineffective teachers and as a result, students in partner districts will have more access to effective and/or highly effective teachers than they did prior to the project.

Each site will be able to adopt and sustain TEACH Prep's core initiatives in a way that is cost-effective, influential and high quality, with students benefiting from more effective and/or highly effective teachers than prior to the project. Additionally, the project will publish lessons and findings for practitioners, researchers and policymakers.



Contributions for Research, Policy and Practice:

TNTP will contract with an external evaluator to study this project and disseminate findings.

Researchers will examine overall fidelity of implementation and utilize a rigorous, randomized control trial design in an effort to answer four research questions:

- How is the TEACH preparation program being implemented across partner districts, and to what extent does that implementation correspond to intended key implementation performance measures and activities?
- To what extent do teacher outcomes (e.g., teacher observations, teacher evaluations, teacher retention, VAM) vary as a function of coaching supports in the first year of teaching?
- To what extent do student outcomes (e.g., student achievement, student surveys, attendance) vary as a function of coaching supports in the first year of teaching?
- To what extent does district adoption of the TEACH prep program and policies increase the proportion of effective teachers in high needs schools and subjects, in comparison to prior to the project launch?