

Students First:

Coordinating Resident and Mentor Roles to Support Student Learning and Develop Effective Teachers for High-Need Students in California, Massachusetts, and Tennessee

Project Description: The Alder Graduate School of Education (Alder), in partnership with BPE, is pleased to submit an application for the Supporting Effective Educator Development Program, focused on **Absolute Priority 1: Supporting Effective Teachers** and the **Competitive Preference Priority:** promoting science, technology, engineering, or math (STEM) education, with a particular focus on computer science. Building on deep expertise and a strong track record in preparing and supporting teachers through the Alder Teacher Residency (ATR) and Boston Teacher Residency (BTR), Alder and its partner, Boston Plan for Excellence (BPE), will recruit, prepare, and support diverse cohorts of effective, long-term teachers to work in underserved urban LEAs in California, Massachusetts, and Tennessee, meeting urgent needs and serving as a model for the field of teacher education.

While building on a base of Moderate Evidence, Alder and BPE propose to coordinate mentor and resident roles in order to solve a major challenge in the field of teacher preparation: the tension between the teacher candidate's need to practice classroom teaching, and the student's need for consistent, high-quality teaching from experienced teachers. **We will develop and codify a team-teaching, student-centered approach which strategically leverages multiple adults in the classroom to boost student and resident learning simultaneously.** The project will build on existing evidence and focus on an innovative approach to STEM teacher preparation, including the launch of a computer science teacher residency, and will also include other high-need content areas for which partner LEAs are facing shortages.

Partner LEAs for residency training and graduate placement include Aspire Public Schools, Boston Public Schools, Caliber Schools, KIPP Bay Area, KIPP LA, Monterey Peninsula Unified School District, and Summit Public Schools.

Project Goals and Outcomes: **Our long-term goal is to demonstrate that by using a team teaching approach, teacher preparation programs can increase student achievement for students in the high-need schools where candidates train.** This project will develop 630 effective educators over three years through non-traditional pathways to teach high-need students in 19 underserved urban LEAs in California, Massachusetts, and Tennessee (SEED Performance Measure A). In partnership with schools, we will coordinate resident and mentor roles through a team teaching approach so that residents (a) increase teachers' capacity to personalize instruction, (b) contribute to student learning, and (c) learn how to teach effectively. The project will increase the effectiveness (SEED Performance Measure B), diversity, and retention (SEED Performance Measure C) of teachers in partner LEAs, all of which have been shown to increase student achievement, and increase the pipeline of effective math, science, and computer science teachers in partner LEAs. In addition, this project will ensure a reasonable cost per participant and include an evaluation which meets WWC standards with reservations in order to ensure replicability of and evidence from the model (SEED Performance Measures D&E).