

## Abstract

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Problems with teacher recruitment have been well documented in the literature, particularly in urban and high-needs schools (Carroll, 2007; Kersten, 2008; National Commission for Teaching and America's Future, 2003; Peterson, 2002). Additionally, of the teachers who enter the classroom every year, 20 to 30% will leave the profession within 3 years, and 40 to 50% will leave within 5 years (Darling-Hammond, 1998; Ingersoll, 2002; Ingersoll & Smith, 2003). High rates of teacher attrition can negatively impact student achievement (Barnes et al., 2007; Ronfeldt, Loeb, & Wyckoff, 2012). Additionally, teacher attrition is costly to LEAs; approximately \$7 billion is spent annually to recruit, hire, and train new teachers (AFEE, 2014). These problems are all too real for LEAs in the Houston area, especially those that have chosen to partner with 4+1 TEACH. Between AY 15 and AY 16, 4+1 TEACH partner LEAs lost 3,390 teachers, which equates to approximately \$57,000,000 in teacher attrition related costs in just one year. Additionally, 4+1 TEACH partner LEAs have observed a pattern of below level student performance in reading (49.2% below grade-level) and math (48.2% below grade-level). 4+1 TEACH is a nontraditional, university-based teacher preparation program that partners with Houston area LEAs to accomplish 3 goals: (1) to recruit, support, and retain a diverse novice-teacher workforce that is prepared to meet the needs of students in high-needs schools (AP1.1; AP1.3; CPP; IP); (2) to support in-service educators in their professional learning goals and in their development as teacher leaders (AP1.2; CPP; IP); and (3) to develop and sustain district-university partnerships that support novice teachers' induction experiences (AP1.2; CPP).

4+1 TEACH proposes to enhance an existing partnership between a university-based nontraditional Teacher Preparation Program (TPP) and a consortium of nine high-needs school districts. This proposal aims to scale the project to allow for larger admitted cohorts and to include an additional five school districts that primarily serve traditionally underserved students and communities. 4+1 TEACH aims to meet Absolute Priority 1 (including all three subparts), the Competitive Preference Priority, and the Invitational Priority. Partners engaged in this work include SHSU CoE faculty and staff; the 4+1 TEACH leadership team; leaders of 9 Houston area LEAs; and Babble Lab—a center for digital humanities pedagogy and research at Pace University.

In addition to an exploratory qualitative study, we will use a nonequivalent comparison group study designed to meet What Works Clearinghouse standards with reservations. The proposed study will produce important findings about the efficacy of the 4+1 TEACH model and the impact such a model can have on the teacher workforce, student achievement, and teacher leadership. These results will be shared with other teacher preparation programs and LEAs and will be published and presented in national arenas. During the grant period, 4+1 TEACH will produce and support 270 new teachers, train and support 300 experienced teachers, collaborate with 200 principals, and directly impact approximately 96,208 K-12 students.