

**PR Award #:** U336S190015

**Organization Name:** Board of Control for the Southern Regional Education Board

**Address:** 592 10th St. N.W., Atlanta GA 30318

**Program Contact:** Dan Mollette

**Phone:** 404-962-9623

**Email:** dan.mollette@sreb.org

**Project Model:** Residency Model

**Competitive Preference Priorities:** (1) Promoting STEM Education

**Invitational Priority – Opportunity Zones:** (Y/N)

**Requested Total Award Amount:**

**Project Description:**

Key objectives include:

(1) 90% of residents complete their MAT, become fully certified as STEM teachers, and are hired to teach STEM subjects in high-need schools; (2) At least 25% of residents will receive an additional certification in computer science; (3) teachers completing their residency will remain in high-need schools for at least three years following their residency; (4) students assigned to GREAT teachers will exceed district and state proficiency rates on end of grade assessments in mathematics and science, and also exceed state and district student growth outcomes for those subjects; (5) GREAT teachers will have measurable gains in their sense of efficacy as measured by TSES; (6) students of GREAT teachers will demonstrate gains of 10% or more in STEM attitudes and career interest as measured by S-STEM.

**Project Expected Outcomes:**

After completion of their residency, participants will be hired as teachers of record for STEM subjects in middle schools in the sponsoring districts. The residents will continue to be supported with mentoring and coaching through two years of a comprehensive induction process that will be developed collaboratively by SREB, GCSU, and the partner districts, and the induction program will continue in the partner districts beyond the grant period.

**Project Special Features:**

Along with additional special features noted in the application, unique features have been described earlier in this proposal, but a concise list of the features that contribute to making GREAT an exceptional approach appears below.

1. Joint partner analysis of graduate coursework ensures that evidence-based instructional practices are thoroughly treated and that course assignments provide multiple opportunities for teacher residents to engage in these practices during the residency.
2. Mentors continue to increase their knowledge and skill in supporting their residents through on-going professional development such as the Mentor Modules, attendance at SREB's Summer Conference and learning directly from SREB instructional coaches.
3. Teacher residents receive feedback from SREB's coaches as well as their mentor and university supervisor. The coach and mentor serve in a non-evaluative capacity and therefore, the resident can be more open about critical issues and concerns.

**Project Partners:** (Be sure to include all member of the Eligible Partnership. If space allows please add any remaining partners.) Abstract should not exceed one page.