

**PR Award #:** S423A200082

**Organization Name:** Alder Graduate School of Education

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**Absolute Priority:** AP 1 (Supporting Effective Teachers)

**Competitive Preference Priorities:**

- 1) Promoting STEM education
- 2) Fostering Knowledge and Promoting the Development of Skills That Prepare Students to Be Informed, Thoughtful, and Productive Individuals and Citizens; and
- 3) Spurring Investment in Qualified Opportunity Zones.

**Requested Total Award Amount: \$8,120,976**

**Project Description:**

Within the context of a STEM-focused teacher residency model, we will build on a base of Moderate Evidence to develop and codify an approach to training pre-service resident teachers and their mentor teachers to develop culturally responsive learning environments which reflect the 26 specific needs and strengths of high-need students in and around Opportunity Zones. We aim to increase the effectiveness of teachers in strengthening students' academic and non-academic skills which are central to long term outcomes, including employment and civic participation.

**Project Expected Outcomes:**

Goal 1: Recruit, prepare, support and retain a diverse pipeline of effective teachers and meet human capital needs of our partner LEAs.

- Develop 709 new effective educators and 300 mentor teachers over three years through non-traditional pathways (197 in Year 1, 223 in Year 2, and 289 in Year 3).
- Serve 54,780 high-need students in underserved urban LEAs (SEED Performance Measure A), where 34 schools are in Opportunity Zones.
- Expand the pipeline of math, science, and computer science teachers.
- Increase the effectiveness, diversity, and retention of teachers, all of which have been shown to increase student achievement.

Goal 2: Train residents and mentors to develop culturally responsive learning environments that strengthen academic and non-academic skills in students so that they are prepared for academic, economic, and civic life.

- Teachers will increase their effectiveness by creating safe learning environments where students can develop academic, social, and emotional skills that improve academic performance and prepare them for long-term success.

Goal 3: Advance the field by evaluating and disseminating a codified approach to prepare teachers to develop culturally responsive learning environments that strengthen academic and non-academic skills in students.

- Our rigorous mixed-methods evaluation will include a quasi-experimental outcomes evaluation designed to meet WWC standards with reservations. Finally, we will ensure a reasonable cost per participant in order to maximize the potential for learning and replicability.

**Project Partners:**

The Alder Graduate School of Education; Boston Plan for Excellence; 19 Local Education Associations (LEA) in California, and Massachusetts; Aspire Public Schools, Boston Public Schools, KIPP Bay Area, KIPP SoCal, Monterey Peninsula Unified School District, and San Lorenzo Unified School District. American Institutes for Research will evaluate the project.