

PR Award #: S423A200035

Organization: Georgia State University Research Foundation; PO Box 3999, Atlanta, GA 30302

Program Contact: Dr. Stephanie Behm Cross; scross@gsu.edu; 404-413-8418

Absolute Priority: AP 1 (Supporting Effective Teachers)

Competitive Preference Priorities:

- 1) Promoting Science, Technology, Engineering, or Math (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 (QOZs).

Requested Total Award Amount: \$11,059,685

Project Title: Strengthening University-District-Community Partnership: Compassion, Reflection, and Equity for Atlanta Teacher Effectiveness (CREATE)

Project Description: Georgia State University's CREATE teacher residency program merges an innovative, 3-year teacher residency model with extensive cross-organizational, community-centered, evidenced-based learning experiences to enhance educator and leader effectiveness. Goals include:

- Recruit and retain new K-8 math, science, ELA, and social studies teachers through a 3-year residency program that utilizes equity-centered, evidence-based coursework, coaching, and professional development (PD) aligned with needs of schools in high-poverty communities;
- Recruit and retain experienced educators in those same schools with evidence-based PD that supports (1) deep, sustained learning in compassion-based restorative practices that align with the district's call for social-emotional learning; (2) critical consciousness development and sociopolitical engagement of teachers; and (3) development of equity-centered, critical pedagogy and curriculum design that leads to advanced leadership credentials; and
- Promote informed, collaborative action between university, district, and community teacher educators and leaders, grounded in historical, organizational, and community context, that aims to streamline programming and move toward sustainability of CREATE programming.

Reaching these goals will ensure that schools serving QOZs in the CREATE consortium will increase capacity to support and retain a diverse, highly effective, critically conscious, compassionate teacher workforce fiercely committed to equity and working in schools serving low income communities, and will increase opportunities for students to flourish and reach their highest potential.

Project Expected Outcomes: Using a nonequivalent comparison group study designed to meet WWC standards with reservations, the external evaluation study will produce important results about the effectiveness of CREATE, particularly related to teacher retention and the impact on diverse teachers' pedagogical effectiveness on the achievement of those teachers' students. Complementary qualitative studies, including resident case studies, design-based research focused on university-district-community connections, and a critical ethnography focused on grant/residency providers will provide needed insight into the culture of CREATE and the impact of reform efforts on teachers' developing critical consciousness and effectiveness more broadly defined. Overall, CREATE will enhance the induction experience for 90 new teachers in QOZ schools, provide modified programming to 30 preservice teachers, and provide PD to 650 experienced educators, including 30 school leaders, in these same schools. CREATE will also regularly convene 14-20 teacher educators, school leaders, district and state level DOE staff, and community members for collaborative work that has the potential to positively impact over 15,000 K-8 students in CREATE schools, 72,000 other K-12 students over the next 3 years, and thousands more beyond the end of SEED funding.

Project Partners: GSU's College of Education & Human Development; Atlanta Public Schools; Emory University's Center for Contemplative Science & Compassion-Based Ethics; equity-centered community organizations in Atlanta; and Empirical Education, Inc., an external evaluation team.