

**PR Award #:** S336S200016

**Organization Name:** The University of St. Thomas

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**Absolute Priority:** Partnership Grants for the Establishment of Effective Teaching Residency Programs.

**Competitive Preference Priorities:**

- 1) Spurring Investment in Qualified Opportunity Zones
- 2) Applications from New Potential Grantees

**Requested Total Award Amount:** \$2,890,438.00

**Project Description:**

The grantee will expand and enhance their current “work, learn, and earn” residency model and prepare educators, including those from traditionally underrepresented communities to improve outcomes for all students. The grantee will initiate a new charter school consortium partnership to prepare 80 new educators and expand an existing partnership with Minneapolis Public Schools to provide 75 residency graduates multi-tiered induction supports for retention and advanced professional development to prepare for leadership roles. This TQP project includes integrated coursework and practice-based learning experiences that prepares high quality educators who engage in effective practices (evidence-based, high leverage, culturally sustaining) in high-need areas.

**Project Expected Outcomes:**

1. Create sustainable residency teacher preparation programs that prepare high quality licensed teachers who continue to teach and meet students’ needs and impact student outcomes.
- 2: Promote statewide collaboration to sustain flexible nonconventional pathways that create a consistent pipeline of quality teachers in high need areas.
3. Prepare high quality educators in critical shortage areas committed to serve in traditionally underserved high-needs LEAs and meet needs of all students.
4. Promote workforce diversity with teachers from traditionally underrepresented communities contributing to positive school culture, providing an equitable education, and improving all student’s sense of belonging and outcomes.
5. Ensure that high quality educators thrive in an evolving technological landscape utilizing effective practices aligned to standards to support student outcomes.
6. Impact student outcomes by improving students’ equitable access to highly effective licensed teachers; and foster diverse representation in teacher leader positions.

**Project Special Features:** The grantee seeks to increase teacher retention and “grow our own” teacher leaders through advanced professional development and multi-tiered differentiated induction supports for four-years past graduation.

**Project Partners:** Minneapolis Public Schools and Charter School Consortium