

PR Award #: S336S200027

Organization Name: TX A&M University

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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: \$ 6,657,837

Project Description:

Having established proof of concept with the success of the Aggie Teacher Residency Model (aggieTERM) program that began in 2019, this TQP project will address teacher quality and retention of beginning teachers to support learners in high-need schools. While new teachers leave the profession at an average rate of 35% after five years, in most high-need schools they are departing at alarming rates—some scholars estimate upwards of 50% are gone by year five of their teaching career. Leveraging an innovative Comprehensive Community Induction Framework© (CCIF) that emphasizes community and culture, 50 teacher recruits per year will: receive a one-year residency, collect a 12-month living stipend, enjoy 2-year post residency induction, commit to serving in the partner ISD for a minimum of three years, and enroll in a master's degree program for a high-need subject area (e.g. special, bilingual, STEM, urban, or social studies/language arts education). Further, the aggieTERM program offers two pathways for a master's degree: pre-baccalaureate or "fifth year" track and a post-baccalaureate onramp for recent graduates with four-year degrees while completing a teaching certificate.

Project Expected Outcomes:

The aggieTERM program is a direct response to the needs assessment of the participating ISDs and the challenges filling their teacher pipeline and/or academic outcomes for K-12 learners in high-need schools. The primary needs dictate the objectives of the aggieTERM program: (1) address academic gaps at high-need schools in QOZs, (2) reduce elevated annual teacher attrition, (3) increase mentoring capacity to support classroom practice, (4) address teacher-student demographic mismatch, and (5) prepare effective teachers for high-need subject areas. The grantee anticipates using a mixed method data collection with a matched (e.g., economic disadvantage, special education population, bilingual education population, STEM, etc.) comparative quantitative model, with an emergent design qualitative perspective. The grantee proposes to measure the influence the project has on resident teachers' preparedness, efficacy, quality, and retention, as well as connections with student, administrator, and community relationships. The overarching research question that will guide the data collection and analysis is: What is the impact of the CCIF© on reducing academic equity gaps among residents at high-need schools.

Project Partners:

Austin Independent School District, Bryan Independent School District, Caldwell Independent School District, Hearne Independent School District, College of Science: Texas A&M University, College of Liberal Arts: Texas A&M, and the Education Leadership Research Center: Texas A&M University.