

PR Award #: S336S220027

University of North Florida

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Absolute Priority: AP 3.

Competitive Preference Priorities: CPP 1 - 4.

Project Title: Project PREP: Partnering to Renew the Educator Pipeline.

Project Description: Project PREP (or PREP) is a systemic approach to building an educator pathway to enhance the recruitment, preparation, induction, and retention of teachers and teacher leaders across the teacher pipeline in a high-need school district. PREP aligns five components to offer multiple entry points to develop the educator pipeline: high school dual enrollment (5 cohorts); undergraduate teacher preparation and certification (4 cohorts); new teacher induction (4 cohorts); teacher leadership graduate certificates and advanced credentials stackable towards a Masters in Education at UNF (4 cohorts); and school principal learning through Professional Learning Communities (PLCs), an M.Ed. (2 cohorts), and an Educational Doctorate in Educational Leadership offered through UNF (1 cohort). Each component will be aligned with the infusion of 10 PREP research-based strands.

The project utilizes a high-quality Professional Development School model with long-term sustainability and a demonstrated commitment to diversity and equity to provide professional learning opportunities to current and future teachers and teacher leaders through collaborative learning, innovative content and pedagogy, and inquiry as a clinical pedagogy. In doing so, PREP seeks to achieve four goals: 1) prepare diverse teachers to graduate and obtain high need certifications, 2) retain teachers in high-need schools, 3) prepare school leaders to develop teachers and build a positive school environment, and 4) develop a systemic approach to foster equitable teaching outcomes.

Project Expected Outcomes: The project will also seek to inform research in the field by conducting a QED study that seeks to understand and assess the impact of teachers on students' performance, the interaction effects of teachers and leaders on student performance, and the degree to which principals moderate the effects of teachers on student academic performance and meeting the social-emotional needs of underserved students.

Implementation strategies designed to achieve these goals include (CPP-1) increasing educator diversity by purposefully selecting and recruiting diverse students enrolled in dual enrollment programs in CCDS; supporting (CPP-2) a diverse workforce by developing dual enrollment programs with diverse students from CCDS schools and offering certifications in teacher shortage areas; meeting the social, emotional and academic needs (CPP-3) of underserved students by providing educators training and support in creating inclusive environments; and (CPP-4) promoting equity in student access to education resources including educators and school environments designed to address the needs of all students.

Project Partners: The University of North Florida's (UNF) College of Education and Human Services (COEHS) will partner with Clay County District Schools (CCDS) and UNF's College of Arts and Sciences (COAS).