

PR Award #: S336S220055

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Absolute Priority: AP 4.

Competitive Preference Priorities: CPP 1-4

Project Title: Leading Equity Across Diverse Environments with Revolutionary Synergy (LEADERS): A Comprehensive Approach to Teacher and Leaders Residency and Induction Program

Project Description: Project Description. The Leading Equity Across Diverse Environments with Revolutionary Synergy (LEADERS) initiative addresses National Priority 4 -Partnership Grants for The Development of Leadership Programs In Conjunction with The Establishment of an Effective Teaching Residency Program Under Absolute Priority 2. Furthermore, LEADERS project meets the requirements of the Competitive Preference (CP) Priority 1 as the partnership aims to provide services in high-need schools falling within Qualified Opportunity Zones (QOZs). The LEADERS research-based proposal will enhance and strategically target high needs districts through the preparation of high-qualified diverse teachers and leaders, capable of supporting the academic, as well as the social/emotional needs demonstrated by disconnected youth in grades K-12. LEADERS addresses two additional competitive preferences: CP Priority 2, as the project supports diverse educators, leveraging an innovative Comprehensive Community Induction Framework© (CCIF) that emphasizes community and culture where 65 teacher and teacher leader recruits per year will: receive a one-year residency, collect a 12-month stipend or living wage, 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, rural or social studies/language arts education); and CP Priority 4, promoting equity in student access to educational resources and opportunities using culturally sustaining practices. Finally, the project will address the Invitational Priority on this partnership grant for the establishment of Grow Your Own Programs through interdisciplinary and community recruitment of students. This synergistic Grow Your Own (GYO) approach proposes to reduce the attrition rate of teachers and leaders in target schools, thus providing continuity and improved educational outcomes. The program will prepare a cadre of highly trained teachers and leaders capable of transforming school culture, and student academic outcomes through a culturally responsive curriculum and extended pathways for a master's degree: pre-baccalaureate, post-baccalaureate and principalship residency program. The program will also focus on a retention initiative through a strategic approach to teacher and leader support and induction.

Project Expected Outcomes: The LEADERS program is a direct response to the needs assessment of the participating ISDs (See Appendix B). The primary partner schools need dictate the objectives of the LEADERS program. The needs include: (1) academic gaps at high-need schools in QOZs, (2) elevated annual teacher attrition, (3) mentoring capacity to support classroom practice, (4) teacher-student demographic mismatch, and (5) effective teachers for high-need subject areas (See Appendix C, Logic Model). The LEADERS Objectives are to: (1) recruit highly qualified individuals and improve the preparation of prospective teachers and leaders, including people of color and individuals from other

occupations, into the teaching force. (2) develop high-quality induction programs to improve the quality of prospective and new teachers and leaders by enhancing professional development (PD) activities and initial professional learning communities (iPLC) for new teachers. (3) Ascertain how comprehensive induction prioritizes beginning teacher and leader development in cultural competency thus enhancing mentoring and supervision capacity to support classroom practice. (4) Outline the fidelity of implementation for induction structures throughout each district. (5) Calculate the effect of comprehensive teacher and leader induction on such issues of preparation: equitable access, district composition, resident teachers' self-efficacy and perceptions of professional learning opportunities, teacher evaluation, student achievement and student behavior, and retention of teachers and leaders in a high need school. We anticipate using a mixed method data collection with a matched (e.g., economic disadvantage, special education population, STEM, etc.) comparative quantitative model, with an emergent design qualitative perspective. We intend to evaluate the culturally responsive resident teacher and principal preparation, support, and retention within high-need schools through the LEADERS' CCIF©. We propose to measure the influence the LEADERS program has on resident teachers' and principals' preparedness, efficacy, quality, and retention, as well as connections with student, administrator, and community relationships.

Project Partners: Texas A&M University (College of Education and Human Development, College of Science, College of Liberal Arts, and Education Leadership Research Center -ELRC), Brenham Independent School District (ISD), Dallas ISD, Hempstead ISD, Houston ISD, Sheldon ISD, and Prairie View A & M University (Whitlowe R. Green College of Education, College of Arts