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Georgia State University Research Foundation, Inc.

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Absolute Priority: 1

Competitive Preference Priorities: 1,2 and 3.

Project Title: Cross-Institutional Collaboration and Reimagining toward Equity, Access, and Teacher Effectiveness: Expanding and Sustaining (Project CREATE)

Project Description: CREATE aims to expand and sustain an effective educator development program that merges a 3-year teacher residency program with extensive cross-organizational, community-centered, transformative learning experiences for educators, leaders, and community stakeholders designed to positively impact student achievement and flourishing. This SEED grant will support scaling promising portions of this work via breadth at the individual teacher level, by breath and depth at the school level, and by spread at the systems level, creating new structures for authentic collaborations between university, district, and community leaders, especially those that center Black excellence and racial healing.

Project Outcomes: This project is designed to meet four overarching goals, with the first two goals driving the bulk of programming activities, as follows: (1) Recruit, support, and retain early career educators who embody justice-centered practices and are fiercely committed to working alongside their colleagues and the communities they serve to ensure equitable access to relevant curriculum and classroom cultures that center healing and advocacy for youth; and (2) Design and enact transformative learning experiences for experienced educators across institutions, designed to support collaborative reimagining of publicly-funded education toward equitable access for all youth. The other two goals act in service of the first, as follows: (3) Sustain effective and financially viable models for educator recruitment, support, and retention rooted in the principles espoused in Goals 1 and 2 and informed by knowledge, expertise, and commitments across institutions; and (4) Ensure all research efforts—including designs that meet WWC standards with reservations and several complementary qualitative research studies—are designed to benefit partner organizations via improved practices that are sustained locally and that support useful dissemination so others may replicate this work. Reaching these goals will ensure that educators and youth, especially those who have been historically marginalized, experience deep joy, flourishing and liberation as a result of engagement in schooling.

Overall, this project is designed to enhance the induction experience for 100 new teachers in high needs schools, provide sustained, cohorted, evidence-based PD to 310 experienced educators who will lead equity-centered efforts in their schools beyond grant funding, and impact the pedagogical practices of just over 5,000 experienced educators through district-wide PD focused on culturally responsive, equity-centered classroom practices that support teacher and youth flourishing. Finally, this project will support regular convening of 10-15 district, university, and state level leaders who are positioned to reimagine teacher preparation and support structures in order to sustain this work

locally. This has the potential to impact future experiences of countless teacher candidates at GSU, experienced educators in APS, and beyond.

Project Partners: Project partners engaged in this work include Atlanta Public Schools (APS); 2) teacher educators, researchers, and staff from Georgia State University's College of Education and Human Development (CEHD); 3) district leaders in APS; 4) school leaders and educators from at least 28 high-needs schools in APS; 5) influential leaders from local and national community-based organizations; 6) project stakeholders including youth and community members of project schools; and 7) Empirical Education, Inc., an external evaluation team.