

PR Award #: S423A220019
Board of Control for the Southern Region
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Absolute Priority: 1
Competitive Preference Priorities: 1, 2, 3.

Project Title: Retaining and Inspiring STEM Educators (RAISE): Oklahoma

Project Description: The RAISE project seeks to reduce teacher turnover in high-need elementary and middle schools by designing and implementing a two-year comprehensive support model for novice middle grades (4- 8) math and science teachers. The project will implement strategies to improve the well-being and pedagogical content knowledge of novice elementary and middle grades math and science teachers, developing their ability to deliver high-quality instruction that improves student outcomes, while also training a lead teacher at each school to provide continued support. The support for novice teachers includes 72 hours of content- and pedagogy-focused professional development through intensive institutes, intersession seminars and online modules; and 128 hours of job-embedded mentoring and coaching of each novice by Teacher Support Specialists (bi-weekly support) and school-based Lead Teachers (weekly support) who will help the teachers apply their learning in day-to-day instructional practices that meet students' needs. One teacher at each school will be prepared to serve as "Lead Teacher," which is a state-recognized advanced credential, and will provide continued teacher support after the grant ends. The target number of participants in Years 2-3 is 100 novice teachers, plus 25 Lead Teachers and in Years 4-5 an additional 100 novice teachers plus 25 Lead Teachers, pending extension of the grant for two additional years (250 total), benefiting an estimated 8,750 students per year.

Project Expected Outcomes: Expected outcomes by the end of the project include: 90% of participating teachers are rated as effective; teachers' comfort and commitment to address students' emotional well-being are significantly improved from pre to post treatment; teacher participants serve concentrations of high-need students for at least 3 years; 80% of novice teachers report teacher support specialists provide high-quality support; novice teachers show significant improvement from pre to post treatment; differences in math and science achievement between students assigned to treatment and control group teachers are significant and substantially important, favoring students assigned to teachers in the treatment group; differences in math and science achievement between students identified as underserved students and assigned to the treatment and control group teachers are significant and substantively important, favoring students assigned to teachers in the treatment group; and students of novice teachers show significant improvement from pre to post treatment in their emotional well-being.

Project Partners: Oklahoma State Department of Education, Hope 4 the Wounded and selected LEAs in central Oklahoma