

PR Award #: S423A220055

The Research Foundation for SUNY on behalf of U. at Buffalo

The UB Commons

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Program Contact Information:

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Absolute Priority: 1

Competitive Preference Priorities: 1 and 2.

Project Title: UBTR SEED: Tiered Professional Learning for Inclusive & Equitable Educator Practice

Project Description: This project proposes to expand in scope, context, and design, SUNY Buffalo's existing and highly successful 16-month teacher residency program that leads to NYS initial and professional teacher certification. By extending a partnership with an existing residency district and offering a tiered, multifaceted series of professional learning activities for new, non-residency districts, the university will leverage existing program features (including an annual Summer Institute and the University at Buffalo Teacher Residency Consortium) designed to provide initial and ongoing support for residents, novice teachers, emerging and existing teacher-leaders, and school and district administrators. Extending partnerships to high-need, first-ring suburban schools and continuing to recruit, prepare, support, and sustain teachers from underrepresented, minoritized backgrounds for high-need content areas, the university will engage participants in effective educator development that: 1) prepares diverse learner-ready teachers for high-need schools; 2) develops and supports mentor teachers and induction specialists (using the New Teacher Center model); and 3) merges evidence-based instructional strategies (WWC Instructional Practice guides) with culturally responsive, transformational SEL. Target Number of Participants/Year: Y1: 150 participants Y2: 170 participants Y3: 180 participants

Project Expected Outcomes: This project aims to: 1) design and implement effective professional learning experiences & PLC facilitation for 110 residency-affiliated educators that reach approximately 2500 K-12 students in residency innovation classrooms; 2) design and implement effective professional learning experiences for more than 275 Emerging and Developing Teacher-Leaders that reach approximately 10,000 students across three non-residency partner districts; 3) Increase capacity of residents, mentor teachers, and teacher leaders to design and enact instructional activities that merge evidence-based instructional practices with CR-SEL; and 4) Improve outcomes related to teacher diversity, quality (including student outcomes), and retention

Project Partners: UB Graduate School of Education, Buffalo City School District, Sweet Home Central Schools, Amherst Central Schools, Kenmore Tonawanda Schools, VCU Metropolitan Educational Research Consortium (External Evaluation Team)