

**PR Award #:** S423A220084

**The University of Texas at Arlington**

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**Absolute Priority:** 1

**Competitive Preference Priorities:** 2 and 3

**Project Title:** Increasing Teachers' Capacity for Integrating Mathematics, Social-Emotional Learning, and Equity (Math+SEL+E)

**Project Description:** The Math+SEL+E project addresses three pressing national needs in middle schools: (1) increasing student mathematics achievement, (2) increasing students' prosocial (i.e., considerate, respectful) behavior, and (3) reducing inequities in mathematics achievement. Middle grades (6-8) mathematics is a gateway subject critical to students' success in higher level mathematics, later STEM courses and careers, yet teachers often lack subject-specific expertise in mathematics. Our goal is to increase the number of middle grades mathematics teachers who have the capacity and confidence to implement equitable, high-quality mathematics instruction while helping students increase prosocial behaviors in the classroom (i.e., students collaborating with, helping, and respecting peers and teachers). The project will provide participating teachers with (a) professional development that integrates best practices in technology-based mathematics instruction to support all students equitably while promoting students' prosocial skills; (b) a professional learning community focused on integration of these skills; (c) a Master of Education degree from University of Texas at Arlington; (d) Texas Instruments (TI) technology for use in their classrooms; (e) Teachers Teaching with Technology (T<sup>3</sup><sup>TM</sup>) hands-on, interactive professional development and coaching to integrate TI technology into their lessons. During the three-year funding period, the project will directly involve 300 middle grades teachers and approximately 39,596 middle grades students in the Dallas Independent School District and the Mansfield Independent School District in the Dallas-Fort Worth Metroplex.

**Project Expected Outcomes:** A randomized controlled trial designed to meet What Works Clearinghouse standards without reservations, and an external evaluation study will produce important results about the effectiveness of Math+SEL+E, particularly related to: 1) teacher knowledge of mathematics, equity, and how to promote prosocial development of students as informed by the professional development, 2) mathematics content and pedagogical knowledge from completing the M.Ed. degree from UTA, and 3) technology knowledge from the integration of TI technology and T<sup>3</sup><sup>TM</sup> coaching. It is expected that these three components will also increase student prosocial behaviors in the classroom, in addition to equitable academic achievement and interest in advanced level mathematics.

**Project Partners:** University of Missouri – Columbia, Ohio University, Dallas Independent School District, Mansfield Independent School District, and Texas Instruments