

**PR Award #: S423A220033**

**Organization: University of St. Thomas**

**Project Title: Learn, Work, and Earn: “Grow Your Own” Practice-Based Residency Pathways to Prepare Effective Educators**

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**Absolute Priority: 1**

**Competitive Preference Priorities: 1, 2, 3**

**Three-Year Award Amount: \$6,862,220**

The purpose of our project is to comprehensively PREPARE (Plan, Recruit, Educate, Practice, Advance, Retain, and Enhance) 300 educators, including those from traditionally underrepresented communities, utilizing our “Grow Your Own” practice-based educator preparation residency pathways, which are embedded with evidence-based, high-leverage (HLP), and culturally and linguistically sustaining practices (CLSP), as well as technology and standards. Our goal is to increase the number of well-prepared educators, including those from diverse communities, who fill critical shortage areas in special education and serve in underserved high-needs LEAs. Our model will support the preparation of effective preservice educators (PSEs) through rigorous coursework, one-year of practice-based clinical experiences (field work and student teaching) with multi-layered mentor support from field development facilitators (trained on-site mentors - cooperating teachers and university supervisors), and advanced professional development through micro credentials. We will create four micro-credentials focused on culturally and linguistically sustaining practices, social emotional learning, instructional coaching, and educator self-care.

In this project, we will enhance and expand our residency model beyond our current graduate programming to undergraduate preparation based on district and community requests. We will conduct an intervention study to systematically evaluate our model utilizing ~ 90 matched teachers. We will examine our practice-based model’s impact on the use of targeted HLPs and CLSPs and teacher-student relationship. We will answer the following questions: (1) When PSEs participate in practice-based teaching approaches, do they apply specific HLPs and CLSPs in the classroom and to what extent? (2) When PSEs apply HLPs and CLSPs, what impact does it have on student-teacher relationships?