

PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science

PR#: U336S140023

Organization: California State University, Chico Research Foundation

Address: Building 25, CSU Chico Chico, CA 95929

Project Director: Maggie Payne

Phone: (530) 898-6518

Email: mpayne@csuchico.edu

Priorities: AP1, AP2, CP1, CP2

Award Amount: \$7,000,000.00

Abstract: The PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science represents a major partnership of California State University, Chico, including the colleges of Arts and Sciences and the School of Education; Corning Union High School District; Los Molinos Unified School District; Orland Unified School District, the Tehama and Glenn County Offices of Education and Butte-Glenn Community College District. The PRISMS Project is a comprehensive reform initiative to:

- *Improve and promote equity in K-12 student academic achievement through the reform of teacher preparation;*
- *Recruit and retain diverse and highly-qualified individuals to the teaching profession in high-need rural areas;*
- *Strengthen the education of future teachers for rural schools, especially in STEM and special education; and*
- *Develop and sustain the project's partnerships and institutionalize its reforms.*

To address these goals, this project will develop and implement two innovative teacher preparation programs. Absolute Priority 1: Next Generation Math Teachers (NGMT) a blended pre-baccalaureate program with a strong clinical component leading to a Bachelor of Arts degree in mathematics and a secondary teaching credential in Foundational Level Math, qualifying teachers to teach 7th through 9th grade level math courses. Absolute Priority 2: Residency in Secondary Education (RiSE) a post-baccalaureate teaching residency program leading to a secondary credential in math, science, English language arts, or special education and a master's degree. This program will include classroom-based action research and full-time, intensive clinical experience working with carefully selected mentor teachers trained to use a co-planning/co-teaching model. Each of these programs will promote STEM education (Competitive Preference #1) through their emphases on mathematics, sciences and use of technology. In addition, each will emphasize implementing internationally benchmarked, college- and career-ready secondary academic standards (Competitive Preference #2) through their emphases on preparing new and in-service teachers to teach to the Common Core State Standards and Next Generation Science Standards, including broad-ranging professional development opportunities to improve the academic content knowledge of teachers and to promote use of evidence-based practices for developing content-specific literacy skills and for supporting English learners and students with special needs.

Over the course of the five-year term of the grant, the PRISMS Project will graduate 100 teacher residents, thus bringing improved teaching and support for learning to 12,500 or more rural students in the residency classrooms and professional development benefits to mentor teachers and other partner school faculty. In addition, 80 pre-baccalaureate program students will leave our program highly qualified to provide all students with the strong grounding in foundational math courses needed to prepare them to pursue STEM majors or careers should they so

choose. The PRISMS Project will be fully institutionalized in the university and the schools upon conclusion of the grant.