

**Collaboration and Resources for Encouraging and Supporting Transformations in
Education
(CREST-Ed)**

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Priorities: AP1, AP2, CP1, CP2

Award Amount: \$1,501,952

Abstract: Based on the success of the past decade's work in partnership with urban and rural school systems, other colleges in Georgia, and various nonprofit agencies, Georgia State University requests funding for CREST-Ed, a program focused on Absolute Priority 1, Absolute Priority 2, Competitive Preference Priority 1, and Competitive Preference Priority 2 under the Teacher Quality Partnership Program.

CREST-Ed's primary goal is to increase the number of highly qualified teachers who are committed to high-need schools, particularly in urban and rural settings. Project activities present an exceptional approach to the priorities for this competition: (a) enhancing pre baccalaureate teacher preparation programs through extended field experiences, co-teaching, and STEM initiatives; (b) enhancing post baccalaureate teacher preparation programs through residencies that include strong mentor training, participation in Cross Career Learning Communities, and extensive induction support; (c) promoting STEM through professional development, faculty liaisons, and access to advanced credentialing support; and (d) supporting the implementation of internationally benchmarked, college-and-career-ready academic standards through Academy for Future Teachers and Early College High School Program. A quasi-experimental design will be used to evaluate the impact on student achievement and teacher retention.

The CREST-Ed partnership consists of 3 public universities in Georgia (Georgia State University, Albany State University, Columbus State University), 9 LEAs (Atlanta Public Schools, Calhoun County Schools, Clayton County Schools, DeKalb County Schools, Dougherty County Schools, Fulton County Schools, Gwinnett County Schools, Mitchell County Schools, Terrell County Schools), and 1 nonprofit agency, the National Commission on Teaching and America's Future. The expected number of preservice teachers to be served through the varied initiatives is 250-300.

Annual program objectives include the following: (a) 85% of teacher residents (17/20) will complete licensure requirements within 2 years of acceptance; (b) 80% of teacher residents who complete university and licensure requirements will obtain a position within the STEM content area in a high-need school district; (c) 80% of teacher residents and baccalaureate graduates will remain in full-time teaching positions within the STEM content area in a partner high-need school system for 3 years; (d) 50% of baccalaureate graduates will obtain teaching positions in their content areas of study in a partner high-need school system; and (e) 85% of AFT participants will enroll in higher education following high school graduation. Special features of the project include (a) use of the TIP/AAR model in which students, mentor teachers, and university faculty team up to design and conduct action research projects in classrooms; (b) development of a menu of services available to participating schools and systems so they can tailor their partnership experience to the specific needs of their students, staff, and community;

and (c) establishment of school networking meetings at participating schools so that members of the school community meet to share concerns and plan for action to improve school experiences.

CREST-Ed is a data-driven initiative that offers resources to address the needs of our partners and learners by preparing high-quality teachers and bolstering the existing workforce through targeted professional development so that new teachers will enter school environments designed to help them perform to the best benefit of their students.

