

**Response to Charleston County School District's Solicitation for Interest:
Innovative Partnership - Teacher Residency and Lab School**

Introduction & Goals

The teacher education program in the College of Charleston's (CofC) School of Education, Health, & Human Performance is pleased to submit our response to the Charleston County School District's (CCSD) Solicitation for Interest in partnerships. Our proposal is to co-design and implement a Teacher Residency and Lab School with school-based educators and district personnel at Chicora Elementary School in North Charleston. This proposal is rooted in the following:

- Successful Summer Teacher Residency model ([Video about Teacher Residency](#))
- Research-based collective teacher efficacy
- Existing and successful CCSD/CofC partnership ([Video about CCSD/CofC](#))
- 40+ years of CofC's management of an early childhood lab school

Goals for the Teacher Residency/Lab School include:

- To improve student achievement
- To improve pre-service and in-service teacher quality
- To improve teacher retention, particularly in high needs schools
- To serve as a model for pre-service and in-service teachers for instructional strategies, assessment practices, curricular programs, and school-family relationships

Theory of Action

If teachers work in a school that values teacher leadership and collaboration, and if pre-service and in-service teachers, in conjunction with teacher educator colleagues, co-develop instructional models, assessments, and professional learning, then all teachers will contribute to collective self-efficacy, will continually grow, and will be engaged in emerging and best practice pedagogy resulting in high quality teaching, high levels of teacher retention, and student learning gains.

Section I

College of Charleston Teacher Education Program

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The CofC Teacher Education Program educates teachers at the undergraduate and graduate levels and supports in-service teachers' career-long development in the context of a public, state-supported college.

Philosophy

CCSD's motto, "Students are the Heart of Our Work!," aligns with CofC's Teacher Education framework of developing highly competent teachers who make the teaching-learning connection through:

1. Understanding, valuing, and advocating for diverse learners
2. Understanding what to teach and how to assess in a supportive learning environment
3. Understanding ourselves as professionals

Schools and teachers hold the potential to propel all students toward success, particularly students living in poverty. Schools not only engage students in academic learning, but also intersect with students' families and the larger community to work toward equitable access to education, employment, health care, and other experiences.

While the importance of a teacher's role in the lives of students living in poverty is evident, teacher turnover has been greatest in schools with students who have the greatest needs (Garcia & Weiss, 2019). That turnover leads to decreased opportunities and achievement for students (Ronfeldt, Loeb, & Wycoff, 2013). Additionally, that turnover contributes to our youngest, least experienced teachers being hired to teach in our highest needs schools, often without the supportive context they need to thrive. Compounding this issue is the current teacher shortage; nowhere is that crisis more keenly evident than in high needs schools in South Carolina's Lowcountry.

The Teacher Residency/Lab School collaboration between CCSD and CofC will encompass current components of research-based effective instruction by improving collective teacher efficacy and focusing on the importance of school context for teaching and learning (Papay & Kraft, 2017). Teacher professional development, collegial collaboration, and micro-teaching are three of the primary tenets on which the model will focus.

Effective instruction positively impacts student outcomes. Studies conducted by John Hattie and others have sought to determine essential components of effective instruction. Currently, the most important component of effective schools is collective teacher efficacy (Hattie & Zierer, 2018). The classroom impact of something as vital as classroom management has been determined to have an important effect size ($d = .52$), but the impact of collective teacher efficacy on student achievement has an effect size substantially larger ($d = 1.57$). Collective teacher efficacy has larger impacts on student achievement than variables like class size, curriculum, and socioeconomic status (Hattie & Zierer, 2018).

According to Hattie and Zierers' (2018) *Ten Mindframes for Visible Learning*, successful teacher collaboration is best achieved within the context of regular professional development ($d = .51$), micro teaching ($d = .88$), and successful team teaching ($d = .19$). Co-teaching between pre-service and in-service teachers will be a primary component of the Teacher Residency/Lab School model, which has been demonstrated through research to be effective in improving teacher performance, student achievement, and student behavior (Bacharach, Heck, & Dahlberg, 2010; Hang & Rabren, 2009).

Collaboration with peers is not only essential to the development of collective teaching efficacy and student achievement, but it is also an essential component of teacher retention (Vangrieken, et al 2015). In a review of 82 studies, Vangrieken et al (2015) reported that schools with lower teacher turnover tend to be more collaborative.

The Teacher Residency/Lab School approach will provide pre-service and in-service educators with the knowledge, skills, and experiences to excel in high needs schools so that their students, in turn, excel as well.

Individuals Involved in the Teacher Residency & Lab School Proposal

The following faculty members at CofC are committed to the Teacher Residency/Lab School model. As indicated in the synopses below, faculty members hold collective expertise across early childhood, elementary, ESOL, and special education; development psychology and intervention; school-family engagement and mental wellness; teacher development, co-teaching, and teacher residencies; and curriculum and assessment practices. Additionally, the leadership of CofC's teacher education program was instrumental in the development of this

proposal, ensuring the program's commitment. CofC is fully capable of addressing academic and emotional needs of students and of promoting teacher development. Full curriculum vitae are available.

Anne Gutshall, PhD Teacher Education Department Chair, Associate Professor

Dr. Gutshall is a school psychologist with expertise in developmental psychology, motivation, cognitive neuroscience and special education plans and services. She is currently collaborating with Berkeley County Public Schools providing consultation and professional development.

Laura Brock, PhD Teacher Education Associate Department Chair, Associate Professor

Dr. Brock is a developmental psychologist with expertise in early intervention research and program Evaluation and has collaborated with CCSD on interventions to promote self-regulation, social and emotional skills, and academic skills in Title 1 schools.

Brian Lanahan, PhD Elementary Education Director, Associate Professor of Citizenship Education

Dr. Lanahan directs the Elementary program, is a two time Fulbright Scholar, and has expertise in ESOL, Multicultural Education, and Social Studies methods.

Kelley White, PhD Early Childhood Education Director, Associate Professor of Early Childhood

Dr. White directs the Early Childhood program and has expertise in co-teaching, teacher-student relationships, family engagement, teacher mentoring, and early literacy.

Adam Jordan, PhD Special Education Director, Associate Professor of Special Education

Dr. Jordan directs the special education program, is a former alternative middle and high school teacher and has expertise in alternative schooling models and school mental wellness for teachers and students.

Kevin Eakes, PhD Assistant Dean of Assessment & Professional Practice, Assistant Professor

Dr. Eakes directs accreditation, teaches, serves as school partner liaison, lead Summer Teacher Residency, and has expertise in teacher development, curriculum, assessment, and data analysis.

Katie Houser, MEd, NBCT, Director of N E Miles Early Childhood Development Center

Katie Houser is a former CCSD instructional coach and teacher, and has expertise in teacher mentoring, special education, social emotional learning, and early childhood development.

The following CCSD personnel at Chicora Elementary School and at the district level have been involved in the development of this proposal. We firmly believe in co-creating and co-implementing this model to draw on the strengths of all educators and to ensure program fidelity, success, and ongoing responsiveness. The partnership with school and district personnel will enable the Teacher Residency/Lab School to align with CCSD goals and curricular programs (e.g., Open Court, Bridges Math, OGAP, adaptive digital content, etc.).

Lara Latto, Principal of Chicora Elementary

Kirsten Williman, Chicora Elementary Instructional Coach, 3-year Summer Residency Mentor

Elizabeth Blackman, Chicora Elementary Lead Teacher, 2-year Summer Residency Mentor

Emilie Woody, Executive Director of Curriculum & Instruction

Cherie Wash, District Elementary Instructional Specialist, Summer Residency Coordinator

Anna Mimms, Professional Development Coordinator

Cheri Modeen, Professional Development Coordinator

***Meg Orchard, District Teacher of the Year on Special Assignment, Office of Professional Development
3-year Summer Residency Mentor***

The outline below summarizes a potential timeline for the Teacher Residency/Lab School model. As the partnership evolves, we imagine details of an agreement emerging in collaboration.

Ongoing		
<p>CofC & CCSD Collaborate to deliver professional learning for veteran and aspiring teachers and CofC faculty (e.g., co-teaching, neurodiversity, reading and math strategies, curricular initiatives, formative assessment, etc.)</p> <p>Engage National Teacher Residency Center for planning, research, and support</p> <p>Investigate other teacher residency, lab school, and professional development school models</p> <p>CCSD Supports PD/graduate courses/degree programs that CofC provides for additional endorsements and certifications for veteran teachers (e.g., Teacher Leader, Teaching Children of Poverty, SPED, ESOL, etc.)</p> <p>CofC Offers tuition vouchers for veteran teachers who serve as cooperating teachers to apply toward graduate courses, certifications, and degrees</p> <p>Provides training for veteran teachers with regard to host teacher and cooperating teacher roles and responsibilities</p>		
Year 1	Year 2	Year 3
<p>CCSD & CofC: Co-develop process and rubric to identify qualified candidates to serve as Master Teachers. Interview potential CCSD master teachers on February 15th, the district PD day, and/or March 20th, the early release day.</p> <p>CCSD & CofC: Master teachers are placed at Chicora in grades 1-5 (ideally totaling 14 classrooms) in fall 2020. Teacher candidates from the CofC MAT Elementary Cohort will be placed in these classrooms for the full 2020-21 school year.</p> <p>CofC: Expand Urban School Synergy for undergraduate teacher education candidates to Chicora with a focus on Early Childhood and potentially kindergarten (depending on Mary Ford Early Childhood Center initiatives).</p> <p>CCSD: Maintain current Principal, Instructional Coach, and Lead Teacher at Chicora</p>	<p>CofC: Continue expansion into more classrooms as qualified teachers join Chicora</p> <p>CofC: Add SPED certification option for current teachers, MAT grads, recent undergrads</p> <p>CCSD: Implement plan for other schools to observe (e.g., co-teaching in action, implementation of curricular programs)</p> <p>CCSD: Bridge partnership with area Teacher Assistant programs to incorporate growth for TAs in Chicora classrooms working with Trident Technical College and the College of Charleston for potential certification pathways</p>	<p>CCSD & CofC: Progress to full school model of Veteran Teachers and rotating, year-long apprentices. Master teachers and residents potentially expand to other sites and grow mentorship in other schools across CCSD.</p> <p>CCSD: Additional use of school for current CCSD teachers to visit, have a short-term residency, etc.</p> <p>Chicora site becomes innovation hub for new curricular programming such as UFLI for small group instruction, Bridges, and/or Open Court.</p> <p>CCSD & CofC: Consider second site and/or middle/high school expansion</p>

Section II

CofC and CCSD have a long history, collectively and separately, of managing schools/budgets and of addressing high needs schools and teacher growth and retention. Provided are examples that highlight this history, examine teacher retention and achievement data, and reference budget work to support this proposal.

Summer Teacher Residency

CofC has partnered with CCSD's highly successful Summer Teacher Residency program, including providing a graduate course last summer for master teachers. In its 3 years of existence, teacher retention for Residency participants has outpaced state averages. Of the 43 Emerging Educators who have completed the program, 42 (98%) are still in the teaching profession and 40 (93%) are still teaching in CCSD. Similarly, all 22 Master Teachers from Summer Teacher Residency are still teaching, 19 of those in CCSD and 2 returned to graduate school. This data far outpaces the most recent state data provided by the South Carolina Center for Educator Recruitment, Retention, and Advancement (2019). In South Carolina, 25% of first year teachers leave teaching by the end of their first year and 35% of teachers leave the classroom in less than 5 years. Clearly, the Teacher Residency co-teaching model with strong teacher leadership by veteran teachers makes a difference.

Student data also supports the efficacy of this model. Second grade at Chicora Elementary (staffed fully with Summer Teacher Residency participants in a co-teaching setting) displayed incredible growth gains. The percent of students meeting their growth targets went from 10.9% in the 2017-18 school year to 53.5% in the 2018-19 school year. This data is consistent in other pockets where Residency teachers have been placed.

The comments below from Teacher Residency participants highlights program strengths:

"This program is about growth and building confidence in educators. It is exciting to see young teachers develop the intangibles that will lead to success in the field of education."

-Lauren Roche, CCSD Master Teacher at Pinehurst Elementary

"This program set me up for success in the classroom."

-Kory Roberts, CCSD Induction Teacher at Memminger Elementary

"After two years in the program I have seen growth in myself and most importantly in my students."

-Kristin Lindsay, CCSD Induction Teacher at Chicora Elementary

"Residency provided me with a network of new and veteran teachers that have enhanced my practice and my students have reaped the rewards of my growth."

-Meg Orchard, CCSD Master Teacher on Special Assignment

N.E. Miles Early Childhood Development Center at CofC

Since 1974, CofC's teacher education program has operated the N.E. Miles Early Childhood Development Center. The nationally accredited Center annually serves approximately 55 students aged two through kindergarten. In addition to providing high quality early childhood education, the Center serves as a demonstration preschool for research, observation, and practicum purposes. Each semester, teacher education candidates observe and work in the Center. CofC maintains the academic and fiscal responsibility for the Center. CofC's long-term experience in

sustaining a school in which children and adult learners thrive provides vital background knowledge and practical lessons to design an elementary-school Teacher Residency/Lab School model at Chicora.

Teacher Development Partnerships between CCSD and CofC

Pre-Service Teacher Development

Historically, CCSD and CofC have enjoyed a reciprocal relationship with regard to pre-service and in-service teacher development. Many CofC teacher candidates gain the majority of their in-classroom experiences with CCSD teachers. CofC and CCSD have a mutually-constructed process for identifying cooperating teachers that incorporates the voices of teachers, principals, and district office personnel. This long-standing relationship provides an ideal scenario for CCSD and CofC to iterate an expanded Teacher Residency/Lab School Model.

This chart highlights the connection between CCSD and CofC with regard to pre-service teacher development across the past two academic years.

Academic Year	Field Experience Placements	Clinical Practice Placements
2018-19	258	116
2017-18	265	75

In-Service Teacher Development

Cooperating teachers benefit from hosting CofC's aspiring teacher candidates through training provided by CofC, through reflective conversations with interns, and through interactions with CofC faculty members. Cooperating teachers receive continuing education credit and have the opportunity to take 2 courses at CofC..

CofC's Office of Professional Development in Education (OPDE) has worked with CCSD for many years to provide graduate level coursework for in-service teachers. Recent courses include a range of teaching and learning topics such as literacy instructional strategies, teacher leadership, and technology in the classroom. In 2018-19, OPDE at CofC facilitated 14 graduate courses for CCSD teachers. This connection demonstrates CofC's commitment to advancing in-service teacher growth and serves as a model for promoting veteran teacher development through the Teacher Residency/Lab School.

Current Partnership Initiatives between CCSD and CofC

Urban School Synergy & MAT Accelerated Elementary Cohort

CCSD and CofC are currently involved in two initiatives that provide practical experience to scale a Teacher Residency/Lab School model.

For two years, CofC and Memminger Elementary School have partnered in the Urban School Synergy project in which students spend an entire year in the same classroom with the same cooperating teacher. Teacher candidates and veteran teachers receive additional professional development on topics like equity in education and co-teaching. All 4 CofC candidates who participated in the Urban School Synergy program in 2018-19 are currently teaching in high needs schools.

This year, CofC is partnering with 4 CCSD elementary schools (AC Corcoran, Chicora, North Charleston, and Pinehurst) as host schools for our accelerated Master of Arts in Teaching Elementary Education program. CofC candidates spend the fall semester in a field experience setting and remain with the same teacher for student teaching in the spring.

From decades of partnering to provide pre-service teachers with classroom experiences to incubating new programs like Summer Teacher Residency, Urban School Synergy, and the accelerated MAT program, CCSD and CofC are poised to step forward in exciting new directions and launch a Teacher Residency and Lab School Model.

College Classroom to K-12 Classroom Pipeline and Teaching Excellence

Each year, a large number of CofC teacher education graduates begin their teacher careers in CCSD. For the 2019-20 academic year, 38 CofC alumni are starting their careers in CCSD, 30 of those new teachers graduated in 2018-19. Our graduates are teaching at the elementary, middle, and secondary levels across all geographic regions in CCSD. From last year's CofC graduates, CCSD hired all 3 of our Call Me MISTER alumni, 7 of our South Carolina Teaching Fellows Alumni, and 7 of our CofC Teacher Leader alumni.

CofC graduates perform well and become teacher leaders. In 2018-19, at least 12 CCSD Teachers of the Year were CofC alumni, including one of the Top 5 Finalists. Additionally, 2 of CCSD Rookie Teachers of the Year in 2018-19 were CofC graduates. When analyzing performance of CofC teacher education alumni in comparison with all teachers in South Carolina (SC), CofC-prepared teachers excel significantly more than other SC teachers, $X^2(1, N = 5021) = 6.0139, p = .014$. Based on data from 2016-2018, 96% of SC teachers passed formal evaluation, while 99% of CofC alumni passed formal evaluation during the same time frame.

Collaborating to develop and implement a Teacher Residency/Lab School Model would strengthen the teacher pipeline for CCSD and would build upon the strong reputation and performance of CofC's alumni.

Past/Present CofC grant work with CCSD

Provided below is a sampling of CofC's collaborative grant work with CCSD. This evidence demonstrates CofC's ability with fiscal responsibility, budget management, and program evaluation.

- Jordan and Brock (2019) are supporting researchers on the recently awarded Project Prevent grant, a \$5 million grant funded by the U.S. Department of Education to support mental health initiatives related to CCSD student and teacher populations exposed to trauma
- Brock was Project Director for \$2.2 million grant (2013-2017). Efficacy Follow Up and Implementation Evaluation of the WINGS After-School Social and Emotional Learning Program. Social Innovation Funding through Edna McConnell Clark Foundation. [Chicora, Memminger, North Charleston Elementary Schools]
- Brock was Project Director for \$3 million grant (2011-2015). *Efficacy of the WINGS After-School Social and Emotional Learning Program*. Institute of Education Sciences. [Chicora, Memminger, North Charleston Elementary Schools]
- Brock was Project Director for \$41 million grant. (2009-2012). *The Impact of Fine Motor Skill Training on Math Achievement for At-Risk Youth*. National Institutes of Child Health and Development. [Chicora, Memminger, North Charleston, and James Simons Elementary Schools]

- Swanson, Van Sickle, Gutshall, and Brock were awarded \$2.3 million in federal funding to help teachers identify talent in students (2014-2019). Talent Development Academies. Javits Gifted and Talented Student Education Programs. U.S. Department of Education. [Springfield, Angel Oak, Minnie Hughes, Hunley Park, Ellington Elementary Schools]

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