

Margins to Center (M2C) SEED Project Executive Summary

Background | Problem Statement

Three central challenges face most schools, especially high-need schools: (1) teaching quality (influencing student learning that prepares students for college and career success); (2) retention of prepared and experienced teachers; and (3) a diverse teacher workforce that reflects the student population. M2C directly and uniquely addresses each of these challenges as opportunities. The M2C project is designed to support the development, retention, and advancement of teachers, particularly teachers of color (ToC), to contribute to workforce diversity and improve student access to high-quality teachers. The approach builds on and extends existing National Board resources and frameworks to incorporate effective measures that can address the high attrition rate of teachers of color, such as culturally responsive and sustaining (CRS) professional development and leadership opportunities (Carver-Thomas, 2018; Bristol et al., 2020).

Vision

We believe that all students deserve an educational experience that honors their culture and humanity, as well as their right to learn from accomplished teachers.

Mission

Margins to Center does this work by building upon the excellence and legacies of BIPOC educators and exalting the genius that already exists in the lineage of their lived experiences. We want to acknowledge the incredible work that has sustained each partner site to-date while committing to pilot programs that investigate the complexity and nuance of the learning environments.

Program Design

Margins to Center SEED project is composed of five key design components that partner sites will engage with in support of teachers who are pursuing National Board certification.

Component	Description
1. Affinity Spaces	Affinity groups are designed around identity and/or career stage, and high-quality resources that support and strengthen professional learning.
2. ATLAS Implementation	ATLAS allows teachers to see and know what effective teaching looks like in order to reach expert levels of practice themselves.
3. Mentorship	Our approach to mentorship is determined by the local context of each program. Support may focus on mentorship evaluation, program implementation, or program design.
4. Professional Learning Opportunities	Professional learning facilitators (PLFs) will leverage their expertise to serve in an advisory role to tailor professional development to coach and support teachers of color through culturally responsive and sustaining activities.

5. Professional Learning Facilitator Community	The professional learning community for PLFs will allow opportunities to debrief and unpack their training experiences with others doing the same work across the network.
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Program Goals & Outcomes

Goal	Outcomes
Improve students' social, emotional, and academic development.	<ul style="list-style-type: none"> ● 80% increase social-emotional learning; ● 80% report their learning environment is safe and inclusive; ● 80% increase academic achievement
Improve teachers' instructional practice.	<ul style="list-style-type: none"> ● Improvement in teaching practice as measured by a valid and reliable tool; ● 90% of teachers report PD leads to changes to practice
Increase the number of highly effective teachers, with a preponderance of teachers of color, pursuing and achieving Board certification as an advanced credential.	<ul style="list-style-type: none"> ● 1,500 teachers pursue National Board Certification; ● 750 ToC pursue certification; ● 90% of ToC submit all four components; ● 70% of ToC achieve certification
Improve retention of teachers of color serving high concentrations of high-needs students.	<ul style="list-style-type: none"> ● 100% of facilitators and mentors are trained in critical mentorship/PD; ● 100% of participating ToC report feeling supported; ● Increase retention of ToC staying in the profession to 90%

Participation Criteria

Criterion	Requirement
Program Maturity	Partner site can demonstrate year-to-year growth in candidate recruitment and has an established support plan in place for candidates pursuing certification.
Commitment to Anti-racism	Partner site can demonstrate a strong commitment to diversity, equity, and inclusion through organization strategy analysis (i.e.: Before and After policy/procedure revision and lessons learned), external DEI audit report and action plans, etc.

Timeline

- Planning Year: October 2022-September 2023
 - Partner Site Onboarding: May-September 2023
 - July 12, 2023: Virtual Launch Kick-off (11:30am-1:00pm EST)
 - October 2023: Virtual Learning Convening #1
 - February 2024: In-person Learning Convening #2
- Program Year 1: October 2023-September 2024
- Program Year 2: October 2024-September 2025

Program Evaluation

In partnership with the American Institute of Research (AIR), NBPTS will use a variety of data sources to evaluate key research questions related to the identified goals and outcomes. We will also engage in regular progress monitoring with partner sites. Partner sites agree to support the program evaluation process, which assists NBPTS in determining emerging best practices for dissemination to the K-12 education community.

IRB Process

As part of the federal grant and quality research standards, AIR will receive IRB approval for research and evaluation. Partner sites agree to inform the Margins to Center team of any locally-required IRB processes needed for participation in the SEED project.

Data Collection

To meet the needs of the program evaluation, AIR will need access to data directly related to the identified research questions. This data will include:

Student Data

- District demographic and achievement data for students in grades 3-8 in 2023–24 and 2024–25
- Student responses to social emotional survey instruments administered by AIR

Classroom Observations

- Video recordings for intervention and comparison teachers

Administrative Data

- Teacher demographic data
- Employment records for intervention and comparison teachers in grades K-12 to determine retention
- Names and contact information for intervention and comparison teachers for teacher surveys, interviews and focus groups in 2023-24 and 2024-25

Funding

Grant funds range from \$200,000-\$500,000 total and are based on the size of the teacher candidate cohorts. Our goal is to ensure that we are equitable in how we distribute the awarded funds while also providing sufficient support for expansions and innovative processes. Sites are expected to commit to a 25% match, as required by the US Department of Education. Matching funds can be met by funds already committed to supporting teachers pursuing National Board certification such as candidate fees, facilitation stipend, and salaries/stipends for program leads. A list of allowable and non-allowable grant expenditures will be provided.