COVER SHEET OF GENERAL INFORMATION

Organization Information

Name of Organization:	Atlanta Neighborhood Charter School

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Lead Contact

Lead Contact:	Elizabeth Hearn	**Title:**	Project Director - New Teacher Residency Project

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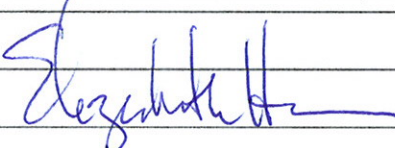
Grant Information

Dates covered by this grant:	Jan.,2012 - Sept 2014	**Grant Amount:**	918,000

Program/Project Name:	New Teacher Residency Project

Summary of the Grant Purpose:
To address flaws in traditional teacher induction by providing tiered supports for teacher residents for their first three years in the field.

By signing below, I certify that the information contained in this report is true and correct to the best of my knowledge.

Executive Director/Officer:	**Date: February 3, 2014**

Innovation Fund EOY Report
Goal 1, Q1-table, page 1
ANCS in collaboration with GSU

1. Scope of Work_table

Please note: This Scope of Work table includes more specific "Activities" than the original scope of work found in the funded grant application because the original descriptions were broad in scope and for the most part reflected the activities in which we engaged during the first 18 months of our project. In this format, we offer what we believe to be a more detailed perspective of our work during this specific reporting period.

Use the table below to discuss progress made towards the goals and objectives as stated in the funded grant application and scope of work. Activities of interest include, but are not limited to, hiring of staff, identification of consultants, recruitment of participants, inception of a proposed intervention, and establishment of databases.

Scope of Work - New Teacher Residency Project (Midyear Report, January 2014)				
Goals 1 & 3: Provision of comprehensive support network for prospective and early-career teachers; differentiation of supports for prospective and early-career teachers based on needs in each of first three years in the classroom				
Activity	**Milestone(s) or Deliverable(s)**	**Timeline**	**Completed? Delayed? Changed from proposal?**	**Next Steps (if activity was not completed)**
Offer varied levels of support, as needed, for teacher residents	Visits to other schools, visits to other teacher's classrooms; participation in mentoring, discussion groups, and various exercises focused on teaching skills	Ongoing for year2	Ongoing for year2	N/A
Design and conduct ongoing training for mentors/CTs/CFG coaches	Monthly CFG coaches meetings, monthly training sessions, NTRP team planning exercises	Ongoing for year2	Ongoing for year2	N/A
Evaluation of NTRP pre-service and associate teachers	Collaborative goal-setting meetings, teaching observations, data collection, and conduction of surveys	Ongoing for year2	Ongoing for year2	N/A
Goal 2: Connect Research with Practice				
Activity	**Milestone(s) or Deliverable(s)**	**Timeline**	**Completed? Delayed? Changed from proposal?**	**Next Steps (if activity was not completed)**
Continual evaluation of program effectiveness	Data collection from teacher evaluations, student learning data, surveys, and other sources	Ongoing for year2	Ongoing for year2	N/A
Utilize what we've learned	Monthly NTRP team meetings bringing research group together with school personnel	Ongoing for year2	Ongoing for year2	N/A
Publicize results, share with greater educational and research communities	Presentations/attendance at conferences, participation in evaluation of local school system's needs, publish research findings	Ongoing for year2	Ongoing for year2	N/A
Assessment of future funding	Submission of grant applications, contact private funding sources, work with Atlanta Public Schools on dissemination of/collaboration with area traditional pubic schools and other charter schools	Ongoing for year2	Ongoing for year2	N/A

Q01 - 05; Scope of Work

Use the table below to discuss progress made towards the goals and objectives as stated in the funded grant application and scope of work. Activities of interest include, but are not limited to, hiring of staff, identification of consultants, recruitment of participants, inception of a proposed intervention, and establishment of databases.

See Q01_Jan2014_ScopeOfWork_Table for the requested table.

Follow-up Questions

1. What, if any, proposed activities were not completed? Briefly describe those activities, the reasons they were not completed and your plans for carrying them out.

    There were no proposed activities that were not completed.

2. If the activities completed differ from your proposal, what caused these changes?

    Only slight modifications to the activities existed during this period, such as the nature and frequency of mentor training. These changes were in response to needs we identified after the project was underway and/or after the latest group of residents were enrolled and were a result of clarity about the scheduling learning needs of our mentors.

3. Were activities delayed and if so, why? Will these activities be completed? When and how?

    Two Year2 residents delayed their continuing education course work at Georgia State, two have enrolled in masters programs and one has decided not to take course work at all. The two that have delayed enrollment expressed concern about taking courses due to being overworked with the time it takes to have a teaching job and/or they were unclear about which courses to take; their coursework is now scheduled for summer 2014.

4. Are there any activities you will not be able to complete during the course of your grant? Explain.

    All planned activities will be completed.

5. What, if any, challenges did you face during formal summer activities through December, and what actions did you take to address these challenges? Please note in your response any changes that you made to the project goal(s), objective(s), or activities as a result of challenges faced.

    I. Challenge: Scheduling of mentor/CT teacher training and some training initiatives for residents

    Changes:

A. Schedule sessions further in advance
B. Work closely with Principals to anticipate scheduling trouble spots
C. Talk to the teachers about what schedules work best

No changes were made to the goals themselves, only changes related to how we will reach those goals were made.

INNOVATION FUND GOAL 1
Demonstrate how this program is working to advance the Innovation Fund goal of **"increasing the number and percentage of students and teachers who will have access to innovative programs, strategies, and practices."**

Q06-Q09 Recruitment

FOR NEW TEACHER RESIDENTS

6. Describe your recruitment strategies for teacher participants. Quantify where possible (i.e. number of referrals, percent of leaders or teachers that heard about the program from a flyer, etc.).

Georgia State University College of Education students are recruited for our NTRP resident positions through the following methods:

- Various professors are made aware of the program, including being given pamphlets, and are asked to share this information with their students who will become eligible the following year for this program.
- The NTRP project director or Dr. Cross, co-PI, visited several COE classes and spoke directly about the program to potential applicants. Handouts were provided on these occasions.
- Carla Tanguay and Alyssa Dunn, program coordinators in the Early Childhood Education and Middle-Secondary education departments informed COE students of the opportunity.

7. How many applications were submitted?

- 3 Early Childhood Education (Elementary)
- 6 Middle Level Education

FOR VETERAN EDUCATORS THAT SUPPORT TEACHER RESIDENT DEVELOPMENT (e.g., mentors, coaches, cooperating teachers)

8. Describe your recruitment strategies for veteran educators that support new teacher development (e.g., mentors, coaches, etc.) Quantify where possible (i.e. number of referrals, percent of veteran educators that heard about the program from a flyer, etc.).

All of our veteran educators were recruited using two methods:

1. An email was sent to all the teachers at ANCS detailing the responsibilities and stipends associated with the various positions, in addition to the benefits we believe the veteran educators that enroll will experience.

2. Group announcements during faculty meetings were conducted, detailing the responsibilities and

stipends associated with the various positions, in addition to the benefits we believe the veteran educators that enroll will experience.

3. Personal discussions with specific targeted faculty were held by the ANCS Executive Director, Matt Underwood, or the NTRP Project Director, Elizabeth Hearn. These personal discussions were designed to communicate our interest in that specific teacher as an NTRP mentor/coach, making sure he/she was aware of our perception of them as a good candidate.

 9. How many applications were submitted?

Thirty veteran educators fill the 42 roles in our program. There is not a formalized application process, but we had adequate (with slight surplus) interest expressed in the positions in order to fill them all.

10. Provide information regarding new teacher participation targets and selection, including

    A. How many new teachers were targeted for participation?
    B. How many new teachers were selected for participation?
    C. If you did not meet your target, explain why not.

       See table below for all answers

11. Please provide the following aggregate demographic data for your teacher or leader participants:

    A. Number of teachers based on teaching experience (1-3 years, 4-9 years, 10+ years)
    B. Number of teachers who have STEM Education backgrounds (i.e. major or concentration in math, science, technology, engineering or technology related subject)
    C. Number of teachers based on race/ethnicity (Black/White/Latino/Hispanic/Asian/Native American/Multiracial)

Category	Number of Yr 1 residents	% Year 1	Number of Yr 2 residents	% Year 2
Number of New Teachers Targeted for Participation	Elementary: 4 Middle: 4	N/A	Elementary: 2 Middle: 2	N/A
Number of Applications Selected for Participation	Elementary: 3 Middle: 5	100%	Elementary: 3 Middle: 2	125%
Gender	1 Males 7 Females	13% Males, 87% Females	1 Males 4 Females	20% Males, 80% Females
Race/Ethnicity	Elementary: 3 African American Middle: 4 Black, 1 White	Elementary: 100% Black Middle: 80% Black, 20% White	2 Black, 3 White, 1 Not Reported	33% Black, 50% White, 17% Not Reported
Educational Attainment	5 B.S. Ed. Middle Level Education 3 B.S. Ed. Early Childhood Education	100% B.S. Ed. degrees	2 B.S. Ed. Middle Level Education 3 B.S. Ed. Early Childhood Education	100% B.S. Ed. degrees
Majors/Concentrations	1 Math & Science; 1 Math & LA; 2 Reading & LA; 1 Social Studies & LA Early Childhood Education: 1 Early Childhood & Special Education; 2 Early Childhood & ESOL		1 Soc. Studies & LA; 1 Science & Soc. Studies; Early Childhood Education: 2 Early Childhood & Special Education; 1 Early Childhood & ESOL	

12. Please discuss how many of your teacher residents are paired with veteran educators who:

      a. Teach the same subject as their new teacher participant
      b. Teach the same grade level as their new teacher participant

Yr1 and Yr2 resident data:

All (12) of our Yr1 and Yr2 residents are paired with a cooperating teacher that teaches the same subject and same grade level as they do.

Additionally:

1 Yr1 - Yr2 resident also has a mentor who teaches the same grade level and subject
4 Yr1 - Yr2 residents also have a mentor who teaches the same grade level but a different subject
5 Yr1 - Yr2 residents have a mentor who teaches a different age level but the same subject
2 Yr1 - Yr2 residents have a mentor who teaches a different age level and a different subject

Yr3 resident data:

Our (2) Yr3 residents are both teaching with a veteran educator of the same subject and grade level, although that person is not identified as being an official "cooperating teacher".

Additionally:

1 Yr3 resident has a mentor who teaches the same grade level and subject
1 Yr3 resident has a mentor who used to teach the same grade level and subject, but is now an administrator

Q13_New teacher resident placements

13. Please provide the following aggregate data for your new teacher participants:

A. Number of teachers by grade level placement (i.e. 1st grade – 3 teachers, 10%)

B. Number of teachers by subject placement (**Math** for any math based course (Algebra, Geometry, etc.),
ELA for English or Language Arts, **Science** for any science based course (Biology, Physics, etc.), or **SS** for
any Social Studies type course. For all other courses, please indicate Other (Art, Physical Education, etc.).
For Special Education teachers, please indicate **Sp.Ed**.

C. Number of teachers who teach in:
   I. High Poverty Schools
   II. High minority schools
   III. Race to the Top Lowest Achieving Schools

Teacher placement, January 2014 (NTRP midyear report, June-Dec 2013)					
This table reflects placements as of May 2013					
Res Yr_Res Initials	**Years of Teaching Experience**	**School Type**	**Grades Taught**	**Subjects Taught**	**High-Need Environments Served**
		(ES, MS, HS)	*(PreK-12)*	*Math, ELA, SS, Science, Sp.Ed., Other*	*(HP, HM, and/or LAS)*
Yr1_CH	1	ES	5	Gen ed (Math, ELA, SS and Sci)	HP, HM, LA (1/2 year placement)
Yr1_LW	1	ES	3	Gen ed (Math, ELA, SS and Sci)	
Yr1_TG	1	ES	5	Gen ed (Math, ELA, SS and Sci)	
Yr1_SB	1	MC	8	Math, Sci	
Yr1_IB	1	MC	6,7	ELA/SS	
Yr1_LB*	1	MC	8	Math/Sci	
Yr1_PN	1	MC	6,7	Math/Sci	
Yr2_SP	2	ES	1	SpEd	
Yr2_SJ	2	ES	5	Gen ed (Math, ELA, SS and Sci)	
Yr2_KT	2	ES	4	Gen ed (Math, ELA, SS and Sci)	
Yr2_SS	2	MS	6,7	ELA, SS	
Yr2_JB	2	MS	8	Math, Sci	
Yr3_ER	2	MS	7	Math, Sci	
Yr3_MO	2	ES	5	Gen ed (Math, ELA, SS and Sci)	
Yr3_BS	3	ES	4	Gen ed (Math, ELA, SS and Sci)	
Yr3_ZA	3	ES	2	Gen ed (Math, ELA, SS and Sci)	
Yr3_SW	3	MS	6,7	Math	HP, HM

Total number of residents teaching at each grade level	
1st grade	1
2nd grade	1
3rd grade	1
4th grade	2
5th grade	2
6th/7th grade	4
8th grade	2

Q14 Professional Learning and Support based on Need

Purpose of/Levels for Interventions (June - Dec 2013)					
Date of training or PD	Intervention/training name - topic	Description	Required?	Organization facilitating the intervention	# of Residents Receiving
Onoging monthly	CFG meetings	Collaborative discussion with colleagues; examination of teaching and learning, building interpersonal connections and skill	Yes	NTRP	All (n = 13)
Onoging periodic	Written reflections	Building residents' capacity for reflection about the practice of teaching	Yes	NTRP	All
Onoging monthly	Mentor Meetings	Providing emotional and instructional support	Yes	NTRP	All
Onoging periodic	Mentor coaching cycles	Providing guidance and support, through observations by/feedback from/discussions with an experienced teacher	Yes	NTRP	All
Ogoing weekly	GSU coursework	Coursework in education leading to a masters degree or additional certification	No, and available only to Yr2 residents	GSU	2 Yr2 residents
Daily	Cooperating Teacher interactions	Daily observations of teaching with subsequent discussions about specific approaches.	Yes, Yr1 and Yr2 residents only	NTRP	All
Ongoing, periodic	GSU Univ. Supervisor observation	Providing guidance through observations by/feedback from a trained University Supervisor from GSU Dept. of Education.	Yes	Georgia State University	Yr1 ECE res's obs'd 3x; Yr1 MSIT res's obs'd 1x-2x; Yr2 res's obs'd 1x
21-Nov-13	Obsevations of other Associate Teachers	NTRP/ANCS teachers	Yes, for one resident	NTRP	1
5-Dec-13	Meeting to discuss school culture	NTRP personnel	Yes, Yr2 and Yr3 residents only	NTRP	7 residents: 5 in Yr2, 2 in Yr3
11-Dec-13	Observation day at Lake Oconee Academy	Exposing residents to a range of approaches to teaching, classroom set-up and schools. Discussions follow observations to process questions/ideas.	No	NTRP and Lake Oconee Academy	5 residents: 3 in Yr2, 2 in Yr3
Nov 25 - Dec 20	Frequent, planned observations of teaching with follow-up discussions	Improve practice; improve classroom management	Yes, for one resident	NTRP	1
Dec 8, 15, 18	Finding Center workshop	Teaching mindfulness/attention-focusing exercises for own use and for use in the classroom	No	Kelly Richards, Tim Harrison	2

Q15_Identifying Specific Resident Needs

	Need was met to the greatest extent it could have been by the NTRP	Need was somewhat met	Need was unmet; I did not pursue assistance	Need was unmet; I did not receive the help I requested	This was not a need	Total % Total # Respondents
Knowledge/skills for technology	28.57% 4	21.43% 3	28.57% 4	0% 0	21.43% 3	100% 14
Emotional support from experienced teacher(s)	78.57% 11	14.29% 2	7.14% 1	0% 0	0% 0	100% 14
Knowledge/skills for effective classroom management	35.71% 5	57.14% 8	7.14% 1	0% 0	0% 0	100% 14
Knowledge/skills for lesson planning	21.43% 3	57.14% 8	21.43% 3	0% 0	0% 0	100% 14
Knowledge/skills for time management	21.43% 3	50% 7	21.43% 3	7.14% 1	0% 0	100% 14
Knowledge/skills for developing relationships with students	35.71% 5	57.14% 8	0% 0	0% 0	7.14% 1	100% 14
Knowledge/skills for greater understanding of curriculum content	28.57% 4	57.14% 8	14.29% 2	0% 0	0% 0	100% 14
Knowledge/skills for developing a "teacher identity"	42.86% 6	57.14% 8	0% 0	0% 0	0% 0	100% 14
Knowledge/skills for time management while teaching lessons	21.43% 3	64.29% 9	14.29% 2	0% 0	0% 0	100% 14
Support from the Project Director (Elizabeth)	78.57% 11	14.29% 2	7.14% 1	0% 0	0% 0	100% 14

Q15_Identifying Specific Resident Needs

15. Explain how the program identified specific needs of the teacher residents served by this program during formal summer activities through December. In your response, be sure to do the following:

Specific needs of residents were identified through interviews, a focus group, surveys (completed last year by the residents who were in the program at that time) informal conversation, electronic reflections, and mentor logs summarizing meetings (from this year).

- State the specific needs identified during this reporting period.

See Q15_Resident Needs_table for a visual representation of the data referenced below.

The following data is derived from a December survey completed by 14 of the 16 residents:

Residents were asked whether they had specific needs and whether or not those needs were met. The needs they were asked about were the needs reported by last year's residents in addition to those that were identified through the various other indicators listed above. All of our responding residents expressed need for all of the types of support listed, with the exception of one resident who reported no need for knowledge related to how to develop relationships with students and 3 residents that reported no need for knowledge/skills for technology.

The types of needs identified were as follows:

- Knowledge/skills for technology
- Emotional support from experienced teachers
- Knowledge/skills for effective classroom management
- Knowledge/skills for lesson planning
- Knowledge/skills for time management
- Knowledge/skills for developing relationships with students
- Knowledge/skills for greater understanding of curriculum content
- Knowledge/skills for developing a "teacher identity"
- Knowledge/skills for time management while teaching lessons
- Support from the Project Director

In some cases, residents did not pursue assistance in their area of need, however in most cases the need was made known and was either "met to the greatest extent it could have been by the NTRP" or "was somewhat met." In only one case, for one type of need, was it reported that assistance was sought but the need remained unmet - the need in this case was knowledge/skills for time management.

It is our understanding that many of the needs that residents experience during their fall semester can be addressed more effectively during the spring semester when they are at ANCS 5 days per week and are taking only one additional university course. During the fall semester, by contrast, Yr1 residents are on-site at ANCS two days per week and additionally, the elementary residents are only placed at our school for half of the semester. This leaves little available time for addressing needs in-depth with their mentor/cooperating teacher/project director.

- Discuss how these specific needs have been used to influence the selection and implementation of professional development opportunities in this reporting period.

Directly following the survey question discussed above (intended to identify resident needs), the following question was asked:

"For any boxes you checked above indicating a need was unmet, please explain what the NTRP could have done better to assist you." (Answering this was not required.) The following five answers were offered:

- ❏ "I feel that unmet boxes were not covered within the NTRP programming."
- ❏ "I didn't ask for the help I needed."
- ❏ "More opportunities for professional development more check-ins more required mentor check-ins"
- ❏ "Lesson planning templates, time management discussion (How do people get it all done??)"
- ❏ "I did not bring this need to the attention of NTRP. If I had, I am sure that everyone would have done everything possible to meet my needs.

- ● Provide two examples of how the program provided differentiated support to participants based on their specific and individual needs.

Example 1

 On 21-Nov-13, a substitute teacher was brought in to provide one Yr2 resident/associate teacher in the 5th grade an opportunity to observe other associate teachers at work in the school. This was designed in reaction to two communications:

1) A discussion between this resident and the program director in which the resident indicated she was unclear about what she should be doing to best assist the lead teacher during math lessons.   She was seeking new ideas and insights.

2) The cooperating teacher for this resident reported to me that she (the CT) was frustrated that the resident was grading papers and sitting quietly during math classes when she wanted the resident to be actively engaging students who were experiencing difficulty.

Example 2

From 25-Nov-13 until 20-Dec-13 one resident was observed closely and worked with almost daily on his classroom management and lesson planning skills. Each observation was followed by a discussion, This was designed in reaction to two communications:

1) The resident requested assistance with his classroom management - one of the lead teachers in the building was out for an extended absence and this resident had offered to be the long term substitute, moving from an assistant teacher to a lead teacher position for this 4 week period. Once in this new role he realized there were more challenges than he'd anticipated and he expressed an interest in more support.

2) The Special Education teacher with whom this resident was co-teaching during this 4-week period expressed concern about this resident's classroom management strategies and she requested I spend some time supporting him.

In both cases, the Yr2 residents receiving specialized interventions found the additional support highly valuable for moving them forward with their learning.

Supportive Environment for Teacher Residents

16. How frequently did other educators work with the new teachers to support their development during formal summer activities through December? Select one: daily, once a week, more than once a week, once a month, more than once a month, other (specify).

Mentors worked with residents at least twice per month.

Cooperating teachers worked with residents daily.

The project director worked with each resident twice per month, sometimes as often as four times per month.

CFG meetings took place once per month.

17. Discuss how the program provided a supportive learning environment for teacher residents during formal summer activities through December. Make sure that your response highlights major changes in the following:

- How the teacher residents were supported by a support network consisting of new and/or veteran teachers.
- How frequently teacher residents took part in the support network.

Monthly Critical Friends Group (CFG) meetings and summer CFG institutes are designed for the explicit purpose of helping teachers learn to support each other in their experience of teaching. This section begins with a summary of our work in the context of CFGs.

Monthly CFG meetings: The monthly CFG comprised of Yr1 residents is central to our support system for new teacher residents. This group meets off-campus once per month for two hours and is designed specifically for residents in their first year of the NTRP. The Yr2 residents (who comprised the Yr1 resident CFG group last year) were this year placed into monthly CFGs with a mix of other teachers - veteran educators - at the school. Yr3 residents are also doing CFG work monthly with veteran educators schoolwide. Among many benefits, CFGs provide residents a space to build meaningful relationships as they share their dilemmas and questions about the practice of teaching. During CFG meetings, the residents disclose questions and concerns so their fellow residents can contribute varied perspectives and learn from each other's struggles, as they construct collective notions of possible actions to take.

Critical Friends Group summer institute: This is a 4-day intensive training in the use of protocols and community collaboration held in June of each year at our school. The institute is intended to build a school wide community of teachers helping teachers, while enhancing the facilitation, collaboration, and listening skills of our teacher residents. The Yr2 residents are required to attend the CFG institute prior to or at the end of their second year of residency. For most of our Yr2 and Yr3 residents, the June 2013 institute was their first exposure to this intensive training.

Supportive learning environment as generated through mentoring by the CT and mentor: All teacher residents (Yr1, Yr2 and Yr3) participated in meetings with their mentor once every two weeks and all Yr1 and Yr2 residents were offered feedback and consultation from their cooperating teacher each day they were on campus throughout the fall.

The mentor and resident in each pairing observed each other teach once during the fall term. This is a change from the structure used during fall 2012 when mentors were required to observe their resident three times yet residents were not required to observe their mentor at all. We have learned from comments on surveys, interviews and in casual conversations that 3 observations by the mentor was too many and that trust was built more readily when the observations went both directions.

Although the CT is in the classroom guiding the resident's work daily, no formal observations are conducted by the CT.   The CT assists with the residents' efforts at lesson-planning, instruction and understanding school culture.

Supportive learning environment as generated through GSU University Supervisor observations: Elementary and Middle school Yr1 residents were observed by a university supervisor 3 times during the fall semester semester - each observation was followed by a post-observation discussion about issues/concerns of the resident and observations made by the supervisor. Yr2 residents were all observed in this format one time during Fall 2013. Observations are considered part of the program's support structure because they provide opportunities for growth and reflection on teaching - the university supervisors are chosen carefully so that we have experienced observers contributing to the residents' feeling of support, not leading them to feel judged.

Supportive learning environment as generated through weekly reflections (in a new format as of June 2013)

During the fall term, residents frequently wrote reflections that were submitted to the program director electronically. As was reported previously, these reflections were then responded to (also electronically) with non-evaluative probing questions intended to deepen the resident's thinking. This method has been effective for and appreciated by many residents, although a few found it tedious. It appears that in this second year of the NTRP, the reduction in frequency of written reflections (to once per month) and the advance discussion about why these reflections are an expectation of the program has helped the residents embrace the brief writing they're asked to do. The complexity of resident schedules this year has made it impossible to meet for reflective lunch discussions as a group without engaging substitute teachers, etc., so we discontinued the in-person reflections we started last spring.

Supportive learning environment as generated by a visit to another area school

As was true in 2012-13, this option for continuing education has been a popular one this fall. Our residents were offered opportunities to spend the day observing the teachers at Lake Oconee Academy. Here, the hosting school's teachers made time to discuss teaching - instructional strategies and elements of the profession - with the new teacher residents during the day. From this intervention, the residents came to understand that

- there are an infinite number of ways to work with students,
- teaching demands creativity and ingenuity,
- there is a greater Atlanta community of teachers available to them for support, and
- there are options of other schools where they might choose to work when their residency is complete.

(At least two school visits are planned for the spring semester.)

Supportive learning environment as generated by the administration:

At ANCS and as part of the NTRP, we are proud to describe the true "open door policy" and desire of school administrators to anchor the induction work of new teacher residents by inspiring a shared vision focused on collaborative learning. Our school leaders invite teachers to ask questions and take the time

to inquire about their practice is an unusually honest and open way.

<u>Supportive learning environment as generated through other one-time actions taken by the NTRP personnel or school administration:</u>

a) In August, during the first week of school, the NTRP director hosted an introductory potluck at her house, inviting teacher residents and their mentors and CTs to come together for some fun. Designed to develop relationships between veteran educators and their residents, feedback about the event was very positive. An NTRP "trivia" competition was held and the winning teams were offered gift cards to a local coffee house, to be used for a social outing (as a teaching team).

b) Two NTRP residents and two veteran educators were flown (using school funds) to San Francisco to present a workshop at the Coalition of Essential Schools annual Fall Forum. The topic was an overview of the NTRP as a mechanism for generating meaningful and supportive relationships in the workplace and the residents were deeply involved with designing and facilitating the presentation. These veteran educators and teacher residents then participated in the remaining sessions of the conference.

The active involvement of residents and veteran educators in presenting the program to those outside ANCS demonstrates a high level of respect held for the opinions of the NTRP participants. By celebrating their intelligence and insights, we are striving to build their pride, hoping to help each person feel capable and powerful.

<u>Supportive learning environment as generated through the "Finding Center" workshop</u>:

Learning can only take place in the present. Children who are distracted, restless, scared, worried, or angry aren't really available to learn. While we can't change their emotions, we can give them techniques for managing their feelings, bodies and minds. Research affirms that mindfulness practices help children and adults alike, so a workshop was developed to teach these skills. Five residents and 22 veteran educators of the NTRP chose to participate in this workshop, scheduled mostly during non-school hours. With great success, the workshop taught the following:

• how to listen more deeply, settle and regulate their bodies, redirect their focus

• how to reduce stress - both physical and mental

• how to deal with conflict more resourcefully

• how to articulate feelings more precisely

• how to work more cooperatively

• how to treat others with greater patience, generosity and affection!

Educators in this program did the following:

• shared present classroom practices that work

• experienced mindfulness practices (active and contemplative)

• explored compassion training activities

• used their body, senses, feelings, intellects

• learned the theory behind "compassion training"

• became familiar with current research

• brainstormed potential classroom applications

- Also, state your expectations for participation in the support network. Explain whether the participants met or exceeded or did not meet or exceed these expectations.

Expectations for mentor meetings: twice monthly. Twelve of 16 residents met this expectation, 3 of 16 exceeded this expectation, 1 of 16 fell just short of this expectation (due to an extended illness of her mentor).

Expectations for CT interactions: daily. 12 of 12 Yr1 and Yr2 residents (the ones who have CTs) met this expectation. (4 residents are considered Yr3 residents and therefore do not have CTs.)

Expectations for University Supervisors: three times per semester for Yr1 residents, one time per semester for Yr2 residents. Expectations were met, although the relationship between one resident and her supervisor became tense with belligerent interactions on a few occasions. This resident has since left the program.

Expectation for project director engagement: twice monthly. This expectation was met for 11 of 16 residents, while 3 of 16 residents exceeded this expectation, and 2 of 16 residents did not meet this expectation. In both "unmet" cases, the residents did not seek the director's counsel or company - both of them are shy and repeatedly report that all is well, asking very few questions. In these cases, the director seeks them out for check-in discussions but doesn't push for more interaction beyond what occurs at the group learning interactions because it appears to be uncomfortable for these residents.

All residents participated in most weekly reflections - each time a reflection was requested 1-2 did not complete it, but which residents skipped it was not consistent. This slightly spotty participation was expected, but is not considered ideal.

Expectation for visit to Lake Oconee Academy: All of the Yr2 and Yr3 residents visited Lake Oconee Academy, as expected. Yr1 residents were not able to do this due to their schedules at GSU.

Expectation for potluck: 80% of residents attend. All Yr1 (7 of 7) and Yr2 (5 of 5) residents, and 2 of 4 Yr3 residents attended the potluck. This exceeded expectations.

Expectation for Fall Forum presentation: Two of 2 residents were on the Fall Forum presentation team and both met expectations for their engagement.

Expectation for Finding Center workshop. Expectation: A number in the range of 3 to 7 total residents will attend. In reality: 5 residents attended the workshop, meeting expectations. This workshop exceeded expectations for veteran educator participation.

Q18 Professional Development for Veteran Educators

Training Activities and Professional Development for Veteran Educators (June - Dec., 2013)				
Date of training or PD	Intervention/training name - topic	Description	Required?	Organization facilitating the intervention
July 25-26, 2013	Two-day mentor/CT training	Building community of mentors, inquiry into roles/ expectations of mentors, sharing of experiences and reading related literature.	Yes, for alll mentors and CTs	NTRP in conjunction with the Center for Teaching
September 18, 19, 20, 2013 - choose one date	Teacher observation training	Defining and practicing objctive observations of teaching	Yes, for alll mentors and CTs	NTRP in conjunction with the Center for Teaching
Nov 8-11, 2013	Coalition of Essential Schools (CES) Fall Forum	Presenting to conference participants about NTRP in mentor-resident pairs; attendance at conference		CES
Nov 14, 19, Dec 6, 2013 - choose one date	Coaching skills workshop	In discussion with a professional teaching coach, mentors/CTs learned how toshare their knowledge while encouraging residents to guide their own learning	Yes, for alll mentors and CTs	NTRP in conjunction with Centered State Coaching
May 28-31, 2013	Critical Friends Group Institute	Skill-building for increased understanding of the purpose and power of CFGs.	Yes, for all CFG coaches to attend once	NTRP
Onoging monthly	CFG for coaches	Actively engaging a critical friends group focuse don the topics of improving our facilitation skills	Yes, for all CFG coaches to attend once	NTRP
Dec 8, 15, 18, 2013; (Jan 22, Jan 27, 2014)	Finding Center workshop	Teaching mindfulness/attention-focusing exercises for own use and for use in the classroom	No	Kelly Richards, Tim Harrison
Ongoing daily/weekly	Projector Director support	Emotional/scheduling/skill-building supports provided by project director	Yes	NTRP

Supportive Environment for Veteran Educators

18. Use the following table (or create your own) to discuss the training activities and professional development that was provided to veteran educators that support new teacher development during formal summer activities through December.

See Q18_2014_ProfDevelopment_VetEds_table

19. Explain how the program is identifying and meeting the specific needs of veteran educators served by the program in this reporting period. In your response be sure to do the following:

See AppendixE_Q19 and AppendixF_Q19 for data tables and see below for a narrative.

Discuss some of the specific needs of the veteran teachers that have been identified so far.

Much of the information for this section is drawn from a December survey sent to all veteran educators.

11 of 15 (73%) mentors completed the survey.

8 of 13 (62%) CTs completed the survey.

15 of 16 (94%) CFG coaches completed the survey.

Mentors needs:

As can be seen in the provided table (Q19_2014_IdentifyingNeeds_Mentors_table), 100% of the mentor survey respondents indicated that they needed each of the following:

- mentoring skills
- support from the project director
- time to complete mentoring responsibilities
- time to complete mentoring work beyond minimum requirements

Other identified needs were:

- support from the ANCS administration (9 of 11 indicated this need)
- support from other mentors (8 of 11 indicated this need)
- technology assistance with the electronic mentoring log (9 of 11 indicated this need)
- Clearer instructions as to what it means to be a mentor (1 of 11 indicated this need)

CFG Coach needs:

As can be seen in the provided table (Q19b_2014_IdentifyingNeeds_CTs and CFG Coaches_table), 100% of the coach survey respondents indicated that they needed each of the following:

- skills for coaching a CFG

- support from the project director
- support from lead facilitators, Connie and Susan
- support from other coaches, including my co-coach

The other identified need was:

- support from the ANCS administration (14 of 15 indicated this need)

CT needs:

As can be seen in the provided table (Q19b_2014_IdentifyingNeeds_CTs and CFG Coaches_table), 100% of the CT survey respondents indicated that they needed each of the following:

- skills for coaching

Other identified needs were:

- support from the project director (6 of 8 indicated this need)
- support from the ANCS administration (6 of 8 indicated this need)
- support from other CTs (3 of 8 indicated this need)
- time to complete the minimum coaching expectations (4 of 8 indicated this need)

When given the opportunity to identify other needs - met or unmet - or to explain why needs were unmet, no remarks were offered.

20. Discuss how a supportive environment was created for veteran educators over the reporting period.

A supportive environment was created for mentors by a) anticipating their needs by revisiting the needs expressed by mentors last year and putting into place trainings and supports they indicated they would like, and b) checking in with them frequently so as to prompt them to communicate other needs as they arose. The director speaks to each Vet Ed weekly, on average. The director has also made it a high priority to reply to all emails from CTs, CFG coaches and mentors within 24 hours.

Mentors
We are pleased to report that with the exception of two needs, all of the mentor needs reported in the survey were met to the "greatest extent possible", "somewhat", or because assistance with the need was not sought during the fall term.
The two that were unmet were:
- One mentor reported an unmet need for more support from the ANCS administration
- One mentor reported an unmet need for time to complete direct mentoring work beyond two mentee meetings/month and one observation.

When asked to explain the reason their need went unmet, the following text responses were offered:

- *TIME is always an issue.*
- *No assistance from the NTRP was needed. Difficulty balancing schedules was why the need was unmet.*
- *The NTRP has offered subs, but it is just hard for me to leave the classroom, so I am not sure what the answer is.*
- *Can you create time? This isn't the domain of NTRP = just a domain, in general. I have a lot on my plate this year - and among those things is my role as a mentor.*

In reaction to the range of expressed needs from this year and last, the director has worked more actively with the veteran educators to schedule release time from the classroom well in advance, connecting them with substitutes who are trained to teach that subject/age level. Also, the director works with the mentors to consider creative ways for the mentor and resident to spend more time together (without it being contingent upon mentor release time from the classroom). For example, one mentor who was feeling overwhelmed by her teaching schedule yet wanted to observe her resident more often, realized that a mini-course being taught by her resident (to students in the school) could be held during the mentor's planning time and in her classroom. This meant that the mentor was always present while the resident was teaching, but was not required to be directly focused on the students or the class throughout the teaching period. The mentor was therefore able to complete her planning while also listening in at moments to the resident's teaching. This solution had the added benefits of a) the resident is able to ask small questions of the mentor "in the moment" and b) the resident grows more comfortable over time with the mentor's presence in the room, thereby surpassing the reactions of anxiety she had been having when she was being observed earlier in the year.

Anticipating the needs of mentors by designing high quality training sessions on the topics of coaching skills and teacher observations created an atmosphere of support. The director also participated in several of these sessions as a learner so as to fully experience the building of mentoring skills alongside the mentors.

Mentors and CTs greatly enjoyed the August potluck dinner, remarking that it started their school year off on a fun, interactive note and helped them make connections with their resident. This gave them a feeling of being supported.

A representative sampling of narrative remarks about the strengths of the NTRP include the following:
- *[I appreciate] the wide range of professional development opportunities offered to us as mentors. In order for me to continue to enjoy the work, I need to feel like I'm learning and challenged. [The director] has great respect for our intelligence and the myriad forms mentoring can take, and she meets us where we are.*
- *The NTRP program supplies valuable instruction on how to support a new teacher.*
- *Strong sense of community; real support for new teachers*
- *Training, willingness to assist as needed, desire to see both mentor and mentee succeed*

A representative sampling of narrative remarks about the weaknesses of the NTRP include the following:

- *We need to carve out official times to meet before the term gets started and official observation times, so these time don't get lost during the scramble of the school day.*
- *None - it's a terrific program.*
- *It's not as much the NTRP as the general issue of how difficult it is to get meetings scheduled - the time issue is always a challenge.*
- *Less than super clear expectations for what it means to be a mentor. I know we've had more training this year, but I still don't feel like the expectations are that clear.*
- *Time mentor has to get own job done is dramatically minimal--adding mentee can be a challenge--but one I am delighted that I decided to do.*

CTs

We are pleased to report that all the needs the CTs self-reported they had (with the exception of one), were met to the "greatest extent possible", "somewhat", or because assistance with the need was not sought during the fall term. The one that was unmet, although assistance was requested, was support from the ANCS administration. Unfortunately, the CT that wrote this response chose not to expound on this answer in a narrative when given the opportunity. This respondent also reported that his/her resident had difficulty with basic instructional strategies and lamented that student teachers are not more prepared for their classroom experience by the time they reach this stage of their degree program at GSU. It is possible this CT was overseeing the work of one of the residents that struggled considerably and ultimately left the program.

Note: Eight (8) of 14 CTs completed the survey as compared to much higher respondent rates for the mentors and CFG coaches. Our best explanation for this discrepancy is that because the mentor and CFG coach surveys were sent out a few days prior to the CT survey, the veteran educators who have more than one role may have completed the first survey intended for them, but not the second, due to poor-timing or a misunderstanding.

A representative sampling of narrative survey remarks about the strengths of the NTRP include the following:

- *I think it is a good learning experience for both the resident and the teacher.*
- *Providing new teachers with on-hands and "real" experience with many forms to "check-in" with each other and more experienced teachers.*
- *Providing skill based training*
- *I think it is a good learning experience for both the resident and the teacher.*

A representative sampling of narrative remarks about the weaknesses of the NTRP include the following:

- *Unexpected demands placed on residents (e.g., substituting outside assigned classroom) interrupt consistency for resident, CT and students. The weakness is that this can't be helped and probably shouldn't be.*
- *still not enough time to have in-depth and lengthier discussions....*

- *the time and extra workload [of the veteran educators that is required]*

CFG Coaches

We are pleased to report that of all the needs reported in the survey were met to the "greatest extent possible", "somewhat", or because assistance with the need was not sought during the fall term. Additionally, only two needs were reported - by one CFG coach each - indicating an unmet need for which they did not seek help. This indicates to our team that the CFG coaches feel their needs have been almost completely met and they therefore unanimously feel supported.

A representative sampling of narrative remarks about the strengths of the NTRP include the following:
- *The greatest strength of the NTRP is bringing CFGs to the faculty as a whole. I think it has helped faculty members begin to share their work with each other and ask for help. It has begun to change the way we support each other and has opened lines of communication.*
- *The Summer Institute, support on campus for teachers*
- *The NTRP considers many needs of new teachers and provides copious opportunities for them to find support, build both peer and mentor relationships, and find their identities as new teachers.*
- *Without a doubt, this program for CFG coaches is very good. I have learned a lot and have established strong bonds with other coaches as we work together to lead CFGs at our school. I also think the CFGs help our school a good deal - some new teachers and experienced teachers I work with in my CFG have told me they find it invaluable for resolving dilemmas and connecting we colleagues in a meaningful way. It's about building community! Connie, Susan and Elizabeth are highly responsive to our needs/requests and I feel very respected as a fledgling CFG coach - I can ask questions and have lots of room to grow! I can't believe I'm being paid to do this work that is so fulfilling.*
- *I love Connie, Susan and Elizabeth. The rest of the coaches are amazing, as well. I have gotten to know my colleagues so much better and feel much more dedicated/committed to my work at ANCS as a result.*
- *CFGs!!! Teachers having time to reflect together.*
- *Teachers collaborating together and sharing their knowledge and expertise in respectful ways.*
- *The one on one attention that the residents get. This helps them grow the most because they are regularly and from many avenues (and various people) able to get multi faceted feedback. I believe this helps their growth rate immensely.*
- *I do think that we are getting time to support each other and discuss difficult professional issues. This will certainly strengthen us all professional educators and co-workers*
- *The fact that CFGs are school wide means everyone is oriented to deep reflective conversation and this helps us all help each other.*
- *I love that we have added the "finding center" workshop for our faculty. It has been so helpful in starting to strike the balance I have been so sorely missing this fall. I feel*

privileged to work at a school that tries so hard to do good work.

A representative sampling of narrative remarks about the weaknesses of the NTRP include the following:

- *Aside from my work with CFGs and teacher residents being present in the classrooms, I don't think the NTRP or the work of the NTRP is visible enough in the school. I wonder if the work that is being done could be communicated or more visible so we can see the great things that I am sure are happening.*
- *The greatest weakness, I feel, is that all of the staff have not committed to going to one of the 5-day institutes and, as a result, the buy-in is still lukewarm. That said, I'd love to attend my 3rd Institute this summer! Also, it has been difficult to accommodate everyone's schedule for coaches' meetings. Connie, Susan, Lara, Maya, Matt, and Elizabeth have been very open to discussing options, however. =)*
- *As veteran teachers, we see the need for the supports that the program offers but new teachers don't always see their need or have the time/headspace to capitalize on opportunities.*
- *The [GSU] institutional requirements for student teachers don't always seemed aligned with the NTRP goals...or maybe they are, but I don't always see it.*
- *Concerned about what happens when funding ends.*
- *I think it's hard to motivate ALL teachers and invest them in the work we are doing in CFGs. Some are just not interested.*
- *Manpower. The program has so many moving parts and it asks a lot from the teachers involved. Though I believe the teachers involved as mentors, CTs, and CFG coaches execute and execute well, it does not mean that it isn't a lot for them to do.*
- *Effective use of time, overwhelming teachers with various tasks.*
- *It's just so hard to add more to our busy schedules. I do think it's worth it, though.*

INNOVATION FUND GOAL 2

Demonstrate how this program is working to advance the Innovation Fund goal of **"developing innovative programs, strategies, and practices that will lead to positive improvements in teacher and leader training and preparation and pipeline development."**

Retention and Engagement of New Teacher Residents

21. Discuss new teacher retention during summer training or pre-service preparation (that takes place before the beginning of the school year). In your response be sure to include the following:

The CFG institute held in June is the only summer training for residents and it is only offered to Yr2 and Yr3. All seven of the residents that initiated this training completed it in full. There was no turnover in participation of any part of the NTRP between the beginning of summer and and the end of summer.

- The number of participants at the **beginning** of summer training or pre-service activities.
- The number of participants at the **end** of summer training or pre-service activities.
- The number of participants that left voluntarily and the number of participants that left involuntarily.

22. Discuss new teacher retention during the school year. In your response be sure to do the following:

- Provide the number and percentage of participants who remained in the program from the end of summer/pre-service activities to the beginning of the school year (after the 3rd week of school).
- Provide the number and percentage of participants who remained in the program from the beginning of the school year (after the 3rd week of school) to the mid-year point (end of December).
- Briefly explain the attrition you experienced from the end of summer training or pre-service activities to mid-year point.
- Explain what the program did to prevent or reduce attrition. If it did not do anything, explain why not.

	June 2013	August 2013	October 2013	January 2014
Yr1 residents	8	8	7	6
Yr2 residents	5	5	5	5
Yr3 residents	4	4	4	4

% of original no. remaining	100%	100%	94%	88%

Two Yr1 residents left our program between June 2013 and January 2014. Explanations follow:

The first resident, who left in September 2013, will be referenced with initial the S. S struggled with attendance and completion of GSU and NTRP assignments/requirements from the outset of the program. She was frequently late, inappropriately dressed for her work as a teacher, and did not reply to emails in a timely manner. Her cooperating teacher found it too difficult to work with her and asked that she be moved to another classroom. When the difficulties were reported to GSU the university advised that S leave the NTRP. The NTRP director spoke with S about her difficulties and her CT and mentor both worked with her to suggest ways she might adjust her approach to student teaching, however S cited the following insurmountable reasons for her difficulties: she is a single mother with a young child and she had difficulty arranging child care and difficulty transporting herself to our location because she lived over an hour away (from both ANCS and GSU). It was determined by GSU that the work she was producing was inadequate for college credit and that certain supports must be in place in her personal life if she was to continue on as a student in the GSU College of Education; simultaneously, it was decided that it would be best for her to discontinue all student teaching. S agreed, and left voluntarily.

The second resident, who departed from our program in December 2013, will be referenced with the initial L. L struggled with her attitude toward other adults from the outset of the program. She was hot-tempered and had unprofessional interactions with several GSU professors, her university supervisor, her NTRP mentor and her NTRP CT in person and electronically. Her mentor met with her repeatedly in an attempt to work through these issues but saw little to no forward movement. In December, L determined she was not an appropriate fit for our program - she did not want to participate in the CFG work and found her mentor too difficult to work with. When the NTRP's struggles with L were discussed with her GSU program director, it was agreed that L should be placed in another school for her student teaching, and she was given a behavior contract to guide her behavior with the university. Note: the mentor assigned to L has mentored three other residents and had strong success with them. Also note: L has decided to discontinue all of her GSU studies for the spring semester.

23. Discuss the average attendance for new teachers for program activities and/or training during formal summer activities through December. In your response, be sure to do the following:

- State the average attendance.
- If the average attendance is below 95%, explain why. Also, explain how program staff will work with teacher participants to improve attendance for the upcoming program year.
- Explain if there were any fluctuations in program attendance over the year.

Attendance at trainings has been as high as expected. There are intra-ANCS scheduling complications for Yr2 and Yr3 residents once the school year is underway, but these are infrequent and the director is working on scheduling that allows more residents to attend the trainings.

Attendance at August potuck: 88% of residents (15 of 17):

- S, referenced above as having attendance struggles, did not attend.
- One other resident, a Yr3 resident who says he feels uncomfortable at school social functions, did not attend.

Attendance at CFG meetings: 93% overall attendance, broken up as:

- 15 of 17 residents have attended 100% of CFG meetings
- 1 resident, S, missed 2 CFG meetings
- 1 resident, L, was late for 2 meetings

Attendance at Lake Oconee Academy visit - 100% of targeted residents.

Attendance at November workshop discussion - 100% of targeted residents.

Attendance at mentor meetings - 98% of meetings occurred as planned, either at the originally planned date or an adjusted date if an illness or scheduling conflict arose.

Due to the fact that S and L were the residents who had almost all of the attendance struggles, the NTRP does not believe it needs to systematically address attendance as we move into the spring. The remaining 15 residents in our program have 100% attendance records at all trainings.

Retention and Engagement of Veteran Educators

24. Discuss any turnover that you experienced among veteran educator participants. In your response be sure to do the following:

- Discuss turnover experienced over the summer. *None*
- Discuss turnover experience from the end of summer to the beginning of school year (after 3rd week of school).

One mentor asked to be relieved of her responsibilities as a mentor. There has been no other veteran educator turnover.

This teacher explained her request as an effect of a) feeling overwhelmed by her teaching duties at a new grade level and 2) finding the mentoring of this one particular resident unrewarding because he was resistant to mentoring.   The program director worked with this mentor on a number of occasions as she attempted different techniques to engage the resident but found that he seemed uncomfortable talking to her about his teaching. The director has experienced the same resistance from this resident. A different mentor was assigned to this teacher and this combination of personalities has been more successful.

25. Discuss the average attendance of veteran educators for program activities and/or training during formal summer activities through December. In your response, be sure to do the following:

- State the average attendance for program activities and training of veteran educators.

Q24_Jan2014_Retention_VetEds_table for percentages.

The NTRP personnel are satisfied with the attendance at the training activities held this reporting period, although we feel confident that we can increase attendance moving forward. We had difficulty scheduling the training in July - by the time the details had been worked out several veteran educators had made plans for the summer and were not available on the dates we proposed. A few of them changed their plans for the training and the majority attended, but not everyone. It required a fair number of one-on-one catch-up meetings between the director and those that didn't attend the July training to get them up to speed, but we made sure these meetings occurred. Unfortunately, the group support and collaborative learning experienced during the training in July could not be replicated during the one-on-one meetings so these post-training sessions were not as informative as the one in July. Looking ahead, the intention is to schedule summer trainings by February.

Likewise, we had myriad scheduling issues for the teacher observation and coaching skills training sessions - all of the conflicts experienced were related to school schedules and personal issues such as sick children or spouses being out of town. These sessions were held on multiple occasions so that each veteran educator could find one to attend; one was held on a Tuesday afternoon, one on a Thursday afternoon, and one on a Friday morning with substitute teachers available for coverage. Looking ahead while also being mindful of feedback from the May 2013 focus groups, selecting dates for trainings as far in advance as possible is helpful for the veteran educators. It doesn't prevent all conflicts, but it

reduces them. If at all possible, the establishment of a regularly occurring training, such as the second tuesday afternoon of each month will be embraced. Additionally, we have learned that more frequent and brief trainings are easier for veteran educators to attend than less frequent, longer sessions. The ideal duration of a session is about 90 minutes.

We are very pleased with the strong attendance at the Finding Center workshop - while 30% attendance sounds low, this was a pilot program and the hope was that we would engage 5-10 total educators. We had 17 total NTRP educators in the sessions and an additional 17 non-NTRP school educators. Several mentor-resident pairs attended the workshop series together - an added bonus. Two of the five Finding Center workshops were scheduled during faculty meetings and the remaining 3 of 5 were held on Thursday afternoons and Sunday mornings. Because this was an optional workshop and most sessions were held during non-school hours, we were particularly pleased with the level of engagement.

The deep and consistent engagement of veteran educators with the director is at an exciting 100% level. These interactions occur frequently and at regular intervals, are positive and result in mutual learning by both parties.

Evidence of Successful Programming

FOR NEW TEACHER RESIDENTS

26. Provide the following information regarding GACE II passage for your new teachers. SKIP if your program does not serve new teachers.

- Number of teachers who took the GACE II: 7
- Number of teachers who passed the GACE II on their first attempt: 7
- Number of teachers who passed the GACE II on their second attempt: N/A
- Number of teachers who did not pass the GACE II: 0
- Were decisions made by your program and/or district regarding teachers that did not pass GACE II? N/A

Our residents take their GACE II exam(s) at the end of their first year in the program (so in their transition between Yr1 and Yr2 residents). All 7 Yr 1 residents from the 2012-13 academic year took and passed their GACE exams on the first try.

27. Discuss the overall impression of new teacher progress and development during formal summer activities through December. In your response, be sure to do the following:

- Provide examples of **school or district personnel** (e.g., CT, mentor, CFG coach) perception of new teacher progress and development.

See tables: AppendixA_Q27 and AppendixB_Q27 for data tables indicating how mentors and CTs rated the skill levels of their teacher residents in early fall in comparison to late fall.

Residents were rated on 5 domains by their mentors and CTs. Mentors officially observe residents at least once per semester, and informally observe them, on average, once per month. CTs observe their residents every day they are at ANCS for their practicum work - this is at least 2 days/week during the fall term.

When observing the trend directions, attention should be focused on:

a) the boxes highlighted blue and the frequency with which they trend downward. (These rows indicate low skill levels and we hope they will trend downward over time, particularly the lowest skill level rows.)

b) the boxes highlighted green and the frequency with which they trend upward. (These rows indicate high skill levels and we hope they will trend upward, particularly the highest skill level rows.)

c) note: a downward trend in a green box could indicate that one less resident is "good" at something, because they have become "very good" at it, so examination of the full set of green boxes together is more informative than looking at one alone.

Comments of findings - Domain1: Instructional strategies and differentiated instruction: Both mentors and CTs describe noticeable improvement in the residents' ability to instruct students in the classroom. Considering that this is the residents' first exposure to real teaching, we are pleased that the opportunities to "get feet wet" and practice these skills, with guidance close at hand, appear to be helpful for our residents.

Comments of findings - Domain 2: Assessment strategies and assessment uses: Both mentors and CTs

describe noticeable improvement in the residents' ability to assess their students' knowledge and skills. This domain includes both formal and informal assessments, but more frequently the informal discussion-based inquiry assessments that are part of the natural flow of teaching. This skill can be difficult to master, and while mastery has not been reported, this degree of progress is encouraging.

Comments of findings - Domain 3: Creating a positive learning and an academically challenging environment: Based on the increased frequency of ratings on the higher end of the skill scale, we report that mentors are observing increased skills in their teacher residents. It is difficult for a resident to know the range of acceptable ways to generate a "positive environment" in a school until they are in it and trying it. We believe the NTRP provides the opportunity for this learning alongside coaching and collaborative learning that accelerates this skill to a professional level.

Note: Cooperating teachers indicate that none of their residents began with "poor" skills in this area.

Comments of findings - Domain 4: Professionalism and communication:

The CT's rated positive growth for the residents in this domain; the trend in skill level ratings is upward, overall. While most mentors rated the skill level of professionalism as "good", one resident was rated as "very good" and by the end of fall two were "excellent". The director agrees with this assessment - while two of our residents had significant difficulties in this domain at the start of the fall term, those two have both departed the program, specifically due to these issues. (Note: one of these residents was still an active NTRP participant when this survey was completed.) We are pleased with the professionalism of this group of residents and find they are all a real pleasure to work with as a result.

Comments of findings - Domain 5: Professional knowledge and instructional planning:

The trend lines for domain 5 clearly show positive skill development, as two residents began fall term with "poor skills" in this domain, but by the end of fall term had "neutral", "good", "very good", or "excellent skills". Of the eight CTs who responded, one rated his/her resident with "poor" skills in this domain at the start of the fall term, yet no residents were rated with "poor", "very poor" or "no skills" by the end of fall term. Similar to the other domains, it seems that the fall term for COE students and Yr1 residents is likely to be one of exposure to a significant range of new situations that are highly informative to the new teacher - our data indicates positive growth and we believe all this exposure alongside an experienced educator who has been trained in how best to help the new teacher process what they're learning contributes to this growth.

- Provide examples of **program personnel** (e.g., program director or staff responsible for developing new teachers) perception of new teacher progress and development.

FOR VETERAN EDUCATORS THAT SUPPORT NEW TEACHER DEVELOPMENT Mentors, Coaches, etc.

Q28. What is the general impression of veteran educator participants' progress and development during formal summer activities through December?

Observations about patterns in veteran educator self-assessment of growth:
It is the opinion of the NTRP personnel team that our veteran educators are uniquely well-positioned to evaluate their own growth as mentors and coaches, so we asked them to assess their own skill development. The quantitative data is presented in AppendixC_Q28_Jan2014_VetEd_progress_tables.

Note: Some mentors and cooperating teachers began their learning journey in this role 18 months ago, while others began just six months ago. We requested they evaluate their growth from the start of their work to present.

Domain 1 - Establishing effective working relationships: Loosely interpreted, mentors and CTs both show growth in "establishing effective working relationships", as the competency range was in the *neutral* to *good* skills range at the start, and in the *good* to *very good* skill range at the end of fall term (with one remaining at *neutral*).

Domain 2 - Leadership: Mentors' and CTs both show a mean and median in the *neutral* range at the start of their work and are in the range of *good* to *very good* by December.

Domain 3 - Creating an environment for learning: Mentors' and CTs both show a mean and median in the *neutral* range at the start of their work and are in the range of *good* to *very good* by December, with CTs showing a particularly large change toward *very good* by December.

Domain 4 - Context of Practice: Mentors' and CTs both show a mean and median in the *neutral* range at the start of their work and both groups move noticeably toward *very good* by December.

We are satisfied these veteran educators (who have a tendency to undersell their talents in conversation!) feel they have grown considerably in the mentorship domains we have chosen to analyze.

NTRP personnel observations about veteran educator growth
Personnel were also asked to share comments about the growth of these veteran educators. Below are narratives from our surveys. The graphical data is presented in AppendixD_Q28_Jan2014_VetEd_progress_graphs.

CFG Coach growth
Personnel comment 1: It seems to me that the coaches are more confident about their roles and CFG work. They take on more responsibility for leadership in the coaches CFG, as well. They are more vocal about expressing dissenting views or questioning processes and procedures. They are more interested in facilitator "moves" than before. One particular example is that we have a 3rd year resident who stepped up to co-coach a CFG.

Personnel comment 2: As compared to last year, CFG coaches seem both more able and more confident

in planning CFG meetings and in soliciting and facilitating work from CFG members. It is my sense that groups are spending more time this year looking at work than previously. This change may also be supported by the increased number of members who have now participated in a CFG Institute.

Personnel comment 3: Program personnel are excited to report that one of our Yr3 residents, who has strengthened her instructional practice considerably, has also attended the CFG institute two years in a row is now in the role of a CFG coach. Her leadership in this area provides an important example of collateral learning among new and experienced teachers, as she co-leads a group that includes both.

Mentor growth
Personnel comment 1: The mentors have grown - we can tell. They are more confident and addressing the residents' issues earlier rather than later - more proactive.

Personnel comment 2: The support that [our director] has offered these teachers has been so wonderful. She has really searched for ways to help mentors make the most of their work with residents and feel effective in that role.

Cooperating Teacher growth
Personnel comment 1: It is difficult for me to comment on the development of our CTs because I don't see them in relation to their residents (at all, really). I have heard the residents talking about how pleased they are with their cooperating teachers, but do I see direct evidence? The research interviews will, over time, show this more than any other source we have, I think. I look forward to seeing some transcript excerpts in the spring!

Personnel comment 2: Sure, I have seen growth - absolutely. The biggest change I notice is the comfort level the CTs have with their residents at the start of the term - they welcome them immediately and clearly communicate warmth while also stating expectations. This is a tough balance to achieve and I know there's been improvement on that front.

29. Discuss the results from the end-of-summer or end-of-pre-service satisfaction survey for all participants *(veteran educators and teacher residents)*. **In your response be sure to do the following:**

- State the **number and percent** of participants who believed that the summer training or pre-service activities adequately prepared them to fulfill their teaching responsibilities
- Discuss what they perceived as strengths and weaknesses of the summer training or pre-service activities.

With the exception of Yr2 and Yr3 residents attending the CFG institute, there is no summer or pre-service training for our residents. All trainings occur during the school year.

For veteran educators, there were two summer trainings - the CFG institute, which some attended this year and some last year, and the mentor/CT workshop. The CFG institute was followed by te prompt to write a reflection narrative and the mentor/CT workshop was followed by a survey. the results of these inquiries into satisfaction are shared here:

Summer 4-day CFG institute - facilitated by Connie Parrish and Susan W Taylor (contracted through GSU and representatives of the School Reform Initiative)

Below you will find a sampling of written evaluative narratives, all of which were very positive:
- *This summer's CFG institute was an enlightening and rewarding experience. What I learned during the institute is preparing me to serve as an effective facilitator and to feel comfortable with the CFG protocols.*
- *This summer I arrived at the institute burned out and exhausted by a really rough school year. however, at institute (just a few days after school ended) I was reenergized for my work in the classroom and with fellow teachers. I shared some dilemmas from the past school year and gained enough insight and advice to leave me recharged to go at it again. I also helped other teachers grapple with their dilemmas and I felt we really helped each other power up!*
- *The summer institute was extremely beneficial to me. I looked forward to attending each day and connecting with my colleagues on a deeper level. I left the institute feeling better prepared to lead/participate in my classroom, grade level meetings, and life in general! I just love CFG work and look forward to it each and every time! :)*

Mentor/CT 2-day training - facilitated by Bob Ryshke (The Center for Teaching) and Elizabeth Hearn (NTRP)
13 of 16 veteran educators that attended this training completed their survey
- Answer options offered:
  - Strongly Disagree
  - Disagree
  - Agree
  - Strongly agree
- Questions:
  1. I believe that the workshop will help me become a better mentor/CT this year.
  Strongly agree - 4 (31%), Agree - 8 (62%), Disagree - 1 (7.7%), Strongly disagree - 0.

2. The activities included were interesting and engaging.
Strongly agree - 4 (31%), Agree - 9 (69%), Disagree - 0, Strongly disagree - 0.

3. In Day 1, I learned important ideas regarding my work with residents that I was unaware of before the workshop.
Strongly agree - 2 (15%), Agree - 8 (62%), Disagree - 3 (23%), Strongly disagree - 0.

4. List NEEDS, DESIRES, or QUESTIONS you have as a mentor or cooperating teacher that WERE NOT met by the workshop, but must be addressed to further your professional development as a "mentor" to a resident teacher. Or, share any other feedback you have:

Sampling of responses
- "I would still like to hear the different observational approaches that could be used. I'm looking forward to having the pacing document as something to work off of throughout the year."
- "In regards to process, I appreciated the chance to process/share our ideas freely. I feel that there was repetition with last year, but the framework you provided for thinking about what it's like to be a resident was great, through most of the first day and activities like the share one."
- "I really enjoyed the dialogue we participated in around scenarios from real residents. It was helpful to brainstorm probing questions and also to think of areas of need that were expressed by the residents. I also enjoyed hearing my colleagues' ideas around this work and also sharing my own ideas with others. It felt a bit heavy to put together the calendar and the handbook. I realize that the work will likely be useful in the future, but it felt a bit overwhelming. Perhaps that is more due to my disposition and learning style. Who knows! I also appreciate the careful steering you all did to keep us from camping out in discussion around topics that were not immediately relevant to the work we were doing here."

30. Discuss the results from the mid-year satisfaction survey for participants.
- State the **number and percent** of participants who believed that the summer training or pre-service activities and ongoing professional development adequately prepared them to fulfill their teaching responsibilities
- Discuss what they perceived as strengths and weaknesses of ongoing professional development.

Residents

In the mid-year satisfaction survey we asked residents to indicate the extent to which four different professional development components within the NTRP (CFG work, work with mentors, work with cooperating teachers, and support from the project director) adequately prepared them for teaching. Findings indicate that the majority of participants "somewhat agreed" or "strongly agreed" that *all* components of the NTRP have a positive impact on their learning. Work with cooperating teachers was highly rated, with 92% of residents indicating that

they either "somewhat agreed" or "strongly agreed" that the work they do with their cooperating teacher positively affects their ability to guide students to higher levels of thinking. 12 out of 14, or 86% of residents also reported that work with their mentor teacher positively affected their ability to collaborate with colleagues and/or support students. Support from the Project Director also appeared to be an important support for our residents; 13 out of 14 (92%) indicated that their needs were "somewhat met" or "met to the greatest extent" by the project director, with 11 indicating that the need was "met to the greatest extent." The table below highlights findings across all areas.

Professional Development	Number and % of participants who responded "somewhat agree" or "strongly agree" (unless otherwise indicated)
CFG work improves interactions/collaboration with other teachers/teacher residents	12 out of 14 / **86%**
CFG work increases my ability to guide students to higher levels of achievement	10 out of 14 / **72%**
Mentorship has positively affected the interactions/collaborations I have with other teachers/teacher residents	12 out of 14 / **86%**
Mentorship has positively affected my ability to guide students to higher levels of achievement	12 out of 14 / **86%**
The work I do with my cooperating teacher is positively affecting my relationships with other teachers, administrators, and/or other teacher residents	10 out of 12 / **84%**
The work I do with my cooperating teacher is positively affecting my ability to guide students to high(er) levels of achievement	10 out of 12 / **92%**
Support from the Project Director	13 out of 14 **(92%)** indicated that their needs were "somewhat met" or "met to the greatest extent" by the project director, with 11 indicating that the need was "met to the greatest extent"

Residents were also asked to report perceived strengths and weaknesses of the NTRP. Several residents indicated that there was *"not enough time"* to engage in all components of the NTRP. For example, one resident stated that *"the idea of a mentor is great, however with the workload and time asked of me from GSU, I felt that I was not able to benefit from a meeting with my mentor teacher. My CT has served as both a cooperating teacher and a mentor teacher."* Two participants also mentioned the lack of collaboration between residents as a weakness. As one described, *"I would like more planned times where Yr1, Yr2, and Yr3 residents could meet up and catch up."* Several residents also discussed the salary and overall role of the Yr2 residents as a weakness. For example, one resident indicated that *"the salary is simply not enough and associates have no choice but to find other ways/methods to earn money."* Another explained that *"I feel like I am an associate teacher, not a member of the NTRP. I do not feel that I am given different, unique opportunities for growth."* Finally, one resident felt dissatisfied with the CFG meetings and one felt that more mentor check-ins should be required.

While 10 residents did report weakness (4 of the 14 residents felt there were no weaknesses in the NTRP), *all* 14 residents listed at least one strength of the NTRP. Half of the residents used the term *"support"* or *"supportive environment"* when discussing strengths of the NTRP. As one resident described, *"I have a great deal of support that I believe other students are not receiving at their schools."* Residents frequently listed CFG meetings as a major strength of the program, explaining, as one resident did, that they *"love discussing issues and helping one another out."* Residents also listed the mentor relationship as a strength of the NTRP, citing the *"judgment free zone"* as particularly helpful. Finally, several residents listed the entire school community as a strength of the NTRP. As one resident described in an interview, *"everyone is just so friendly and all the teachers just help each other… Someone is always checking in with me so I'm not lost… I'm not just let loose into the field not knowing what to do… I'm really comfortable."*

<u>Mentors and CTs</u>
Mentors and CTs were offered two fall trainings. Both were followed by surveys and the results from these surveys are highlighted below:

<u>Training with a professional coach - conducted by Becky Wilusz</u>; topic - learning and practicing coaching skills
11 of 12 veteran educators that attended this training completed their survey

- Given options of: "Not helpful", "somewhat helpful" and "very helpful", the veteran educators' surveyed indicated unanimously that the material was "very helpful".

A total of three narrative comments were offered and they are shared below:
- "Thank you very much. This is absolutely what I needed--in part because it spurred conversation between those of us on campus, in part because it explicitly drew my attention to this other person in the midst of my otherwise busy life, and in part because I have tools to improve my work with my mentee."

- "Thanks for setting this up for us! It was immensely helpful!"
- "[This was increasingly helpful] as the session went on. I came away with good, specific tools. It was, I imagine, important to establish the need for those tools by asking the questions we disagreed/agreed with, yet that part felt a little slow."

In conclusion, we are pleased with the feedback and satisfied with our ability to effectively engage content on these topics. The feedback we shared and additional feedback not shared in this report has also provided us important insights into additional ways we might consider providing support to veteran educators.

INNOVATION FUND 4
Demonstrate how this program is working to advance the Innovation Fund goal of "building a stronger commitment from public and private sectors to support and advance academic outcomes for students."

Sustainability and Scalability

30. Based on the program's efforts thus far, what is the likelihood of sustaining this program beyond the grant term? In your response, be sure to do the following:

- Discuss what is needed, financially and otherwise, to support this work and the amount of progress that you've made towards securing these resources.

We see it as highly likely that this program will continue (in some form) beyond this grant term due to other sources of funds such as additional public grant funds, private support, and recently developed plans for creating financial long term sustainability. In combination, we believe we can support enough of the program to invite a new cohort of Yr1 residents into our school and to support a few Yr2 residents for the school year 2014-15.

Public grant secured: An Improving Teacher Quality State Grant. In collaboration with Georgia State University, the Atlanta Neighborhood Charter School received a $27,600 grant to investigate new ideas for training and ongoing professional development work using content-specific CFGs for teachers (new and experienced). As we have stated in previous reports, we believe our CFG work is at the heart of building a collaborative community (which is ideal for receiving and training new teachers), so this is an opportunity to stretch our learning in that capacity.

As we wrote in our End of Year report in summer 2014, we believe that reaching out to a consortium of area schools for extensions of the CFG and teacher residency work would be a way to test and improve the quality of this innovative program while extending its many benefits to a wider population. This fall we actively worked to tour area schools, to talk with administrators and teachers at those schools, to share our ideas and methods, to listen to other educators as they discussed best practices, and to seek common interests. From the early signs of success with this work, we have been energized around the idea of increasing the scale of our work, yet we are committed to doing this in a manner that remains true to our core values of personalization and authentic collaboration.

The Zeist Foundation and the Atlanta Public Schools have both expressed interest in providing partial funds to reduce the cost for the CFG institute held at ANCS this summer, making it more affordable for our teachers and teams from area schools to attend.   In response to these supports, we created a pamphlet and sent it to seven area traditional public and charter schools. Five have responded in the affirmative about their intention to send a team of at least four teachers and their school Principal. Two additional schools that did not originally receive the pamphlet have also expressed interest, but we don't believe we'll be able to accept their participation this summer due to capacity limits. We have already scheduled a second CFG institute and 30 educators will be our maximum capacity for each - we aim to engage the participation of at least 10 ANCS teachers. The required attendance for Yr2 residents will remain in place, as well.

We believe a collaboration with other southeast Atlanta schools will grow out of the CFG institute, allowing for enhanced teacher learning through connections with a wider range of educators, a greater

number of possible student teacher placements in the area, a wider range of open positions for placement of residents graduating from the program, and a strengthening of the professional development in area schools. Most importantly, we see the opportunity to reduce teacher attrition in the region, including at several difficult-to-staff schools.

Additionally, we intend to submit an application for the National Science Foundation's Robert Noyce Master Teaching Fellows grant (due in March, 2014). If we secure this grant, we will have a source for veteran educator and new teacher resident stipends so that we can continue the NTRP work (while also making some modifications), and continuing to evaluate the long term implications of induction supports as the careers of these residents unfold. This grant is being sought in an ongoing partnership with Georgia State University.

Finally, it is our intention to secure additional funds through the work of providing professional development services. Our idea is to create a Center for Collaborative Learning (CCL) and that for a fee, area schools will be able to contract out with us for the following types of work:

- CFG trainings - workshops to be held at the CCL site or on a different school campus
- Organize and facilitate an administrative CFG for area schools
- CFG consultation
- Cognitively-based compassion training - workshops to be held at the CCL
- Facilitation of board retreats
- Exchange of ideas about differentiation and the use of Understanding By Design in the classroom - attending teachers receive PLUs
- Teaching homeless immersion with new teachers/teachers from the New School, Cambridge School of Weston, The Paideia School as an offered training in service learning and integrated curriculum. All of these schools have expressed interest in hiring the NTRP project Director for this work.
- Inviting educational theorists to speak in Atlanta
- Child Development workshop for parents/teachers of the ANCS and greater community
- Conscious Discipline workshops

This is not an exhaustive list, yet as of this date we believe these offerings will be both appealing to the southeast Atlanta cluster schools and manageable for ANCS.

See Appendix G for comparisons of our current NTRP costs and projected costs of a modified program. We expect that by March/April we will have a better sense of other possibilities for reduce programmatic costs so that we can fund a version of the NTRP that will allow us to continue this work.

31. Discuss the elements of your project design that you believe have promise for replication in other parts of the state. Make sure that your response addresses the following:

- The elements of your project design that seem promising and why you think these elements have promise.
- Where you think the program could have positive effects if replicated (i.e. among specific student groups, school types, regions, etc.).

We believe our program to be an effective comprehensive approach to new teacher induction. The four interventions that most clearly contribute to our successes are the

- CFG teacher collaboration
- provision of three years of mentoring and support work for new teachers,
- on-site program director available for problem-solving and support, and
- veteran educators' pre-service and ongoing training

CFG teacher collaboration: Collaboration has been shown to increase teacher effectiveness. Recent research on student performance in language arts and math has demonstrated positive correlation between student achievement and the creation of a school culture of collaboration and collegiality (Palmisano, 2013). For example, Goddard, Goddard, and Taschannen-Moran (2007) surveyed teachers across 47 urban elementary schools on the extent to which they collaborated on tasks such as school improvement, curriculum and instruction, and professional development. Controlling for school context and student characteristics, they found that there was a positive relationship between teacher collaboration and student achievement in mathematics and reading. Similarly, teacher social capital—the level and type of interaction and collaboration among teachers—has been cited as a significant predictor of student achievement gains across all content areas (Leanna, 2011).

Despite such evidence, it appears that actual opportunities for meaningful teacher collaboration are few and far between. In 2012, the National MetLife survey indicated that only 48% of educators had more than 1 hour per week to engage in structured collaboration with colleagues to improve student learning (down from 68% just three years earlier). When surveyed about the frequency and duration of collaboration, only 32% of teachers reported having a frequent chance to co-create or reflect with colleagues; only 21% reported frequent opportunities to examine student work collaboratively; and only 14% reported receiving frequent collegial feedback (National Center for Literacy Education, 2012). Clearly, leadership and structural support for this collegial work—and the time required to do it—must be at the heart of transformation in schools.

The Critical Friends Group methodology for building a collaborative community for new teachers and veteran educators has anchored our NTRP work and seems very promising as an element of future work. The CFG coaches describe their work with great enthusiasm, the surveys of satisfaction from residents across the two years reveal almost unanimous enthusiasm for CFG work, and NTRP personnel believe CFG work has had a very positive impact on the greater school community in terms of its capacity to receive and support new teachers.

We see this program feature being widely applicable in many types of schools, yet also believe that it is less likely to be effective if mandated by a school's principal without first exposing teachers to CFGs then allowing them to determine whether regular CFG collaboration work will be beneficial. To date, CFGs are used in many different types of schools so long as the proper training and support are available.

Provision of three years of mentoring and support work for new teachers; now that we are in our second year of the NTRP and several of the relationships between residents and their mentor/CT have

extended beyond the one-year duration typically used in teacher induction programs, we have clear indications that the value of these relationships have grown. Several residents have remarked that it took more than one school year to develop the trust to have a deep meaningful relationship with their mentor - the kind of relationship that can truly help them when they're going through a challenging time.

Schools with minimal teacher turnover would be most prepared to implement a programmatic feature such as three-year mentoring.

Veteran educators' pre-service and ongoing training; it is clear from the improved effectiveness of veteran educator training in the second year of our project that when training is effective and ongoing, the veteran educators have low (to almost no) burnout and they are stimulated by the challenge of their work. Additionally, the quality of their mentoring is greater.

Administrative support in a large school (with a large faculty) seems to be more likely to have the space to absorb teacher residents without requiring mentoring work by those veteran educators that are not interested in this role.

On-site program director available for problem-solving and support; although our original grant proposal did not emphasize the importance of support by the program director for residents and veteran educators, we have learned that having a liaison between GSU and ANCS on the ANCS campus with the NTRP participants has been invaluable for keeping channels of communication clear and for providing the intermittent supports needed to assist residents when their mentors are inaccessible.

The ability of the director to provide support is contingent upon school and university administrators supporting the program.

<u>Resources</u>

National Center for Literacy Education (NCLE). (2012). Remodeling literacy learning: Making
room for what works, NCLE. Retrieved April 20, 2013 at
http://www.literacyinlearningexchange.org/sites/default/files/ncle_report_final_format_0.pdf

Palmisano, M. (2013). Taking Inquiry to Scale: An Alternative to Education Reform. (In
development, excerpted at:
http://www.literacyinlearningexchange.org/collaborativeinquiry-differs)

Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). Teacher efficacy: Capturing and elusive
construct. Teaching and Teacher Education, 17, 783-805.

27. Discuss the overall impression of new teacher progress and development during formal summer activities through December. In your response, be sure to do the following:

Provide examples of **school or district personnel** (e.g., CT, mentor, CFG coach) perception of new teacher progress and development.

Resident progress, as evaluated by Mentors - data table A

Domain 1: Instructional strategies and differentiated instruction	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	1	0	
poor skills	1	0	
neutral	4	3	
good skills	2	2	
very good skills	1	4	
excellent skills	0	0	
Not enough information	2	2	
TOTAL	**11**	**11**	

Domain 4: Professionalism and communication	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	1	1	
poor skills	2	1	
neutral	2	1	
good skills	3	4	
very good skills	1	1	
excellent skills	1	2	
Not enough information	1	1	
TOTAL	**11**	**11**	

Domain 2: Assessment strategies and assessment uses	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	1	0	
poor skills	1	0	
neutral	3	2	
good skills	2	2	
very good skills	0	2	
excellent skills	0	0	
Not enough information	4	5	
TOTAL	**11**	**11**	

Domain 5: Professional knowledge and instructional planning	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	2	0	
neutral	1	1	
good skills	2	4	
very good skills	2	3	
excellent skills	0	0	
Not enough information	4	3	
TOTAL	**11**	**11**	

Domain 3: Creating a positive learning environment and an academically challenging environment	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	1	0	
poor skills	0	0	
neutral	0	1	
good skills	6	4	
very good skills	2	4	
excellent skills	0	0	
Not enough information	0	0	
TOTAL	**9**	**9**	

Resident progress, as evaluated by CTs - data table b

Domain: Instructional strategies and differentiated instruction	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	1	0	
poor skills	2	1	
neutral	1	2	
good skills	4	2	
very good skills	0	3	
excellent skills	0	0	
Not enough information	0	0	
TOTAL	**8**	**8**	

Domain: Professionalism and communication	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	1	1	
neutral	1	1	
good skills	2	2	
very good skills	4	3	
excellent skills	0	1	
Not enough information	0	0	
TOTAL	**8**	**8**	

Domain: Assessment strategies and assessment uses	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	1	0	
poor skills	0	0	
neutral	4	2	
good skills	2	4	
very good skills	0	0	
excellent skills	0	1	
Not enough information	1	1	
TOTAL	**8**	**8**	

Domain: Professional knowledge and instructional planning	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	1	0	
poor skills	0	0	
neutral	3	3	
good skills	2	2	
very good skills	2	3	
excellent skills	0	0	
Not enough information	0	0	
TOTAL	**8**	**8**	

Domain: Creating a positive learning environment and an academically challenging environment	Start of their work at ANCS this fall	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	0	0	
neutral	2	1	
good skills	5	3	
very good skills	1	2	
excellent skills	0	2	
Not enough information	0	0	
TOTAL	**8**	**8**	

28. What is the general impression of veteran educator participants' progress and development during formal summer activities through December?

Mentor and CT development -self-assessment -- Q28 data table A

MENTORS' SELF-ASSESSMENT

Domain 1: Establishing effective working relationships. Demonstrating an understanding of factors that influence how new teachers integrate into practice - Providing ongoing and constructive support to facilitate transition from one learning environment to another (for new teachers) - Having effective professional and inter-professional working relationships to support learning for entry to the classroom/career of teaching

	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	0	0	
neutral	3	0	
good skills	7	4	
very good skills	1	6	
excellent skills	0	1	

CTS' SELF-ASSESSMENT

Domain 1: Establishing effective working relationships. Demonstrating an understanding of factors that influence how new teachers integrate into practice - Providing ongoing and constructive support to facilitate transition from one learning environment to another (for new teachers) - Having effective professional and inter-professional working relationships to support learning for entry to the classroom/career of teaching

	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	0	0	
neutral	2	1	
good skills	5	4	
very good skills	0	2	
excellent skills	0	0	

Domain 2: Leadership. Defined as: Being an advocate for my resident to support them as they access learning opportunities that meet their individual needs - Prioritizing work to accommodate support of my resident within their practice roles

	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	1	0	
neutral	7	2	
good skills	2	5	
very good skills	1	4	
excellent skills	0	0	

Domain 2: Leadership. Defined as: Being an advocate for my resident to support them as they access learning opportunities that meet their individual needs - Prioritizing work to accommodate support of my resident within their practice roles

	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	0	0	
neutral	2	1	
good skills	4	4	
very good skills	0	2	
excellent skills	0	0	

Domain 3: Creating an environment for learning. Defined as: Acting as a resource to facilitate the personal and professional development of others, in particular my assigned resident Creating a positive learning environment and an academically challenging environment

	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	0	0	
neutral	6	2	
good skills	5	4	
very good skills	0	4	
excellent skills	0	1	

Domain 3: Creating an environment for learning. Defined as: Acting as a resource to facilitate the personal and professional development of others, in particular my assigned resident Creating a positive learning environment and an academically challenging environment

	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	0	0	
neutral	3	2	
good skills	2	0	
very good skills	2	5	
excellent skills	0	0	

Domain 4: Context of Practice. Defined as: setting and maintaining professional boundaries that are sufficiently flexible for providing support for my assigned new teacher resident

	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	0	0	
neutral	5	2	
good skills	2	1	
very good skills	4	7	
excellent skills	0	1	

Domain 4: Context of Practice. Defined as: setting and maintaining professional boundaries that are sufficiently flexible for providing support for my assigned new teacher resident

|	Start of their work in this role (this year or last)	Late fall	Trend direction
No skills	0	0	
very poor skills	0	0	
poor skills	1	0	
neutral	2	2	
good skills	3	1	
very good skills	1	4	
excellent skills	0	0	

Appendix D - Q28 - Graphical results from survey of NTRP personnel regarding veteran educator progress and development

Six of seven program personnel completed this survey. The following is a complete set of responses (related to veteran educator growth) shared on their mid-year survey.

CFG Coach growth
From the program personnel midyear survey, we report the following about CFG Coaches:

Our CFG coaches have grown more skilled in their work of leading CFGs since they began their work as veteran educators of the NTRP.
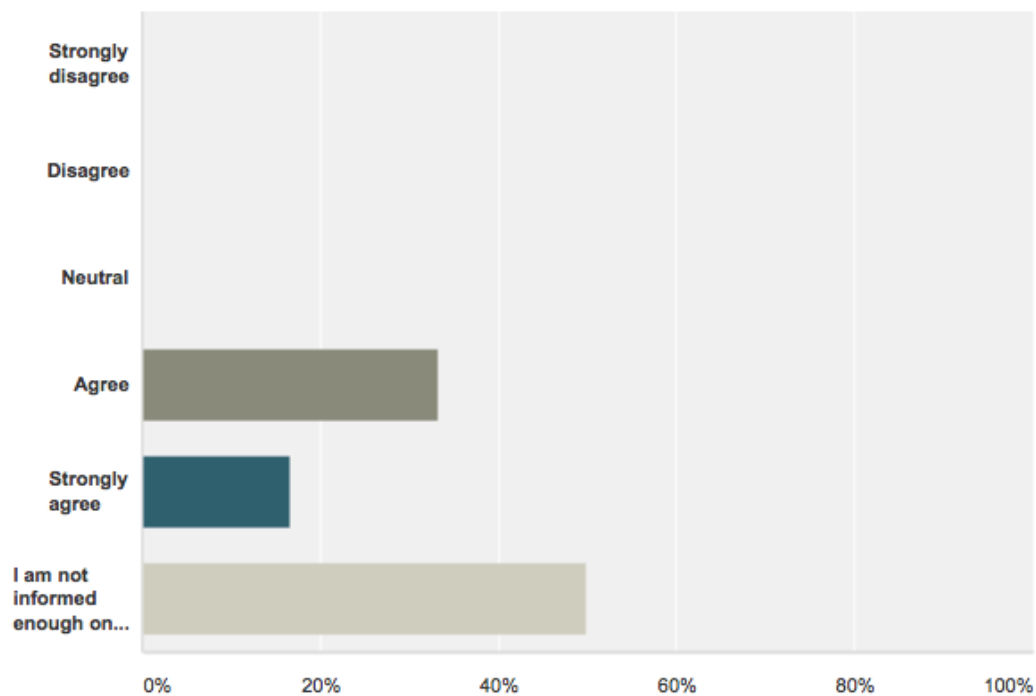
Our mentors have grown more skilled in their work of leading mentoring since they began their work as veteran educators of the NTRP.
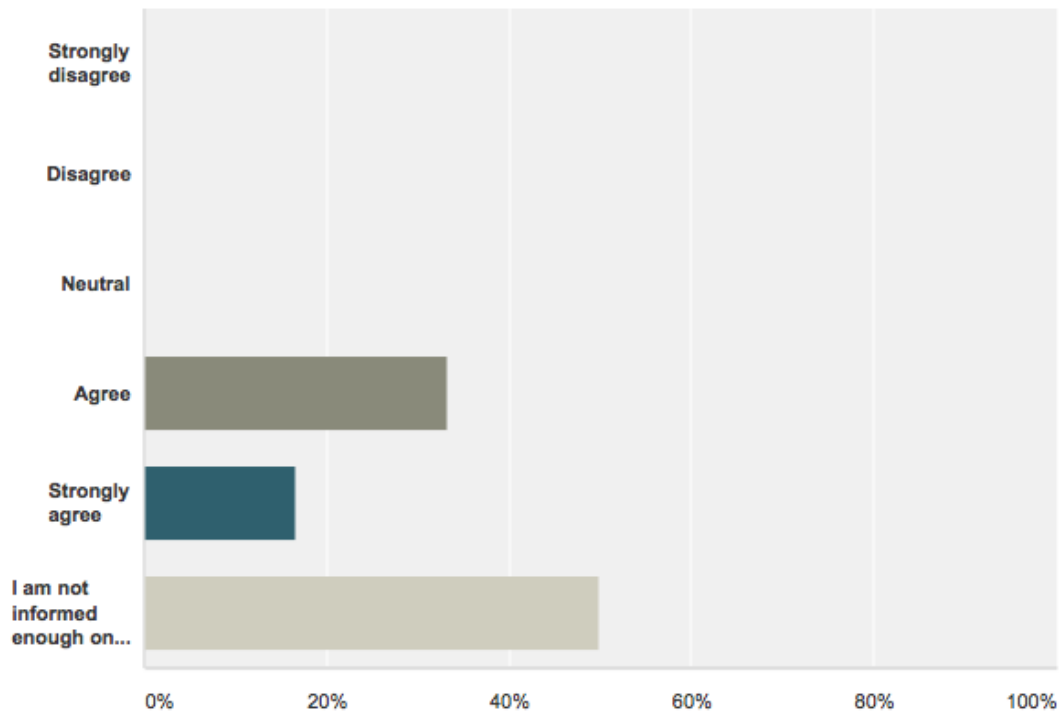
Our CTs have grown more skilled in their work of mentoring new teachers since June 2013.

Q19a_Identifying Needs of Mentors
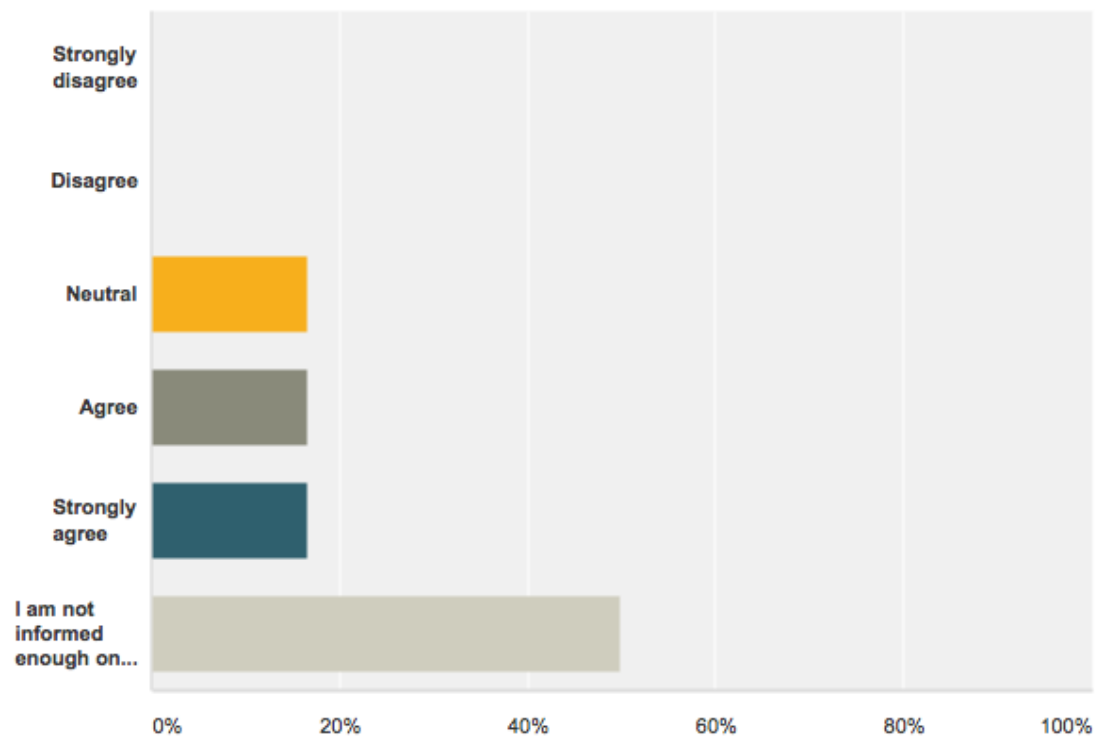
Identifying (and meeting) the needs of mentors (June 2013 - January, 2014)						
	Need was met to the greatest extent it could have been by the NTRP	Need was somewhat met	Need was unmet - I did not pursue assistance	Need was unmet - I did not receive the help I requested	This was not a need	Total Respondents
Skills for mentoring	54.55%	45.45%	0%	0%	0%	
	6	5	0	0	0	11
Support from the project director (Elizabeth)	100%	0%	0%	0%	0%	
	11	0	0	0	0	11
Support from ANCS administration	36.36%	27.27%	9.09%	9.09%	18.18%	
	4	3	1	1	2	11
Support from other mentors	27.27%	18.18%	27.27%	0%	27.27%	
	3	2	3	0	3	11
Time to complete the minimum mentoring requirements	45.45%	27.27%	27.27%	0%	0%	
	5	3	3	0	0	11
Time to complete direct mentoring work beyond two mentee meetings/month and one observation	36.36%	27.27%	27.27%	9.09%	0%	
	4	3	3	1	0	11
Technology know-how to complete the mentor log	72.73%	9.09%	0%	0%	18.18%	
	8	1	0	0	2	11

Identifying (and meeting) the needs of cooperating teachers (June 2013 - January, 2014)					
	Need was met to the greatest extent it could have been by the NTRP	Need was somewhat met	Need was unmet - I did not pursue assistance	Need was unmet - I did not receive the help I requested.	This was not a need	Total Respondents
Skills for coaching	37.50%	50%	12.50%	0%	0%	
	3	4	1	0	0	8
Support from the project director (Elizabeth)	75%	0%	0%	0%	25%	
	6	0	0	0	2	8
Support from ANCS administration	12.50%	62.50%	0%	12.50%	12.50%	
	1	5	0	1	1	8
Support from other CTs	25%	0%	12.50%	0%	62.50%	
	2	0	1	0	5	8
Time to complete the minimum coaching expectations	25%	25%	0%	0%	50%	
	2	2	0	0	4	8

Identifying (and meeting) the needs of CFG Coaches (June 2013 - January, 2014)					
	Need was met to the greatest extent it could have been by the NTRP	Need was somewhat met	Need was unmet - I did not pursue assistance	Need was unmet - I did not receive the help I requested	This was not a need	Total Respondents
Skills for coaching a CFG	80%	20%	0%	0%	0%	
	12	3	0	0	0	15
Support from the project director (Elizabeth)	80%	6.67%	6.67%	0%	6.67%	
	12	1	1	0	1	15
Support from lead facilitators, Connie and Susan	100%	0%	0%	0%	0%	
	15	0	0	0	0	15
Support from ANCS administration	60%	33.33%	0%	0%	6.67%	
	9	5	0	0	1	15
Support from other coaches, including my co-coach	66.67%	26.67%	6.67%	0%	0%	
	10	4	1	0	0	15

Appendix G

Projected Annual Core Costs for Continuation of NTRP

Item	Cost	quarters	# indiv	total	
CFG institute	$8,000.00	1	1	$8,000.00	
Supplies for CFG institute	$400.00	1	1	$400.00	# not adjusted from current level
PD Salary#	$13,378.00	4	1	$53,512.00	^ adjusted for inflation
PD Health benefits and retirement costs^	$2,400.00	4	1	$9,600.00	
Mentor/CT in-house training	$2,500.00	1	1	$2,500.00	
Mentor/CT ongoing training	$1,000.00	1	1	$1,000.00	
CFG on-site support	$9,000.00	4	1	$36,000.00	
Second Year residents' stipend/payroll taxes/processing fees*	$8,000.00	4	4	$128,000.00	* raised 2,000/q from NTRP levels
Second Year residents' health benefits ^	$1,575.00	4	4	$25,200.00	^ not adjusted from current level
Second Year residents' professional development	$750.00	4	1	$3,000.00	
Mentor stipends	$1,500.00	1	4	$6,000.00	
CT stipends	$750.00	1	12	$9,000.00	
CFG coach stipends	$900.00	16	1	$14,400.00	
Reg and travel for School Reform Initiative WM	$680.00	6	1	$4,080.00	
Hotel & cab for WM	$300.00	6	1	$1,800.00	
Substitute teacher coverage	$300.00	4	1	$1,200.00	
CFG institute attendance stipends	$400.00	1	30	$12,000.00	
TOTAL				**$315,692.00**	

Difference between projected core costs and original annual NTRP budget

	Current	Projected "Core" Cost	quarters	# indiv	total	Difference
Substitute teacher coverage for NTRP meetings/trainings	$1,600.00	$1,200.00	4	1	$4,800.00	-$1,600.00
GSU salaries/fringe benefits/travel costs	$79,938.00	$0.00	1	1	$0.00	-$79,938.00
Registration Costs to attend Atlanta area professional development	$1,000.00	$0.00	1	1	$0.00	-$1,000.00
CFG 5th day institute	$2,000.00	$0.00	1	1	$0.00	-$2,000.00
GSU Graduate tuition and fees for second year residents	$6,978.00	$0.00	1	4	$0.00	-$6,978.00
TSS coursework for veteran educators	$3,344.00	$0.00	1	5	$0.00	-$3,344.00
Mentor/CT in-house training	$0.00	$3,500.00	1	1	$3,500.00	$3,500.00
TOTAL DIFFERENCE						**-$89,760.00**

Projected costs for continuation of all aspects of the NTRP (with a few modifications)   **$225,932/year**