

Program Descriptions

FOR TEACHER RESIDENTS

Progressive increase in core classroom teaching roles over a 3 year period

- In Year 1, teacher residents can expect to be placed in a Student Teacher position at one of the CREATE schools in the Maynard Jackson cluster of schools in southeast Atlanta for the majority of their practicum experience.
- In Year 2, teacher residents are expected to apply for Co-Teacher positions at least two of the CREATE schools (one charter and one traditional neighborhood) in the Maynard Jackson cluster of schools in southeast Atlanta. If hired as a Co-Teacher, residents will be paired with another hired Year 2 resident to teach a core course. Co-Teacher positions are where spaces are available and can not be guaranteed.
- In Year 3, teacher residents are expected to apply for a Lead Teacher positions at least two of the CREATE schools (one charter and one traditional neighborhood) in the Maynard Jackson cluster of schools in southeast Atlanta. If hired as a Lead Teacher, residents will teach a core course by themselves. Lead Teacher positions are where spaces are available and can not be guaranteed.

MULTIPLE LAYERS OF EXPERIENCED GUIDANCE

Residents are guided by:

- Cooperating Teachers (CTs) - these are experienced educators, in one of the CREATE schools, with whom the residents will be matched with to complete their teaching practicum in Year 1 of the program only. CTs and residents will share a classroom and interact daily.
- Mentors (Ms) - are experienced educators, in the same school as the residents and their CTs, but will serve as mentors outside of the classroom. MTs and residents meet at least twice a month. Residents will be guided by a Mentor for all 3 years of the program.

- CREATE Administrators - are experienced educators who act as a liaison between GSU, the residents, and the experienced educators in and across the CREATE schools. Residents will be guided by a CREATE Administrator for all 3 years of the program.

Cooperating Teachers, Mentors and CREATE Project Directors opt into the role of mentor, complete mentorship trainings, and are paid for their service.

Mindfulness Training

- Residents will engage "mindfulness" classes throughout their residency. In these classes, residents will learn to build emotional regulation through enhanced executive function (such as paying attention) and flexible thinking.

Community of Practice Participation (Critical Friendship)

- Residents come together throughout their residency to discuss student work, educator work (such as unit plans and rubrics) and dilemmas of practice. In Community of Practice Participation - Critical Friendships, residents make time for reflective dialogue, value collaboration and inquiry, pay attention to norms and values that drive the work and the decisions about practice their members make, and they assume that everyone in the group will make their practice public.

Cognitively-Based Compassion Training (CBCT)

- This training deliberately and systematically works to cultivate compassion. Through progressive exercises, educators gain insight into how one's attitudes and behaviors support or hinder compassionate response.

Summer Math/Science Internship

- Georgia Intern Fellowship for Teachers (GIFT)
- Residents, the summer following their first year with CREATE, are invited to participate in paid STEM internships in industry workplaces and university laboratories. The Georgia Institute of Technology's CEISMC GIFT internship offers residents, with a content focus of math and science, the opportunity to increase their content knowledge and gain practical examples of "real world" STEM applications that will inform and enrich instruction and teaching practices based on evidence-based experiences.

Summer Humanities Internship

- Humanities in Action Institute
- Residents, the summer following their first year with CREATE, are invited to participate in a paid learning institute that takes excursions focused on Atlanta history and culture and complete project work reflecting on the implications community has on teaching.

2 week Summer Learning Institute

- These are multi-day intensive teaching institutes for residents entering their second and third years of the residency. Each institute gives residents the time and space to become familiar with their duties and responsibilities for the upcoming school year and build and deepen relationships with each other, within assigned co-teaching pairs, and with program directors. Additionally, residents focus on methods of working towards equitable outcomes for all students and building skills in the craft of teaching.

Financial compensation for participation

- In Year 1, teacher residents will receive a \$3000 stipend
- In Year 2, teacher residents will receive a competitive Co-Teachers salary
- In Year 3, teacher residents will receive a competitive Lead Teachers salary and stipend for completion of the 3-year program

FOR EXPERIENCED EDUCATORS IN CREATE SCHOOLS

Critical Friendship Institute

- In this institutes, educators gather together to build skill and capacity for meaningful collaboration, build leadership capacity, forge and deepen relationships within and across school teams, and move toward sharing collective responsibility for educating all students in CREATE schools across the Maynard Jackson Cluster.

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Mentor and Cooperating Teacher Training

- This is a 2 day training for educators in CREATE schools who would like to serve a Mentors and Cooperating Teachers for a new teacher resident. In this training, the participants discuss and practice a variety of concepts and strategies that will position them to be effective mentors and community builders with their new teacher residents. Additionally, they build leadership capacity to ignite a culture of collaboration and reflection within their schools and across CREATE schools. Note: successful completion of this training does not guarantee that an educator will become a Mentor or Cooperating Teacher.

Principal Breakfast

- CREATE Administrators and CREATE school leaders gather together in community to build relationships, discuss issues they are encountering as they build capacity for reflection and collaboration by teachers, and in turn deepening a sense of collective responsibility for students in CREATE schools across the Maynard Jackson cluster.