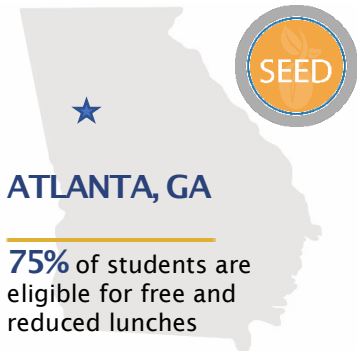


THE GRANTEE INFORMATION



PRE-SERVICE

An initial period spent building educator knowledge, skill, and practice through guided school-based field experiences leading to initial certification and/or licensure.

Teachers



NOVICE

The first few years an educator is employed in the profession and beginning to hone their practice and learn the school context.

Teachers



PROFESSIONAL

The period beyond novice in which an educator continues to deepen and refine their practice.

Teachers &
Principals



CAREER LADDER

A stage in which an educator takes on additional leadership responsibilities to share their knowledge and skills to support the development of other practitioners.

Teachers

Applicable Stages in the Educator Professional Continuum

MANAGEMENT PRACTICE AREAS (grant focal strategies, interventions)



- Pre-Service Training
- Recruitment
- Placement
- Professional Development
- Induction Monitoring
- Career Ladder
- Compensation
- Equity

PROGRAM GOALS AND/OR TARGETS



- Prepare and Support Diverse Teachers to Work in High-Need Schools.** Create a new, sustainable, collaborative teacher pipeline through a school-district-university run 3-year teacher residency program - designed to recruit and retain effective and diverse teacher candidates committed to culturally responsive and sustaining classroom practices and the personalization of instruction.
- Support Effectiveness and Social Capital of Experienced Teachers in High-Need Schools.** Offer all teachers opportunities to engage in within school or across school professional development activities designed to positively impact overall school climate/culture and student achievement in high needs schools. Develop a "Third Space" Aimed at Organizational Reform Within Teacher Induction. Develop a shared, sustained system through which teacher preparation and induction organizations collaborate, reflect, and work together toward the re-imagining and reform of teacher education and support.

REACH OF EDUCATOR QUALITY WORK



- Atlanta Public Schools serves 55,000 students at 103 school sites; CREATE program serves 12 to 16 K-8 high-needs schools that serve 84% students of color.

LET'S CONNECT



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VISIT OUR PROGRAM

<https://mse.education.gsu.edu/create-teacher-residency-program/> and
<https://atlncs.org/CREATE/>

PROJECT WEBSITE

<https://createteacherresidency.org/>

PARTNERS

Atlanta Neighborhood Charter School,
Atlanta Public Schools, School Reform
Initiative (SRI), CBCT (Cognitively-
Based Compassion Training) at Emory
University (Center for Contemplative
Science and Compassion-Based
Ethics), Empirical Education

ASK ME ABOUT



- Socioemotional learning (SEL) for adults as an essential step before adults teach SEL to children.
- We've explored and identified the aspects of SEL for adults and the intersection around building capacity for compassion and acting compassionately towards ourselves and others and this connects to our work in equity. Equity encompasses biases and prejudices that impact our actions as they relate to all socially-constructed identities, including but not limited to race, class, and sex in our project.



CHALLENGES

- How to best strengthen relationships between and among the university, the public charter and district neighborhood schools, and the district as a whole.
- Building cohesive partnerships – our partner relationships are still operating in silos.
- How do we, as the staff of this program, embody the values that we are espousing? We say we want to be equitable, compassionate, and collaborative – how do we live that out? How do we, as a team of directors, university professors, partners – many of whom are on the ground, in the schools – do this?



IN SEARCH OF IDEAS FOR

- Grantees with the ability to train new and cooperating teachers well
- How to help different schools we work with connect with each other meaningfully
- Establishing a collective sense of responsibility for education in this region – all schools, districts. What is collective responsibility? Help generate a sense of helping the whole and system, rather than focusing only on one school.
- What things are we doing to challenge the system giving us powerful, broad learnings?

The Collaboration and Reflection Enhancing Atlanta Teacher Effectiveness (CREATE), merges an evidence-based teacher residency model with increased opportunities for collaboration, reflection, and transformation for all educators – including principals – in CREATE consortium K-8 schools. The 3-year curriculum to train residents focuses on developing their cultural competency in teaching along with their capacity to develop personalized, responsive curriculum for high-need students. In addition to pre-service training, over the course of the grant 54 new teachers go through an induction program, along with 610 teachers and 45 school leaders to deepen collaboration and reflection across schools.

The CREATE Program evaluation uses a quasi-experimental, matched comparison study with a complementary qualitative case study. The evaluation outcomes focus on student achievement and teacher instruction outcomes using achievement gains in reading and math (depending on grade level) and the Teacher Assessment on Performance (TAPS), respectively, as well as teacher retention three years following admission into the program.

