

ABSTRACT NARRATIVE

Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness

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Recent longitudinal studies show that students impacted by high teacher turnover score lower on student achievement tests (see, e.g., Ronfeldt, Loeb, & Wyckoff, 2012) and that more experienced teachers have better classroom management, differentiation strategies, and more positive impacts on student self-esteem (Ingersoll, Merrill, & Stuckey, 2014). Adding to this, teachers' "social capital"—the level and type of interaction among teachers over time—has been cited as a significant predictor of student achievement gains above and beyond teacher ability in the classroom (Leana, 2011). It is troubling, then, when one considers the high rates of teacher turnover in high needs schools. With this in mind, *Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness (CREATE)* merges an innovative new teacher residency model with extensive within-school, cross-school, and cross-institutional opportunities for collaboration, reflection, and professional learning, and is designed with three goals in mind: (1) to recruit, prepare, support, and *retain* a diverse pool of new teachers to work in high-needs schools; (2) to support effective, personalized and culturally responsive teaching practices and the development of social capital among *all* educators working in high-needs schools; and (3) to develop a cross-institutional "third space" to promote reform within and across organizations involved in new teacher induction (i.e., schools, school districts, and universities).

The CREATE 3-year residency program addresses Absolute Priority 1 (*Supporting Effective Teachers*). CREATE also addresses Competitive Preference Priority 1 (*Promoting Diversity in the Educator Workforce*) and Competitive Preference Priority 2 (*Supporting Personalized Learning*) by supporting CREATE teachers' development of cultural competencies, and by providing them sustained opportunities to develop personalized, responsive curriculum for high-needs students. Project partners engaged in this work include 1) faculty across Georgia State University's College of Education and Human Development; 2) CREATE leadership team members; 3) district leaders in Atlanta Public Schools (APS; a high-needs district located in Atlanta, GA that serves 84% students of color and 75% students eligible for free/reduced-price lunch), 4) the School Reform Initiative, a non-profit committed to educational excellence and equity; 5) the Emory-Tibet Partnership at Emory University focused on compassion-based mindfulness training; and 6) several high-needs schools within APS.

Using a nonequivalent comparison group study designed to meet What Works Clearinghouse (WWC) standards with reservations, with a complementary qualitative research component, the proposed study *will produce important results* about the effectiveness of CREATE, particularly related to the impact on diverse teachers' pedagogical effectiveness, social capital, and cultural competencies, and on the achievement of those teachers' students. These results will be shared locally (to promote sustainability) and nationally (to impact teacher support and induction writ large). Overall, CREATE will enhance the induction experience for 54 diverse new teachers, and support collaboration and deepen reflection of an additional 610 educators, including 45 school leaders in those same schools. CREATE will also convene 14-20 educators from four different induction organizations (GSU, APS, local APS schools, and CREATE) in order to determine ways to maximize effectiveness of induction programming in the region, having the potential to impact 36,200 K-8 students in CREATE schools and 108,000 other APS students (K-12) over the granting period.