

**GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET**

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): Atlanta Neighborhood Charter School (ANCS)

Legal Mailing Address: 688 Grant Street, SE

City: Atlanta County: Fulton State: GA Zip: 30315

Federal Employer I.D. #: 58-2435592 DUNS #: 127790140

Congressional District #: 5th

Executive Officer Name: Matt Underwood Title: Executive Director

Street Address: 820 Essie Ave, SE City: Atlanta State: GA Zip: 30316

Telephone: 678-904-0051 FAX: 678-904-0052 Email: munderwood@atlncs.org

SECTION 2: PARTNERSHIP LEAD CONTACT

Contact Name: Matt Underwood Title: Executive Director, ANCS

Street Address: 820 Essie Ave, SE

City: Atlanta State: GA Zip: 30316

Telephone: 678-904-0051 FAX: 678-904-0052 Email: munderwood@atlncs.org

SECTION 3: FISCAL CONTACT

Contact Name: Cherie Ferrell Title: Director of Business and Operations, ANCS

Street Address: 688 Grant Street, SE

City: Atlanta State: GA Zip: 30315

Telephone: 404-624-6226 FAX: 404-627-8922 Email: cferrell@atlncs.org

SECTION 4: GRANT AMOUNT REQUESTED: \$918,134

SECTION 5: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: June 2011
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO YES If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? NO

YES If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 6: PARTICIPANT DATA:

Approximate number of students served: 750

Population of focus (i.e. age, gender, race): K-8 urban charter school students and teachers

SECTION 7: SERVICE DELIVERY AREA

Primary county or counties to be served: Fulton/Dekalb (City of Atlanta)

List other counties to be served (if any): N/A

Congressional District(s) to be served: 5th

SECTION 8: PROGRAM ACTIVITIES

New teacher induction program known as the “New Teacher Residency Project” carried out via partnership between the Atlanta Neighborhood Charter School and the Georgia State University College of Education (GSU Research Foundation, Inc.)

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:

Matt Underwood, Executive Director
Signature and Title

The New Teacher Residency Project
A Collaboration between the Atlanta Neighborhood Charter School and the Georgia State University College of Education for Innovative Teacher Induction

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I. Executive Summary

The Atlanta Neighborhood Charter School (ANCS) and the Georgia State University (GSU) College of Education Professional Education Faculty in the programs for Early Childhood Education (ECE) and Middle-Secondary Education and Instructional Technology (MSIT) are partnering to apply for an enterprise grant as a part of the state of Georgia’s Innovation Fund. These grant funds will be used to create the New Teacher Residency Project (NTRP), an innovative approach to new teacher induction that targets priority #2 in the Round Two Innovation Fund Request for Proposal.

The project will address fundamental flaws in the traditional new teacher induction model by providing new teachers with an innovative system of interventions that is comprehensive, connects research and practice, and targets specific needs during teachers’ first three years in the classroom. The project is designed to mentor teachers into the teaching field during a three-year cycle with targeted interventions each year. The first phase entails a two-year residency at ANCS during which the “teacher resident” will work alongside an experienced cooperating teacher in a lab setting to learn and hone teaching practice, the first year as a pre-service student teacher from the GSU ECE or MSIT program and the second year, following graduation from the GSU teaching certification program, as an associate teacher in a team-teaching partnership with the cooperating teacher. In addition, each teacher resident will be supported by an ANCS mentor. Teacher residents will participate in structured professional learning activities with their mentor teachers, university supervisors, and others from ANCS, including taking part in post-baccalaureate coursework at GSU in a specific teaching content area and “critical friends groups” with teaching colleagues. The cycle will culminate with a third post-residency year of continued interventions, as the teacher residents become teachers leading their own classrooms. By delivering three interventions—mentorship from more than one experienced teacher, ongoing participation in structured teacher learning groups, and university-level study of teaching research—over the first three years in the classroom, NTRP represents a truly innovative approach to induction, particularly when compared to the typical experiences of new teachers.

The project focuses on urban public school students and teachers as a result of the collaboration between an Atlanta charter school and a major Atlanta institution of higher learning. Over the course of the project, approximately 750 students will have been impacted by the NTRP, a projected 260 of whom are considered economically disadvantaged. 24 or more early-career teachers will be directly served by the NTRP, and a full teaching faculty of nearly 80 will have participated in some aspect of the NTRP’s activities during the grant period.

A project director from ANCS will work in close concert with a principal investigator from GSU to carry out the project, from identifying teachers for the program to overseeing the implementation of the intervention system for new teachers to evaluating the overall effectiveness of the project in meeting its goals. Together, the partnership between ANCS and GSU for this project will create a truly unique approach to new teacher induction that will lead to improved student outcomes and can be sustained and replicated beyond the initial grant period.

II. Partnership Overview

The proposed New Teacher Residency Project (NTRP) will be the result of a partnership between the Atlanta Neighborhood Charter School (ANCS) and the Georgia State University (GSU) College of Education Professional Education Faculty in the programs for Early Childhood Education (ECE) and Middle-Secondary Education and Instructional Technology (MSIT).

ANCS is a kindergarten through eighth grade charter school with two campuses recently formed by the merger of two successful charter schools that have been operating in Atlanta's Grant Park/Ormewood Park neighborhood during the past decade. Neighborhood Charter School (NCS) opened in 2001 serving kindergarten through fifth grade students. Atlanta Charter Middle School (ACMS) opened in 2005 serving sixth through eighth grade students. Both schools were centers of community education excellence in southeast Atlanta, recognized by the Governor's Office of Student Achievement for growth in student learning and the Georgia Department of Education for particular success with economically disadvantaged students as a Title I "Distinguished School". The merger established a framework for sharing resources between the former ACMS and NCS, and for pursuing a common goal of continued excellence in providing small-school, student-centered alternative choices within the Atlanta Public Schools that actively involve families from diverse nearby neighborhoods in Atlanta.

ANCS is a member of the Coalition of Essential Schools (CES), a well-regarded national network of schools focused on creating schools that are intellectually challenging, personalized, and democratic. ANCS holds as its mission a commitment to carrying out the 10 Common Principles of CES schools (*see appendix for a complete list of the 10 Common Principles*). Numerous studies have shown that students in CES schools demonstrate a high level of progress academically and personally. The CES common principles are reflected in the innovative design of the ANCS educational program. The development of curriculum and the teaching practices at the school place students at the center of their learning in a hands-on way, actively engaged in exploring questions and coached by their teachers towards the demonstration of mastery of higher-order concepts and skills.

The Georgia State University College of Education Professional Education Faculty (PEF) represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools.

Grounded in these collaborations, its mission is to prepare educators who are:

- *informed* by research, knowledge and reflective practice;
- *empowered* to serve as change agents;
- *committed* to and respectful of all learners; and
- *engaged* with learners, their families, schools, and local and global communities.

Moreover, the GSU PEF strives to provide international leadership in educational research and to create and implement exemplary educational programs in metropolitan areas. The PEF envisions a world that embraces diversity; where social justice, democratic ideals, and equal opportunity can be increasingly enacted; and where technology is used to enhance opportunities for human development. The full conceptual framework can be accessed at: http://pef.gsu.edu/conceptual_framework.htm

The creation of the NTRP will build on the already strong partnership between ANCS and GSU. Over the past several years, these two educational institutions have collaborated in several ways: the placement of GSU undergraduate and graduate students at ANCS for practicum and pre-service teaching experiences; the involvement of ANCS faculty members in GSU professional development opportunities; GSU research studies conducted at ANCS; and joint submission of other grant applications. In partnering on the NTRP, ANCS and GSU collectively seek to improve student learning by creating an innovative approach to teacher induction that is comprehensive, connects research and practice, and targets prospective and early-career teachers' specific needs during their first three years in the classroom.

As the lead partner, ANCS has experienced success in all measurable objectives of its charters. The recent merger of the elementary and middle schools into one unified K-8 school will provide the academic, organizational, and financial viability required to support continued student achievement gains. The positive student outcomes cited earlier have come about in large part because of the school's successful implementation of key projects, programs, and grants. For example, the elementary and middle schools that are now ANCS:

- Effectively utilized approximately \$2 million in grants from organizations and foundations such as the Georgia Department of Education, Walton Family Foundation, and the Sartain Lanier

Foundation to improve the schools' educational programs and infrastructures, such as building the school's media center resources, integrating arts curriculum into the school day, and completing large-scale facilities projects

- Directed approximately \$150,000 in Title I funding towards bolstering student learning leading to the school's recognition as a Title I "Distinguished School"
- Partnered with the Childrens Aid Society in a \$300,000 project to provide middle school students with holistic wellness supports that lead to a decrease in behavioral referrals
- Collaborated with Zoo Atlanta to strengthen the teaching of ecology and conservation at the elementary school
- Participated in the national Effective Practice Incentive Community Program to formally share the school's instruction, curriculum development, and assessment practices with other schools nationwide

These examples provide evidence of ANCS's capacity to implement large, complex, and rapidly growing projects (*please see the attached financial audits for FY11 for NCS and ACMS, the two precursor schools for ANCS*). Additionally, GSU, through this partnership, will guide ANCS through the implementation of the project based on the knowledge and experience GSU has gained through its implementation of similarly large and complex projects.

Several large grants recently awarded to Georgia State's College of Education highlight the GSU PEF's commitment to partnering with local schools with the goal of improving teacher quality and student learning. The two largest of these grants (the Network for Enhancing Teacher Quality (NET-Q), a Teacher Quality Partnership Grant (TQP) from the U.S. Department of Education, Office of Innovation and Improvement, and the Professional Development School Partnerships Delivery Success (PDS2), A Teacher Quality Enhancement Grant Program for Partnership) focused specifically on partnering with local, high-need schools to prepare prospective and early-career teachers and other educators, support professional development, and foster inquiry directed at the improvement of professional practice and student learning.

III. Need for Project

A high rate of attrition among early-stage American educators has been well documented. Nationally, nearly half of all new teachers exit the classroom within their first five years.¹ Challenging working

¹ "Teacher Induction Programs: Trends and Opportunities," American Association of State Colleges and Universities, 2006

conditions and the absence of a supportive professional culture are often to blame when a new teacher decides to leave the profession. Typically, even those teachers who take part in formal mentoring programs during the first years of their careers find the support offered to be insufficient, often because of poor matches between mentors and mentees and/or a lack of appropriate training for mentor teachers². Those early-career teachers who rate the support they received during their initial year of teaching as strong almost always report greatly reduced levels of support during the critical second through fourth years of teaching.³ At the same time, what is also clear from the research is that a system of internal and external supports during the first several years of teaching is a vital part of keeping early-career teachers teaching and teaching *effectively*.⁴

Alongside research about the practices that support teachers in the early stages of their careers, a recent study published in the Stanford University *Social Innovation Review* highlights the powerful importance in schools of “social capital”: the level and type of interaction and collaboration between teachers. Though the “human capital” a teacher accumulates and develops through graduate course work, years of teaching experience, and professional development is clearly critical to his or her ability to guide students to high levels of achievement, equally, if not more important, to student outcomes is the building of social capital in a school through close, professional, and collaborative relationships among teachers. In fact, according to the study, “teacher social capital [is] a significant predictor of student achievement gains above and beyond teacher experience or ability in the classroom.”⁵

The NTRP builds on this base of research by fulfilling a need for an innovative teacher induction program embedded in a strong culture of professional learning. The project is dedicated to the development of social capital among pre-service and early-career teachers in three distinct ways: mentorship from more than one experienced teacher, ongoing participation in structured teacher learning groups, and university-level study of teaching and research.

As a research-based innovation, the NTRP differs from more traditional teacher induction programs in several specific ways:

² "New teachers' experiences of mentoring: The good, the bad, and the inequity," *Journal of Educational Change*. Available online, November 2008; by S. M. Kardos & S. M. Johnson

³ "Curriculum Support and Curriculum Neglect: Second-Year Teachers' Experiences," an NGT working paper, May 2005, by David Kauffman

⁴ "Why New Teachers Leave. . . and Why New Teachers Stay," *American Educator*, summer 2006, by Leslie Baldacci, Susan Moore Johnson, and the Project on the Next Generation of Teachers

⁵ "The Missing Link in School Reform," *Stanford Social Innovation Review*. Fall 2011: 30-35.

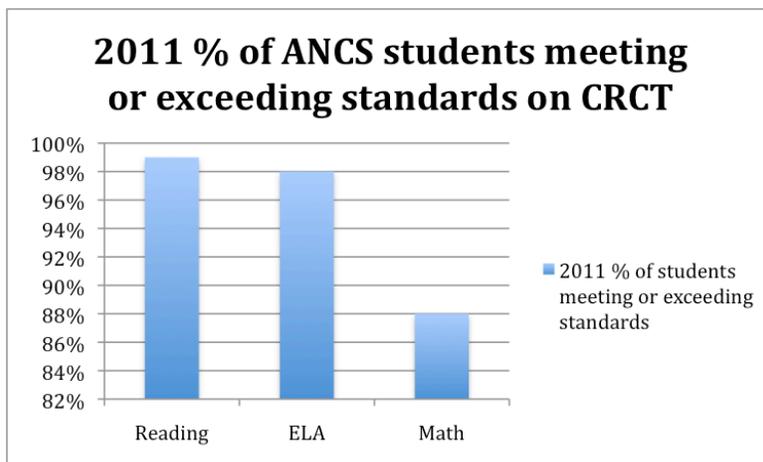
In the NTRP model , prospective and early-career teachers ...	In traditional induction models , prospective and early-career teachers ...
<ul style="list-style-type: none"> • are in the center of a support network of mentor teachers, colleagues, and university supervisors for three years 	<ul style="list-style-type: none"> • are placed in the classrooms of cooperating teachers for as little as one semester
<ul style="list-style-type: none"> • gradually take on teaching responsibilities over a two-year period as they practice alongside their cooperating teachers and are supported by their mentors 	<ul style="list-style-type: none"> • often experience isolation as they are assigned challenging duties in their first years of teaching without any support
<ul style="list-style-type: none"> • utilize their cooperating and other classrooms as learning labs 	<ul style="list-style-type: none"> • continue their learning through courses and professional learning offerings
<ul style="list-style-type: none"> • are normed, right from the start of their teaching careers, within a school where teachers reflect regularly about their practice in “critical friends groups” in a way that builds teacher social capital 	<ul style="list-style-type: none"> • often internalize the awareness that learning about teaching ends after the first few years
<ul style="list-style-type: none"> • continue to receive support from mentors and GSU faculty throughout their first three years of teaching 	<ul style="list-style-type: none"> • might have mentor teachers assigned by their schools

By placing new teachers in a “gradual release” residency under the mentorship of at least two veteran teachers *and* in a structured professional learning group of teachers with varied levels of experience *and* with continued academic study of teaching through a well-regarded college of education, the NTRP makes it possible for early-career teachers to learn not only what teaching practices are successful with students but also to learn from their struggles and difficulties over their first three years in their classrooms—a model that is both comprehensive and innovative in its approach to induction. New teachers acquire skills and dispositions from the “critical friends group” of colleagues that can then be applied to their work with students. The whole school’s teaching faculty shares a collective responsibility for supporting these new teachers, and, in turn, experienced teachers will grow and develop from their involvement with the NTRP as much as new teachers. Ongoing university-

level study of teaching bolsters the connection between research and practice to improve student achievement.

ANCS was selected as an ideal target site for this project because of the school’s demographic makeup and its approach to teaching as reflected by the common principles of the Coalition of Essential Schools. By situating itself within an urban, high-needs school, the NTRP will help to show how supporting early-career teachers in more challenging settings requires a unique approach. ANCS serves a student population that is racially and economically diverse. Across the elementary and middle school campuses, 58% of students are White, 30% Black, 9% Multi-Racial, 2% Hispanic, and 1% Asian. The school qualifies for Title I status due to the number of students eligible for free or reduced price meals (approximately 30% of students at the elementary campus and approximately 43% at the middle school campus). In addition, the percentage of students receiving special education services under an IEP—approximately 13%—is slightly higher than the district average.

Aside from the demographic composition of the school, ANCS also provides a laboratory in which early-career teachers can observe and participate in the teacher collaboration practices that research shows lead to higher levels of student achievement. As a member of the Coalition of Essential Schools, collaboration and inquiry guide professional practice at ANCS, resulting in the development of social capital among both early-career and experienced teachers. ANCS teachers work in a variety of collaborative configurations, from lead teacher/associate teacher partnerships and grade and content area teams to school-based professional learning groups. Time is deliberately structured into the school’s schedule to promote meaningful collective conversation about student learning among teachers, and several teacher leaders have been trained in the facilitation of these discussions. This focus on building adult learning relationships has led to strong academic outcomes for the ANCS’s students:



ANCS student performance on the Georgia CRCT, as noted in the chart above, was higher than district averages in the city of Atlanta. As well, the school's 8th grade students posted a rate of 95% meeting/exceeding standards on the Georgia 8th grade writing assessment, the highest mark among schools in the Atlanta Public Schools. On the national norm-referenced Iowa Test of Basic Skills (ITBS), nearly one half of the school's students in the 5th and 8th grades showed an increase of more than one normal curve equivalent (NCE) from the last time they took the ITBS, demonstrating advanced growth in learning while at the school.

The NTRP builds upon and expands ANCS's unique practices and formalizes them through the school's partnership with GSU. Yet the NTRP will not only help to improve outcomes for students from across the city of Atlanta who attend ANCS, but will also provide evidence for how other high-needs urban schools can create stronger learning environments for their students by focusing on supporting prospective and early-career teachers in innovative ways. Support from the Innovation Fund will establish the financial foundation for initiating this work. Additional resources from both partners will be leveraged to sustain the project after the grant period concludes (*please see section Project Sustainability for more information*).

IV. Project Design

The NTRP is designed to mentor prospective and early-career teachers into the teaching field in a three-year cycle with targeted interventions each year of the cycle. The cycle will begin with a two-year residency during which each teacher resident will work alongside an experienced cooperating teacher in a lab setting to learn and hone teaching practice, the first year as a pre-service student teacher and the second year, following graduation from the GSU teaching certification program, as an associate teacher in a team-teaching partnership with the cooperating teacher. In addition, each teacher resident will be supported by an ANCS mentor. Teacher residents will participate in structured professional learning activities with their cooperating teachers, mentor teachers, university supervisors, and others from ANCS. The cycle will culminate with a year of continued support as the teacher residents become teachers in their own classrooms.

The NTRP will be overseen by a project director from ANCS working in collaboration with principal investigators from GSU (*please see section Project Management Plan for more details on each individual's responsibilities*). The project will use as its framework the elements of teacher induction practice and adult learning that research indicates are most likely to result in positive outcomes for students and for early-career teachers. The design draws heavily on an intensive longitudinal study of 50

new teachers conducted by Susan Moore Johnson and the Project on the Next Generation of Teachers (PNGT) at the Harvard University Graduate School of Education. Matt Underwood, executive director of ANCS (the lead partner for this proposal), became familiar with Susan Moore Johnson and the work of the PNGT while completing his Master’s degree at Harvard University. The series of research papers compiled for this study have been incorporated into the book *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*,⁶ and have provided a foundation for the project design of the NTRP. As noted in the “Need for Project” section, these best practices in new teacher induction, when implemented effectively, can lead to a number of improved student outcomes, including higher levels of student learning.

Residency, Year One: Interventions for Pre-service Teachers (I₁)

In the first year of residency, prospective teachers will come to ANCS as pre-service teachers (PSTs) from the GSU College of Education’s undergraduate programs in early childhood and middle grades education. For each year of the grant, ANCS will reserve eight spaces for GSU PSTs. Prior to placement at ANCS, these PSTs will indicate their willingness to consider remaining at ANCS for the two-year residency.

Like their traditional pre-service peers, **PSTs at ANCS will complete all requirements of their undergraduate degree programs**, including placement with an ANCS cooperating teacher in their certification fields and supervision by a GSU faculty member from ECE or MSIT. By participating in the NTRP, however, PSTs at ANCS will be supported in additional and other innovative ways.

In addition to working together with their cooperating teachers in a shared classroom, PSTs will be paired with mentor teachers from the ANCS faculty. The project director and Co-PIs from GSU will work closely with PSTs and mentors to find suitable matches. Unlike their cooperating teachers, mentors will not teach with the PSTs on a daily basis. Instead, each mentor teacher will serve as an “observer-coach” for an individual PST. As such, the mentor will observe the PST on a regular basis and help him/her reflect on teaching practices during twice-monthly meetings throughout the school year. Working with the PST and the university supervisor, the mentor will also articulate a few key areas for professional growth and develop an individualized professional development plan for the pre-service teacher. Mentors will provide feedback to and coach their mentees based on regular, informal observations and on the mutually agreed upon goals set in the professional development plan. In addition,

⁶ *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*, Jossey-Bass, 2004, by Susan Moore Johnson and The Project on the Next Generation of Teachers

mentors will complete at least two formal evaluations of their assigned PSTs during the year using the state's Teacher Effectiveness Measures (TEM), and the mentors and the project director will review these evaluations with the PSTs.

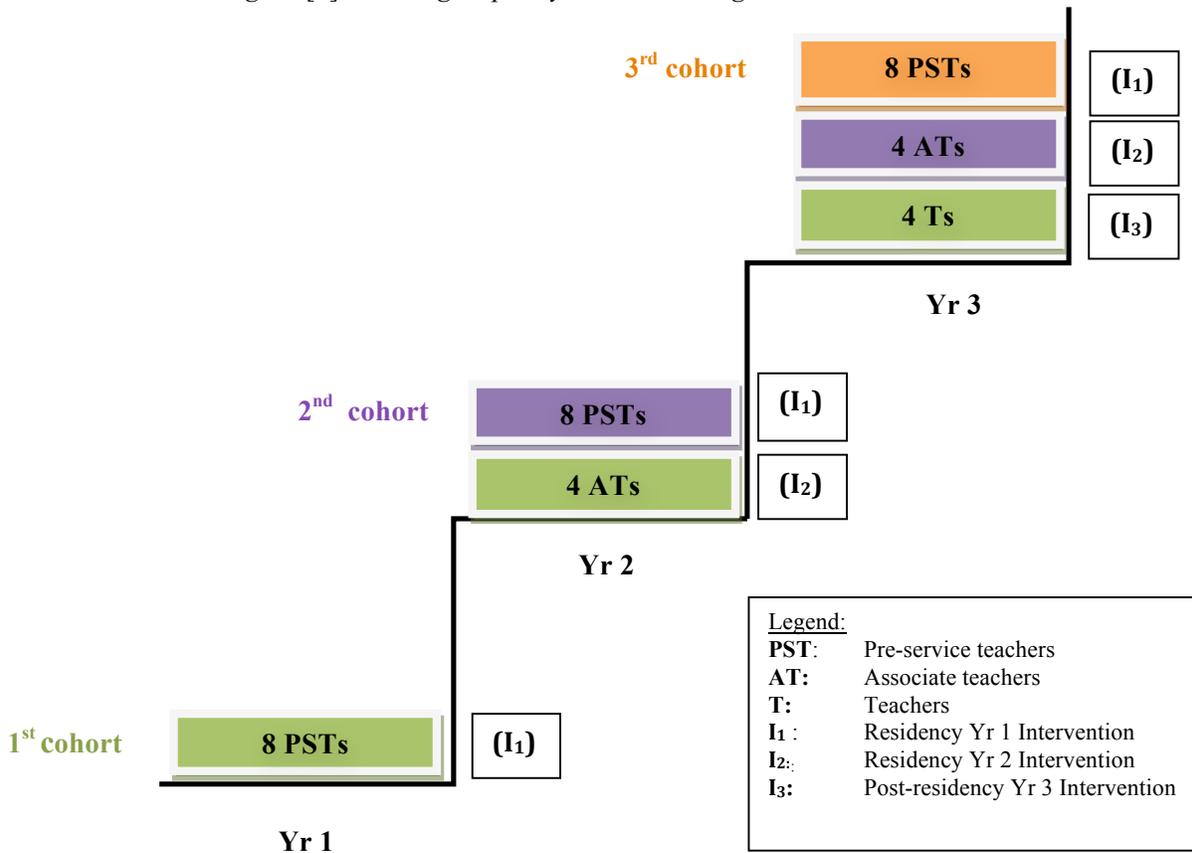
The development of a sustained, consistent, and high quality system of interventions for prospective and early-career teachers is an essential feature of the NTRP model. For this reason, each mentor's support of his/her assigned mentee will span the two years of residency (as a pre-service teacher and as an associate teacher) and continue into the mentee's critical first year of solo classroom teaching. **To prepare mentors for this important responsibility, GSU faculty will offer course work for the Teacher Support Specialist endorsement at ANCS.**

Ongoing participation in "critical friends groups" will constitute a second innovative intervention for PSTs at ANCS. A critical friends group, or CFG, is a small group of teachers who convene regularly to discuss and examine teaching and learning in structured ways. The work of CFGs within the NTRP will be based on national models for this type of collaborative learning and will draw particularly from the example of Cross Career Learning Communities (CCLCs) developed by faculty at GSU with the support of federal funding from the NET-Q and PDS₂ grants. During the first year of residency, PSTs will join a CFG of their peers (other pre-service teachers), facilitated by CFG coaches from ANCS. National facilitators from the School Reform Initiative (SRI) will train these CFG coaches (*see Appendix for more details about the SRI and letter of support*). As members of a CFG, pre-service teachers will have a forum for working collectively to learn from each other, from student work, and from a process of inquiry to improve student learning.

In the spring of the first year of residency, ANCS PSTs will complete an application indicating their interest in continuing in residence for a second year. In addition to basic demographic information, applicants will be asked to explain how their participation in the NTRP will positively impact their teaching practice and work with students. The NTRP director, GSU principal investigators, university supervisors, and campus principals will serve as a Nominating Panel, reviewing the applications and selecting four PSTs to continue for a second year at ANCS as associate teachers (ATs).

As illustrated in Figure 1, below, eight PSTs from GSU will be placed at ANCS every year of the grant period, creating a new cohort of year-one residents in the NTRP in each of three years.

Figure [1] Building Capacity and Sustaining Innovative Induction



Residency, Year Two: interventions for Associate Teachers (I₂)

After graduation from their teacher certification program at GSU, four pre-service teachers selected by the Nominating Panel will remain in residence at ANCS for a second year, though their roles at the school and classroom responsibilities will shift significantly to reflect their development as teachers. They will continue to work in the classrooms of their cooperating teachers from the previous year, now assuming the role of an ANCS “associate teacher” (AT) While not teachers of record, ATs will partner with their cooperating teachers to share responsibilities for planning and teaching—from working with small groups of students, to assessing student work, to leading whole class activities. This innovative “gradual release” arrangement is a major component of the NTRP and will allow new teachers an opportunity to gain additional classroom experience while receiving continued support and guidance from cooperating teachers who know them well. In this role, ATs will each receive a \$20,000 stipend.

Unlike their colleagues who finish their pre-service teaching and head into schools for their first year of full-time teaching where the level of support for new teachers is likely to be minimal, interventions will continue for NTRP ATs as they build on the skills and knowledge gained during the pre-service

experience at the same school. **In addition to continuing to teach alongside their cooperating teachers, ATs will maintain a coaching relationship with their mentor teachers.** Early in year two of the residency, mentors and mentees will meet to review the professional development plans created in the previous year, modifying goals as necessary. Mentors will continue to provide informal observations and regular feedback, in addition to completing at least two formal evaluations using Georgia's Teacher Effectiveness Measures (TEM) and reviewing these evaluations with the ATs.

ATs will also continue to be members of CFGs, which will now be composed of a mix of new and veteran teachers from different grade levels and content areas at ANCS. This change from the previously homogeneous composition of the year-one CFGs (all members were pre-service teachers) will further scaffold the development of the ATs' teaching practice and participation in the wider professional community. As the CFG national facilitators associated with the NTRP train and support additional ANCS faculty members in the work of critical friends groups, CFGs will become a core component of the school's professional development structure for faculty members and NTRP residents alike and will serve as a framework for the school's weekly faculty meetings.

ATs will also be afforded the opportunity to sharpen their skills by continuing in post-baccalaureate coursework at GSU to concentrate on an area of specialization within their teaching. With tuition and fees covered by the NTRP, ATs will select and complete a program that will result in a teaching endorsement in one of the following areas:

- Reading
- Math
- Instructional Technology

This teaching endorsement will create a stronger instructional foundation as each AT prepares to take on full lead teaching responsibilities the following year, and is another important intervention in the NTRP's innovative induction model.

In the spring of year two, the NTRP director will work with each AT to determine the most appropriate next steps in his/her teaching career. For some ATs, this may mean moving into a full-time teaching position at ANCS (if available) or at another school. Other ATs may opt to remain in an associate teacher role at ANCS for an additional year. Continuing in a Master's program at GSU may be a possibility for some ATs. Regardless of the avenue pursued, the NTRP director will assist all ATs in securing

employment, either at ANCS or elsewhere, so that each AT finds a teaching position that is an appropriate match.

Finally, during the summer before or after the associate teaching year, ATs will take part in a five-day CFG institute open to ANCS teachers. Participation in this institute will allow each AT to engage in more sustained exploration of issues of teaching and learning alongside colleagues from the ANCS faculty and will prepare the AT to take on a leadership role in CFG work the following year, whether at ANCS or elsewhere.

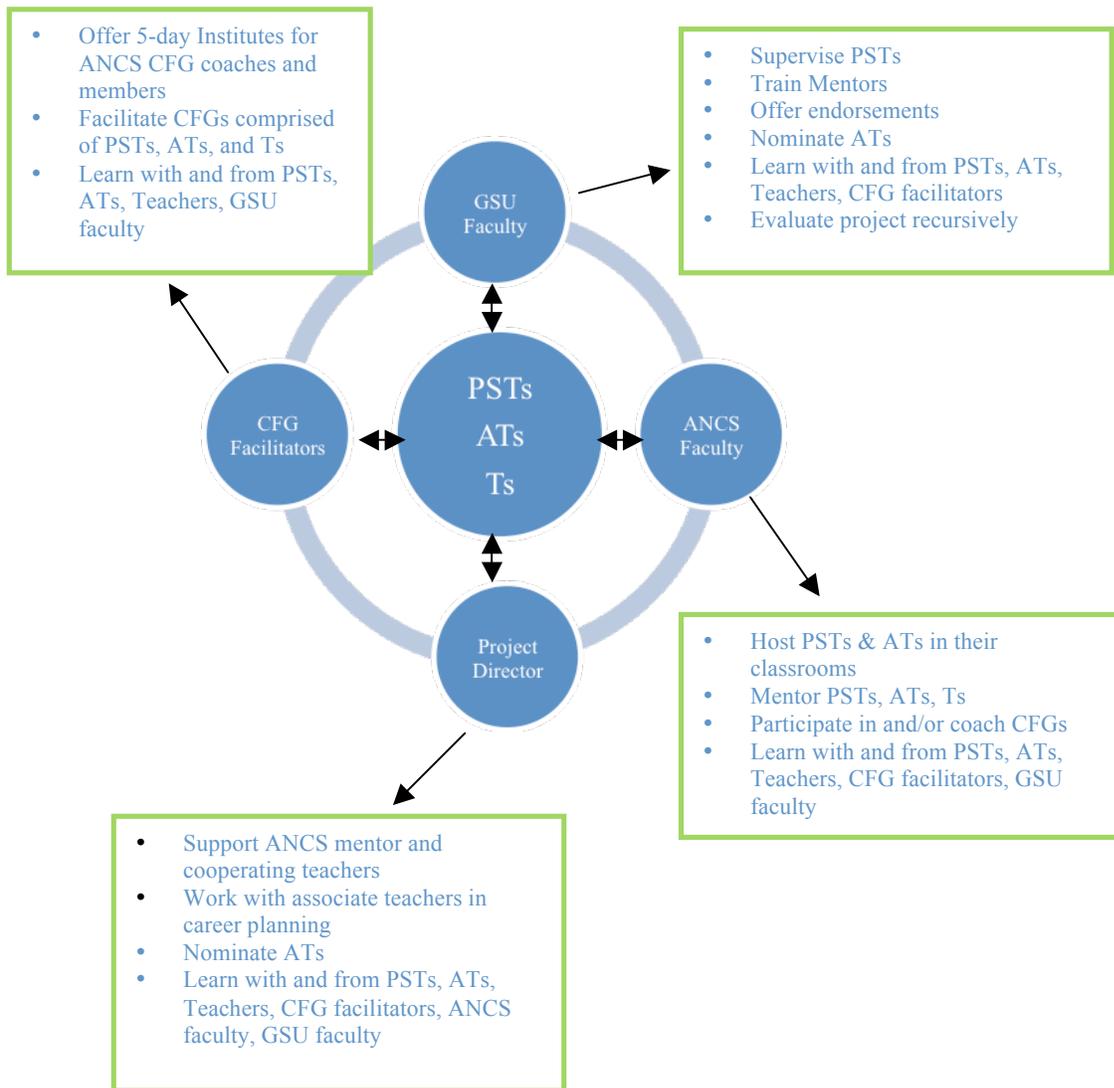
Post-Residency, Year Three: Interventions for Teachers (I₃)

With their two-year residency completed, teacher residents in the NTRP will likely move into classrooms of their own with full lead teaching responsibilities. Research shows that the third year in a classroom often determines whether or not an early-career teacher remains in teaching. To bridge this critical time, the NTRP will continue to provide former residents with interventions whether they are teaching at ANCS or elsewhere. This third year of support is a unique feature of the NTRP.

In the post-residency year, mentor teachers will continue to offer their mentees guidance. In addition, former residents, some of whom may be employed in other schools or districts, continue participating in a CFG and will have the option of pursuing their Masters degrees at GSU. Electronic communication between mentors and mentees and participation in a CFG online will be in place for those former residents who are at schools outside of the metropolitan Atlanta area.

Even for those teachers who may move into classrooms at other schools in the third year of the residency, the system of supports and interventions provided for them will allow them to implement effective teaching practices at their new sites and to model the methods of talking about teaching and learning developed through CFGs, both of which will impact the outcomes for students. The complete system of interventions for new teachers throughout the three-year cycle is illustrated in Figure 2 below. Additionally, a timeline of the interventions is included in the appendix.

Figure [2] Partnering for Innovative Induction: A System of Interventions for New Teachers



The design of the NTRP will result in broad impact over the grant period:

Students

Over the course of the three-year grant period, approximately 750 students will have been impacted by the NTRP. This number represents the total number of students who will have attended ANCS over the three-year grant period. Due to the comprehensive nature of the project and the involvement at some level of every teacher at the school, it is reasonable to expect that each student at the school will be affected by the work of the NTRP. Based on the school's current percentage of students eligible for free and reduced-price lunch, a projected 260 economically disadvantaged students will be served by the implementation of the NTRP.

Prospective and Early-Career Teachers

At the end of the three-year grant period, the NTRP will have directly served 24 or more prospective and early-career teachers, eight of whom will have completed the critical two-year residency and begun teaching in their own classrooms. Cooperating teachers, mentors, and CFGs will have prepared them to remain in teaching, to be more likely to teach effectively, and to carry forward and distribute the inquiry-based reflective dialogue skills honed through participation in CFGs.

ANCS Faculty

Almost every faculty member at ANCS will have participated in some aspect of the NTRP during the three years of the grant. Every teacher will have been a member of a CFG and will have been invited to participate in an intensive five-day CFG training institute. At least 24 teachers will have served as cooperating and/or mentor teachers, and all mentors will have been encouraged to pursue the Teacher Support Specialist endorsement. Sixteen faculty members will have been trained to serve as CFG coaches.

The NTRP, as designed, strongly advances the goal stated on page 152 of the Georgia RT3 reform plan: *Ensure that beginning teachers get the support they need to maximize their effectiveness.* The various components of the NTRP described in the preceding pages build on the innovative activities called for under this goal in the RT3 plan:

- Recognizing the career pathway of a teacher (“induction” to “career teacher”) and the supports needed to advance along that pathway
- Organizing induction around best practices from research to avoid a “one size fits all” approach
- Differentiating the supports given to teachers at different stages of their early-career
- Utilizing various measures to assess new teacher effectiveness

The NTRP stands as a comprehensive and innovative teacher induction program that can serve as a model within Georgia and the nation for rethinking how prospective and early-career teachers should be supported so that they remain in the profession and are effective in improving student learning.

Scope of Work:

ANCS and GSU collectively seek to improve student learning by creating an innovative approach to teacher induction that is comprehensive, connects research and practice, and targets prospective and early-career teachers’ specific needs during their first three years in the classroom.

RACE TO THE TOP INNOVATION FUND

SCOPE OF WORK

NAME OF PARTNERSHIP: *NEW TEACHER RESIDENCY PROJECT (A PARTNERSHIP BETWEEN THE ATLANTA NEIGHBORHOOD CHARTER SCHOOL AND THE GEORGIA STATE UNIVERSITY COLLEGE OF EDUCATION)*

GOAL 1: *DEVELOP COMPREHENSIVE SUPPORT NETWORK FOR PROSPECTIVE AND EARLY-CAREER TEACHERS*

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Hire project director	Post position, interview qualified candidates, conduct reference checks, select top candidate	Complete by March 1, 2012	ANCS PI	Innovation Fund and Non-Innovation Funds (ANCS)
Select ANCS cooperating and mentor teachers	Interviews with potential cooperating and mentor teachers	<i>Has been completed for current school year</i> ; by August 1 in each subsequent year	ANCS PI, GSU PI and Co-PI, Campus Principals, and Project Director	Non-Innovation Funds (ANCS)
Select NTRP pre-service teachers	Application review and interviews with potential pre-service teachers	Complete by April 1 in each project year	Project Director GSU PI and Co-PI	Non-Innovation Funds (ANCS)

GOAL 2: *CONNECT RESEARCH WITH PRACTICE*

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Develop Critical Friends Groups	Summer CFG institute, selection, training, and ongoing support of CFG coaches, participation in School Reform Initiative (SRI) annual meetings	Complete by September 1 each project year (SRI annual meetings may be later)	Project Director and SRI National Facilitators	Innovation Fund and Non-Innovation Funds
Teacher Support Specialist (TSS) endorsement for ANCS mentor teachers	Required paperwork completion and payment of tuition and fees, ongoing course participation	Complete by May 1 in each project year (most mentors will earn the TSS endorsement in project year one)	Project Director and GSU Co-PI	Innovation Fund
Teaching endorsement for year 2 Associate teachers	Required paperwork completion and payment of tuition and fees, ongoing course participation	Complete by May 1 in each project year	GSU Co-PI and Project Director	Innovation Fund
Continual evaluation of NTRP	Data collection from financial statements, teacher evaluations, student learning data, surveys, and other sources	Complete by June 30 of each project year	GSU PI and Co-PI, Project Director (with assistance from GSU research assistant)	Innovation Fund

GOAL 3: *DIFFERENTIATE SUPPORTS FOR PROSPECTIVE AND EARLY-CAREER TEACHERS BASED ON NEEDS IN EACH OF FIRST THREE YEARS IN THE CLASSROOM*

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Evaluation of NTRP pre-service and associate teachers	Collaborative goal-setting meetings, mentor observations, data collection, surveys and other sources	Complete by May 1 of each project year	Project Director and ANCS Mentor Teachers	Innovation Fund and Non-Innovation

				Funds (ANCS)
Transition to full-time teacher	Meetings between associate teachers, , mentors, and project director, interview prep, resume editing and review	Complete by April 1 of each project year starting in year two	Project Director, ANCS Mentor Teachers, and GSU PI and Co-PI	Innovation Fund and Non-Innovation Funds (ANCS)

V. Project Evaluation

The project director and GSU PI and Co-PI will be charged with leading the evaluation of the NTRP with the assistance of a doctoral-level research assistant from GSU. Evaluation for this project will focus on the effects of the NTRP on both teacher and student outcomes. Teacher outcome measures are primarily drawn from surveys created by Mathematica Policy Research, Inc. [MPR] (Glazerman, Senesy, Seftor, Johnson, 2006) for their study titled, “Design of an Impact Evaluation of Teacher Induction Programs” along with the TEM instrument in development through RT3. Student outcome measures are primarily drawn from standardized test scores and school records focused on classroom behavior and attendance patterns. The key behavioral outcomes (*and measures*) are outlined below:

(1) Teacher outcomes

- a. Decreased mobility patterns (*school teacher retention data; MPR teacher mobility survey*)
- b. Increased teaching effectiveness (*observations/interview; TEM scores*)
- c. Increased job satisfaction (*MPR baseline teacher survey; MPR teacher induction activities survey; MPR mentor survey*)

(2) Student outcomes

- a. Increased achievement (*CRCT, ITBS, GA Writing Assessment scores*)
- b. Reduced behavior problems (*school disciplinary records*)
- c. Improved attendance (*school attendance records*)

Project Evaluation Plan

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Approximately \$30,000 (\$10,000/year) raised/leveraged by Atlanta Neighborhood Charter School to support ongoing implementation of the proposed initiative	Financial statement for ANCS	Data will be collected once per academic year. Data will be analyzed within 4 weeks after financial analysis.
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		

INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p>Year 1: 40 teachers and prospective teachers will directly participate in NTRP (8 preservice teachers, 8 mentor teachers, 8 cooperating teachers, and 16 critical friends group [CFG] coaches). This makes up 53% of the total ANCS teacher population.</p> <p>Year 2: 48 teachers will directly participate in NTRP [8 preservice teachers, 4 associate teachers, 12 mentor teachers, 8 cooperating teachers, and 16 teacher CFG coaches]. This makes up 64% of the total ANCS teacher population.</p> <p>Year 3: 52 teachers will directly participate in NTRP [8 preservice teachers, 4 associate teachers, 16 mentor teachers, 8 cooperating teachers, and 16 teacher coaches]. This makes up 69% of the total ANCS teacher population.</p>	<p>a) List of teacher participants (and their roles) in NTRP</p> <p>b) The total number (and percentage) of students directly impacted by these teacher participants will also be collected</p>	<p>a) Bi-monthly attendance at CFG meetings will be collected. Data will be analyzed once per term.</p> <p>b) Number of students in each teacher participants' classes will be collected at the end of each term.</p>
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
1) Teachers participating in the NTRP will see an increase in their TEM scores over the course of the residency	Pre- and Post TEM Survey	Data will be collected at the start and end of teachers' participation in NTRP. Data will be analyzed within 4 weeks after survey is conducted.
2) Teachers participating in the NTRP will express increased job satisfaction and demonstrate more effective teaching strategies than those teachers not participating in NTRP.	<p>a) Mathematica Policy Research, Inc. (MPR) surveys:</p> <ul style="list-style-type: none"> - baseline teacher survey - induction activities survey - mentor teacher survey <p>b) Case studies (interviews, observations, and artifacts) of all teacher residents and mentors across the 3-year project</p>	<p>a) Surveys will be given to all teachers participating in the NTRP (including beginning teachers and mentor teachers) at the beginning and end of each academic year.</p> <p>b) Interviews and observations will be conducted once per month during the academic year, for all 3 years of the project</p>
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW

<p>1) Increased achievement among students taught by teachers participating in the NTRP:</p> <p>a) Students will demonstrate growth and increased rigor on the CRCT as represented by Table A (see below)</p> <p>b) Students will demonstrate growth on the Iowa Test of Basic Skills (ITBS). Each cohort of third graders will get 10% closer to a NCE of 99 by the time that cohort takes the ITBS in the eighth grade.</p> <p>c) Students will demonstrate growth on Georgia Writing Assessment. Each cohort of fifth graders will decrease the students performing below standard by 20% by the time that cohort takes the eighth grade writing assessment.</p>	<p>a) Student mean scores on the state's annual assessment under ESEA</p> <p>b) Student cohorts formed in third grade will remain intact through the eighth grade. The performance on the third grade administration of the ITBS will set the baseline performance level for each cohort.</p> <p>c) Student cohorts formed in fifth grade will remain intact through the eighth grade. The performance on the fifth grade writing assessment will set the baseline performance level for each cohort.</p>	<p>a) Students will be assessed once yearly based on the state's assessment schedule. Percentages (i.e. meets standards, exceeds standards) will be compared across two points in time (previous year's mean as compared to current year's mean). Data will be analyzed within 8 weeks after test scores are received.</p> <p>b) Students will be assessed through ITBS in third grade and eighth grade. Data will be analyzed within 8 weeks after test scores are received.</p> <p>c) Students will be assessed through the writing assessment in fifth grade and eighth grade. Data will be analyzed within 8 weeks after test scores are received.</p>
<p>2) Behavioral referrals will decrease by at least 25% for those students taught by teachers participating in the NTRP.</p>	<p>Total number of behavioral referrals at end of each school year.</p>	<p>Once per academic year. Total number of referrals from one year will be compared to total number of referrals from previous year.</p>
<p>3) Attendance will increase for those students taught by teachers participating in the NTRP.</p>	<p>Student attendance records</p>	<p>Once per academic year. Number of absences will be compared to number of absences from previous year.</p>
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF PRACTICING TEACHERS INVOLVED IN POST-BACCALAUREATE PROGRAMS FROM ACCREDITED TEACHER EDUCATION PROGRAMS		
<p>8 ANCS teachers or teacher residents (11% of the total ANCS teaching staff) will be enrolled in at least one graduate level education course at Georgia State University in years 2 and 3 of the NTRP project</p>	<p>Enrollment data from the university</p>	<p>Data will be collected once per academic year. Data will be analyzed within 4 weeks of data collection.</p>

Table A

CRCT - Mathematics

School Year	Not Meeting/Exceeding	Meeting	Exceeding
2011-12	16%	49%	35%
2012-13	8%	53%	39%
2013-14	0%	58%	42%
2014-15	0%	53%	47%
2015-16	0%	49%	51%

CRCT – Reading/English Language Arts

School Year	Not Meeting/Exceeding	Meeting	Exceeding
2011-12	13%	51%	36%

2012-13	6%	54%	40%
2013-14	0%	56%	44%
2014-15	0%	52%	48%
2015-16	0%	47%	53%

VI. Project Management Plan

Both ANCS and the GSU College of Education have demonstrated experience in managing large projects effectively and within budget parameters. These projects, partnerships, and grants are detailed in the Partnership Overview at the beginning of this proposal.

Specific to this proposal, several individuals will lend their skills and experiences to the effective support of the prospective and early-career teachers in the NTRP, working in concert to offer personalized guidance based on each participant’s strengths and areas in need of improvement. The roles described below constitute—along with the resident cohort and the ANCS faculty—the network of support for teachers taking part in the NTRP:

Principal Investigator (Executive Director from ANCS faculty: ANCS PI)

Primary responsibilities:

- Oversee all project operations, including project implementation and evaluation
- Manage the project budget

Project Director (from ANCS faculty)

Primary responsibilities:

- Collaborate with Co-PI to publicize the NTRP, accept pre-service teachers, and select associate teachers
- Oversee the collection of quantitative data for the project
- Work with GSU PI, Co-PI, and GSU doctoral research assistant to evaluate the project
- Work with ANCS campus principals to identify mentor and cooperating teachers
- Facilitate support for ANCS mentor and cooperating teachers
- Assist associate teachers with career planning
- Work with ANCS PI to manage the project budget

Principal Investigator (from GSU faculty: GSU PI)

Primary responsibilities:

- Coordinate the collection of qualitative data for the project
- Work with Project Director, Co-PI, and GSU doctoral research assistant to evaluate the project
- Coordinate project evaluation dissemination

- Facilitate GSU team meetings among GSU faculty, doctoral research assistant, and university supervisors

Co-Principal Investigator (from GSU faculty: Co-PI)

Primary responsibilities:

- Collaborate with Project Director to publicize the project, accept pre-service teachers, and select associate teachers for year two of residency
- Assist associate teachers in selection of teaching endorsement
- Assist ANCS mentor teachers in the development of strategies for working with pre-service teachers and associate teachers
- Oversee GSU university supervisor selection and work with supervisors to understand project goals
- Work with Project Director, GSU PI, and GSU doctoral research assistant to evaluate the project

GSU College of Education Supervisors (one from early childhood program and one from middle grades program)

Primary responsibilities:

- Oversee pre-service teaching experience for year one residents
- Participate in a CFG with NTRP associate teachers and ANCS faculty

Doctoral Research Assistant (from GSU College of Education)

Primary responsibilities:

- Collect quantitative and qualitative research data for the project
- Work with Project Director, GSU PI, and Co-PI to evaluate the project

CFG National Facilitators from the School Reform Initiative (hired by ANCS as contractors for the project)

Primary responsibilities:

- Train ANCS teachers serving as CFG coaches and work with project director to provide ongoing support for coaches
- Facilitate CFG institutes for all ANCS faculty members and all residents to help establish reflective and inquiry-based culture of professional learning

Mentor Teachers (from ANCS faculty)

Primary responsibilities:

- Support NTRP prospective and early-career teachers over three year period through regular meetings and classroom observations
- Evaluate NTRP resident's progress through structured monitoring
- Participate in ongoing training relevant to mentor role

- Participate in a CFG with associate teachers and ANCS faculty

Cooperating Teachers (from ANCS faculty)

Primary responsibilities:

- Support residents during pre-service teaching and associate teaching experiences in year one and two of residency

Management of the NTRP will require an individual with experience working in schools, leading teachers, and managing programs as well as possessing an understanding of the development of new teachers. Upon approval of funding, the first step will be the hiring of a project director with these qualifications, a process that will be overseen by the ANCS PI and GSU PI. Interest in the project director position has already been indicated by at least two individuals in the Atlanta area with strong background in the desired areas.

Since the NTRP director will be hired as a part of the ANCS faculty, direct support and oversight for him/her will come from the ANCS PI, Executive Director Matt Underwood. Mr. Underwood has worked as a teacher and leader in public schools for 14 years, the past four of them as principal of the Atlanta Charter Middle School, one of two schools involved in the merger that created ANCS. He was named executive director of ANCS in April, 2011. Prior to entering the charter school field in Atlanta, Mr. Underwood received his Master's of Education degree in school leadership from the Harvard University Graduate School of Education where he closely studied the work and research of the Project on the Next Generation of Teachers based there. He then worked for several years at the Francis W. Parker Charter Essential School in Devens, MA. At Parker, Mr. Underwood served as a mentor teacher in the New Teachers Collaborative, a well-regarded new teacher certification and induction program. These experiences, coupled with his successful work as a school leader, will allow Mr. Underwood to provide the project director with the necessary support he/she will need in the position.

The GSU PI will be Stephanie Behm Cross, a MSIT middle grades assistant professor at GSU. Dr. Cross' experiences with educational reform include innovative whole school curriculum design and implementation in elementary and middle schools. She has worked closely with ANCS teachers and pre-service teachers for the past year, and has also been invited to serve on a local charter school initiative committee in Atlanta, GA. She will bring to this project expertise in working with middle grades students and in researching pre-service and in-service teacher experiences. The GSU Co-PI will be Carla Tanguay, the director of undergraduate programs in ECE. Dr. Tanguay's major areas of interest include teacher development, instructional supervision, and classroom management.

The GSU College of Education supervisors affiliated with the NTRP will be selected upon approval of funding. The GSU PI and Co-PI will work with the field placement office at GSU to identify two supervisors with previous experience working with pre-service teachers – one at the elementary and one at the middle school level. Faculty members in both areas have already expressed interest in work with ANCS.

Two experienced CFG national facilitators who have worked with several members of the ANCS leadership team, Connie Parrish and Susan Taylor, will lead the NTRP Critical Friends Group intervention, providing training and support for all educators involved in the project. They will draw on their experiences designing and implementing the Cross Career Learning Communities component of NET-Q and their work with CFGs on national, state, and local levels since 2006. In addition, both Parrish and Taylor will bring their considerable experience with school reform: The Foxfire Teacher Outreach Initiative and the League of Professional Schools (Parrish), and the Literacy Collaborative whole school reform model (Parrish and Taylor).

Though the ANCS PI and the NTRP project director will hold responsibility for managing the NTRP budget, support in this area will come from the office of the ANCS director of business and operations, Cherie Ferrell. Mrs. Ferrell is in her second year at ANCS in this role, providing oversight and leadership for the school's budget and financial controls. Both at ANCS and in similar positions at other schools, Mrs. Ferrell has exhibited strong financial management of large grants and programs and will help to insure the responsible use of funds in the NTRP.

Mentors and cooperating teachers in the NTRP will come from the ANCS faculty and will be recruited and selected by the project director and campus principals. These teachers will be selected based on their demonstrated success as teachers and their ability to collaborate with colleagues. ANCS already possesses a strong base of teacher-leaders from which to draw mentor and cooperating teachers, and, as noted earlier, additional training will be provided to the individuals serving in these roles. *Please see earlier section Project Design for the complete Scope of Work.*

VII. Project Sustainability Plan

The ANCS Governing Board—composed of parents, community members, and school leadership—has endorsed this project proposal (*see letter of support in appendix*). The board realizes that the innovative supports and interventions outlined in the project proposal will have their maximum impact on student

achievement if they can be carried out with as many teachers as possible. Therefore, various considerations have been made as to the best ways to sustain the NTRP and its core elements beyond the Innovation Fund grant period.

Sustainability at ANCS

One of the key features of the NTRP—the development of a strong professional learning culture that engages *all* teachers in an ongoing reflective dialogue about their practice—will have lasting effect beyond the grant period as CFGs will remain a staple of the ANCS professional development structure. During the grant period, each ANCS faculty member will have been a member of an ongoing CFG and will have participated in an intensive CFG summer institute, and so will be well prepared to continue in CFG work after the grant. CFG coaches at ANCS, supported by national facilitators from the School Reform Initiative during the grant period, will be able to continue to lead the CFG effort at ANCS in the years after the grant. Continued training and support for the ANCS CFG coaches will be supported through the school’s regular professional development budget following the significant initial training and guidance offered through the grant.

The general staffing framework of the NTRP – pre-service and associate teachers supported by cooperating and mentors teachers – will also continue once Innovation Fund support concludes. ANCS and GSU will continue placement of pre-service teachers in the classrooms of experienced cooperating teachers. And, because ANCS already includes funding for associate teachers in its operating budget, the second year of residency, previously supported by the Innovation Fund, will be maintained as well. Additionally, stipends for mentor teachers will be drawn from ANCS’s overall learning and development fund designed to promote opportunities for teacher leadership at the school. With the support of the grant, a significant number of ANCS faculty members will have already earned a Teacher Support Specialist endorsement and will continue to serve as mentor teachers for new pre-service teachers after the grant period. The position of project director for the NTRP will, with shifts in the ANCS operating budget, be factored into the salary costs for the school once the grant period ends. Alternatively, the responsibilities of the position could be transferred to the ANCS Dean of Curriculum and Assessment if needed.

ANCS and the GSU College of Education, as described in the partnership overview, are committed to evaluating the different components of the NTRP offered through the partnership to determine the most effective array of supports as the project is implemented and as the grant period ends. For example, the specialized teaching endorsement for pre-service teachers in year two could be replaced at a lower

funding level by targeted professional development seminars co-sponsored and co-facilitated by GSU faculty, graduate students, and ANCS mentor teachers.

In addition to the plans above, the best way to sustain the work of the NTRP past the grant period will be, of course, to engage new funders. ANCS and GSU both have demonstrated their abilities to secure grant funding and other collaborations to advance their work, and if effective in meeting its goals, there is a strong possibility that the NTRP will prove attractive to foundations and other funders to support. The New Teachers Collaborative mentioned in the project management section has received ongoing financial support from the Bill and Melinda Gates Foundation for similar work, and the NTRP will look to leverage its success under the Innovation Fund into further grant funding, particularly given the innovative nature of the project.

Sustainability and Scale-up beyond ANCS

ANCS is a charter school within the Atlanta Public Schools (APS), and the school and district have enjoyed a strong and symbiotic relationship over the past decade. As such, a foundation is in place for extending the ANCS-GSU partnership beyond the conclusion of the Innovation Fund grant period and beyond ANCS. This office of charter schools at APS has shown interest in facilitating a network of schools to replicate the NTRP's innovative induction model at other APS schools or broadening the scope of the NTRP in new and novel ways (*see letter of support in appendix*). The resources of APS can then be brought to bear on expanding the scope of impact for the innovative teacher induction practices the state seeks to implement under its RT3 reform plan.

Collectively, these plans for sustainability provide a high degree of certainty that the work of the NTRP can be maintained—and perhaps even grown—after the last dollar of Innovation Fund money has been spent.

Project Budget

The budget for the project reflects a combination of funding from the Innovation Fund and non-Innovation Fund sources:

GOVERNOR'S OFFICE OF PLANNING AND BUDGET				
RACE TO THE TOP INNOVATION FUND BUDGET FORM				
Name of Partnership: The New Teacher Residency Project: <i>A Collaboration between the Atlanta Neighborhood Charter School and the Georgia State University College of Education</i>				
SECTION A - BUDGET SUMMARY				
INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	\$50,000	\$50,000	\$50,000	\$150,000
2. Fringe Benefits	0	\$20,000	\$20,000	\$40,000
3. Travel	\$3,000	\$3,000	\$3,000	\$9,000
4. Equipment	0	0	0	0
5. Supplies	\$1,200	\$1,200	\$1,200	\$3,600
6. Contractual	\$85,329	\$87,034	\$88,791	\$261,155
7. Construction	0	0	0	0
8. Other	\$49,400	\$49,400	\$49,400	\$148,200
9. Total Direct Costs (lines 1-8)	\$188,929	\$210,634	\$212,391	\$611,954
10. Indirect Costs*	0	0	0	0
11. Training Stipends	\$25,000	\$136,200	\$144,980	\$306,180
12. Total Costs (lines 9-11)	\$213,929	\$346,834	\$357,371	\$918,134
SECTION B - BUDGET SUMMARY				
NON-INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	0	0	0	0
2. Fringe Benefits	\$9,000	\$9,000	\$9,000	\$27,000
3. Travel	\$250	\$250	\$250	\$750
4. Equipment	\$1,000			\$1,000
5. Supplies	\$800	\$800	\$800	\$2,400
6. Contractual	\$17,495	\$17,929	\$18,375	\$53,799
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	\$28,545	\$27,979	\$28,425	\$84,949
10. Indirect Costs*	0	0	0	0
11. Training Stipends	0	0	0	0

12. Total Costs (lines 9-11)	\$28,545	\$27,979	\$10,050	\$84,949
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SECTION C – BUDGET NARRATIVE

SECTION A:

1. Personnel

ANCS Project Director will work 75% effort for each year of the project at a cost of **\$50,000** each year, for a total project cost of **\$150,000**.

2. Fringe Benefits

Fringe benefits through ANCS totals **\$20,000** in years 2 and 3, for a total project cost of **\$40,000**. This includes \$5,000 for each second year resident (4 residents in each of years 2 and 3) to cover the costs of taking part in the ANCS health insurance plan.

3. Travel

Travel through ANCS totals **\$3,000** for each year, for a total project cost of **\$9,000**. This includes \$500 in travel costs for six staff/teachers/residents to be sent to the National School Reform Initiative winter meeting each year to strengthen the CFG work.

4. Equipment

None requested.

5. Supplies

Critical Friends Group (**CFG**) **supplies** funds, at **\$1,200** per year for a total cost to the project of **\$3,600**, will be used to purchase supplies for a 5-day summer institute as well as multiple meetings of the CFG throughout each year of the program.

6. Contractual

Total contractual project costs are **\$261,154** as detailed below:

Personnel

- a. Stephanie Behm Cross will serve as the GSU PI on the project. Each year, Dr. Cross will work 12.5% AY effort in the spring semester and 10% AY effort in the summer for each year of the project at a cost of \$13,500 in year 1, \$13,905 in year 2, and \$14,322 in year 3, for a total project cost of **\$41,727**. A 3% salary increase is included for each year of the project.
- b. Carla Tanguay will serve as the Co-PI of the project (GSU PI). Each year, Dr. Tanguay will work 12.5% AY effort in the spring semesters and 10% AY effort in the summer for each year of the project. The total cost in Year 1 is t a cost of \$6,625 in year 1, \$6,824 in year 2, and \$7,028 in year 3, for a total project cost of **\$20,477**. A 3% salary increase is included for each year of the project.
- c. One Georgia State University College of Education faculty supervisor will work 12.5% AY effort during fall and spring semesters for each year of the project at a cost of \$15,000 in Year 1, \$15,450 in Year 2, and \$15,914 in Year 3 a total cost to the project of **\$46,364**. A 3% salary increase is included for each year of the project.
- d. One doctoral level Graduate Research Assistant (GRA) will work 50% effort each year of the project at \$25,000 annually for a total project cost of **\$75,000**

Fringe Benefits

Fringe benefits are calculated at the GSU negotiated rate of 27.8% for faculty and 1.8% for Graduate Research Assistants for a total cost of **\$36,086** to the project.

Travel

Three GSU personnel (2 College of Education faculty supervisors and 1 GRA) will travel to and from ANCS for a total of 20 trips each, at 15 miles round trip. Each GSU personnel will travel 300 miles each annually at .51/mile. The total travel cost per year is \$459 for a total cost to the project of **\$1,377**.

Indirect Cost

Indirect costs are calculated at a reduced rate of 10% of the modified total direct costs through GSU for a cost of \$7,757 in Year 1, \$7,912 in Year 2, and \$8,072 in Year 3 for a total project cost of **\$23,741** over the project period.

7. Construction

None requested.

8. Other Direct Costs

Total other direct costs for the project total **\$148,200**, as follows:

- a. Connie Parrish and Susan Taylor will serve as **CFG Consultants**, offering training and support to all members of the CFG. The cost for the training each year is **\$30,000**, for a total project cost of **\$90,000**.
- b. **ANCS CFG coaches' stipends**: There will be 16 coaches per year, at \$900/coach. The total for each year will be **\$14,400** for a total project cost of **\$43,200**.
- c. **Substitute teacher coverage**, at **\$5,000** per year, will go towards mentor/new teacher resident meetings twice per month. Total project cost is **\$15,000**.

9. **Total direct costs** for the project total **\$605,905**.

10. **Total indirect cost** for the project through ANCS is **\$0**.

11. Training stipends

Total training stipends costs are **\$306,180**, as detailed below:

- a. **Teacher support specialist tuition and fees** for ANCS mentors will total **\$2,700** per mentor. There will be 8 mentors in year 1, for a total of \$21,600. There will be new 4 mentors in each of years 2 and 3, for a total cost of \$10,800 each year. The total project cost will be **\$43,200**.
- b. **Second-year teacher resident tuition/fees**: Second-year residents will select and complete a program that will result in a teaching endorsement in literacy, math, or instructional technology. Year 2 of the project will cover tuition and fees for 4 second-year residents, at **\$6,500** each. Year 3 of the project will cover tuition and fees for another 4 second-year residents, at **\$6,695** each. Total project cost will be **\$52,780**.

- d. **Second-year resident stipends:** Second-year residents will receive a **\$20,000** stipend from the grant for their work. There will be 4 second-year residents in each of years 2 and 3, for a total project cost of **\$160,000**.
 - e. **Mentor teacher stipends:** Each mentor will receive a **\$2,000** stipend in years 2 and 3. There will be 8 second-year mentors in Year 2 for a total of \$16,000, and 12 second- and third-year mentors in Year 3, for a total of \$24,000. Total project cost is **\$40,000**.
 - f. **Registration** costs for 6 teachers/staff/residents to be sent to the National School Reform Initiative winter meeting each year (\$400/teacher/year) to strengthen the CFG work totals **\$2,400** each year, for a total project cost of **\$7,200**.
 - g. **Registration** costs for 10 teachers/staff/residents to be sent by ANCS to Atlanta-area professional development opportunities to strengthen NTRP work, for a cost each year of **\$1,000**, and total project cost of **\$3,000**.
12. **Total requested funding** for the project (total costs) is **\$927,839**.

SECTION B:

1. Personnel

None budgeted

2. Fringe benefits

ANCS will cover the costs of health insurance and/or retirement fund expenses for the ANCS project director at a cost of **\$9,000** per year, for a total project contribution of **\$27,000**.

3. Travel

ANCS will cover costs of travel to and from GSU for the ANCS project director at a cost of **\$250** each year, for a total project contribution of **\$750**.

4. Equipment

ANCS will cover the costs of a **computer for the project director**, to be spent in year 1 of the project, for a total equipment contribution of **\$1,000**.

5. Supplies

ANCS will cover costs of supplies needed by the project director to carry out responsibilities, at **\$800** per year, for a total supplies contribution of **\$2,400**.

6. Contractual

- a. Dr. Cross will work approximately 10% effort on the project during the fall semesters as part of her normal research responsibilities as in-kind to the project. The projected cost for Dr. Cross's salary over the three-year project period is \$ 18,545.
- b. Dr. Tanguay also will work approximately 10% effort on the project during the fall semesters as part of her normal research responsibilities as in-kind to the project. The projected cost for Dr. Tanguay's salary over the three-year project period is \$16,382.
- c. A Master's level Graduate Research Assistant assigned to Dr. Cross will work approximately 30% effort as in-kind to the project. The projected cost for the GRA's salary over the three-year project period is \$ 9,000.
- d. Fringe benefits are calculated at the GSU negotiated rate of 27.8% for faculty and 1.8% for Graduate Research Assistants for a projected cost over the three-year project period is \$9,872.

The total amount for contractual in-kind over the three year project period is \$53,799.

7. Construction

None budgeted

8. Other

None budgeted

9. Total direct costs contributed total **\$89,949.**

10. Total indirect costs are **\$0.**

11. Total training stipends are **\$0.**

12. Total costs contributed total **\$89,949.**

Appendix

1) Letters of Support for Project Proposal

- a. Atlanta Public Schools – Office of Charter Schools
- b. School Reform Initiative
- c. Atlanta Neighborhood Charter School Governing Board

2) The Coalition of Essential Schools

3) School Reform Initiative

4) Intervention Tiers for Innovative Induction – Timeline

Additional attachments:

- Signed and completed MOU & Assurances and Certifications (Forms A2-A7)
- FY11 financial audits for Neighborhood Charter School and Atlanta Charter Middle School (precursor schools for the merged Atlanta Neighborhood Charter School)



130 Trinity Avenue, S.W.
Atlanta, GA 30303
Phone: 404-802-3500

www.atlantapublicschools.us

October 26, 2011

Dear Grant Review Committee,

I am extremely pleased to write this letter in support of Atlanta Neighborhood Charter School (ANCS) and its application, in partnership with the Georgia State University College of Education, for the Race to the Top Innovation Fund Grant. Atlanta Neighborhood Charter School is one of the highest performing schools in the Atlanta Public Schools district and one of the district's highest performing charter schools. Atlanta Public Schools supports ANCS not only as a school producing outstanding educational outcomes for children and families in Atlanta, but also as a source of innovation and a leader in best practices in many areas.

The New Teacher Residency Project proposed for funding under the grant is a thoughtful and research-based plan focused on several of the most critical challenges facing schools today: teacher quality, teacher readiness and teacher attrition. These challenges are particularly pressing in schools serving a diverse, urban, high-needs population, such as ANCS. Rather than struggling in the face of challenges, however, ANCS has continued to grow and thrive. Its recent strategic merger is only one of many examples illustrating ANCS's use of strategic planning to better serve its stakeholders in the face of ever-shrinking resources and increased expectations.

As a true neighborhood school with a history of building strong strategic partnerships and a focus on serving not only its students but also its community, ANCS is an ideal implementation site for the proposed induction plan. As a high performing charter school operating in partnership with an LEA, ANCS will serve as an ideal dissemination site for other schools, traditional and charter, throughout the district and, ultimately, throughout the state.

Regards,

Allen Mueller

Director of Charter Schools



October 26, 2011

To Whom It May Concern:

The School Reform Initiative (SRI) is pleased to support the grant proposal submitted by the Atlanta Neighborhood Charter School and Georgia State University's College of Education for funding under Georgia's Race to the Top Innovation Fund. The proposed New Teacher Residency Program is consistent with the focus and mission of SRI and represents an innovative approach to providing the system of internal and external supports required to combat the high rate of attrition currently evidenced among early-career teachers.

The School Reform Initiative is a non-profit professional development organization dedicated to creating transformational learning communities that are fiercely committed to educational equity and excellence. SRI members are committed to making their practice public to one another, to being reflective, and to holding each other accountable for meeting the needs and interests of all students. Through critical friendship, educators share resources and ideas, support each other in implementing new practices, and build relationships among colleagues characterized by mutual trust and freedom from judgment, while keeping a keen focus on issues of equity. They most often work in on-going, collaborative groups where they freely discuss each other's practice with the intention of improving student learning. Under the guidance of a coach or facilitative leader, these collaborative groups of educators use various protocols and processes to develop shared norms and values; focus on student learning; make their practice

public to one another; engage in reflective dialogue and collaborative work; and inquire into, analyze and reflect upon student learning data. In so doing, they develop the knowledge, will, skill, perspective, commitment and courage to address the most important dilemmas and questions they have about their practice.

SRI's support for the New Teacher Residency Program proposed in the grant will include:

- a commitment to provide two registration fee scholarships to attend SRI's annual Winter Meeting in each of the three years of the grant;
- membership in SRI for all grant participants who complete a five-day CFG/CCLC Institute;
- free access to SRI's electronic materials and online communities;
- ongoing support for Connie Parrish and Susan Taylor, SRI national facilitators, as they organize and support the development of a culture of critical friendship among Georgia State University's teacher residents and faculty and Atlanta Neighborhood Charter School faculty.

We look forward to the opportunity to collaborate with the Atlanta Neighborhood Charter School and Georgia State University's College of Education in the important work of this grant.

Sincerely,



Frances Hensley
Interim Director
School Reform Initiative



ATLANTA NEIGHBORHOOD CHARTER SCHOOL
Helping students learn to use their minds well

October 28, 2011

To Whom It May Concern:

The New Teacher Residency Project (NTRP) proposal put forth by our school, the Atlanta Neighborhood Charter School, and the Georgia State University College of Education represents a unique approach to meeting the state's priority under the Innovation Fund to "achieve positive student outcomes through innovative and highly effective teacher and leader induction programs that are comprehensive in nature." The NTRP proposal builds on the strengths of both ANCS and GSU and leverages the human and financial resources of both so that funding received through the Innovation Fund can be effectively directed to the project's outcomes. The ANCS Governing Board—composed of parents and community members—has reviewed and is in full support of the NTRP proposal.

Sincerely,

Michelle Blackmon
ANCS Governing Board Chair

Elementary Campus 688 Grant Street SE Atlanta, GA 30315 T 404.624.6226 F 404.627.8922
Middle Campus 820 Essie Avenue SE Atlanta, GA 30316 T 678.904.0051 F 678.904.0052

The Coalition of Essential Schools Common Principles

www.essentialschools.org

1. The school should focus on helping young people learn to use their minds well. Schools should not be comprehensive if such a claim is made at the expense of the school's central intellectual purpose.
2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards.

Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high school and middle school levels and 20 or fewer on the elementary level, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

The School Reform Initiative
www.schoolreforminitiative.org

The School Reform Initiative creates transformational learning communities that are fiercely committed to educational equity and excellence.

SRI members are committed to making their practice public to one another, to being reflective, and to holding each other accountable for meeting the needs and interests of all students. Through critical friendship, educators share resources and ideas, support each other in implementing new practices, and build relationships among colleagues characterized by mutual trust and freedom from judgment, while keeping a keen focus on issues of equity. They most often work in on-going, collaborative groups where they freely discuss each other's practice with the intention of improving student learning.

Essential questions SRI members ask themselves include:

- How do I engage in and facilitate adult dialogue and collaboration that results in higher levels of learning for all students, and especially, for those students who are struggling and/or who are under served?
- How can teacher collaboration reduce/eliminate the predictive value of race and class on student success in school and in life?
- What is the role of risk-taking in adult learning?
- How do adult collaboration, reflective discourse, and de-privatized practice support student achievement?
- What are the collegial conversations that make a difference?

Under the guidance of a coach or facilitative leader, these collaborative groups of educators use various protocols and processes to develop shared norms and values; focus on student learning; make their practice public to one another; engage in reflective dialogue and collaborative work; and inquire into, analyze and reflect upon student learning data. In so doing, they develop the knowledge, will, skill, perspective, commitment and courage to address the most important dilemmas and questions they have about their practice.