



PROGRAMMING UPDATES - FEBRUARY, 2017

Total number of partner schools: 8; number of residents at each:

- Atlanta Neighborhood Charter (EC and MC)
 - 3 Y2 residents
 - 4 Y1 residents
- Burgess-Peterson Academy
 - 0 Y2 residents
 - 3 Y1 residents
- Fred Armon Toomer Elementary
 - 5 Y2 residents
 - 2 Y1 residents
- ML King, Jr. Middle
 - 4 Y2 residents
 - 5 Y1 residents
- Drew Charter (EA and JA/SA)
 - 2 Y2 residents
 - 4 Y1 residents
- Wesley International Academy
 - 3 Y2 residents
 - 4 Y1 residents
- The Kindezi School - Old Fourth Ward
 - 2 Y2 residents
- Thomasville Heights Elementary
 - 0 residents

Engagement with CREATE professional development:

Total number of residents in program: **42** (19 Y2 residents, 22 Y1 residents)

Total number mentors/CTs actively participating in CREATE: **58**

Total number participants in Critical Friends institutes since Jan2015 (approx. 15% repeats):
196

Total number who have attended winter meeting since Jan2015 (a few repeats): **68**

Total number who have experienced CBCT/Finding Center programming since Jan2015
(approx. 20% repeats): **136**

(continued)

Resident meetings content:

- Y2 residents meet 2x/month for 4.5 hours
 - CBCT meditation
 - Critical Friendship protocols used to look at work (assessments, adult work, student work) observe teaching
 - Practice/reflect on classroom instruction techniques
 - School tours/meet principals/observe teaching
 - Relax and catch up on work
- Y1 residents meet 1x/month for 4 hours
 - CBCT meditation
 - Critical Friendship protocols used to look at work (assessments, adult work, student work) observe teaching, examine work samples related to edTPA for purposes of certification
 - Practice/reflect on classroom instruction techniques
 - School tours/meet principals

CREATE research, conducted by Empirical Education (quantitative) and Georgia State University (qualitative), is focused on:

- teacher retention
- student achievement
- teacher effectiveness
- Resident's thoughts about teaching, through interviews and quarterly surveys
 - thoughts of quitting
 - teaching self-efficacy
 - relationships with colleagues and students
 - teacher "stories" through narrative inquiry interviews and focus groups
- school wide measures of student achievement (Milestones ELA and math, grades 3-8)
- school wide measures of school climate/STAR
- school wide measures of student high absenteeism (15 or more days/yr)

Summer programming for rising Year2 residents:

We have made significant changes in our approach to summer programming for the rising Year2 residents, based on our observations of how Year2 residents fared this year. All will be required to engage this summer programming for 5 weeks, all weekdays (May 30-June 30) and will be paid for their attendance.

The focus is shifting away from content knowledge in math, science, social studies and ELA to skills and levels of awareness that feel to us to be more urgent for new teachers:

- Issues of equity & social justice in education/bias within ourselves
- Getting to know/engaging the specific communities in which residents will be working
- Practicing specific instructional skills along the lines of, but not limited to the *Four Core Practices* CREATE has committed to teaching all residents during spring 2017, as indicated on the following page.
- Mindfulness/compassion-training

All residents (Y1 and Y2) are working with the CREATE team and their mentors/CTs on the following 4 core practices, as well as any other important personalized learning

Core practices, Spring Semester 2016-17

<p>Core Practice 1: Entering the Room (Routines & Procedures)</p> <p>...create and execute an effective procedure for having students enter the classroom.</p> <p>When students have a clear understanding of what they are to do when they enter the classroom, the teacher is able to keep pace and get right into the lesson. It is also a time to connect with students using greetings and other community-building rituals.</p>	<p>Core Practice 2: Materials Management (Routines & Procedures)</p> <p>...create and execute effective procedures for managing classroom materials.</p> <p>How many times have you lost instructional time to students finding a pencil, a piece of paper or other supplies? With clear and consistent procedures for accessing supplies, more time is available for instruction.</p>
<p>Core Practice 3: Attention-Getting Signals (Routines & Procedures)</p> <p>...create and execute an attention-getting signal working towards a 100% student response rate.</p> <p>Whether you're a new or experienced teacher, strategies for getting student attention are an important part of your classroom-management toolkit. <u>25 Attention-Grabbing Tips</u></p>	<p>Core Practice 4: Strong Voice (Classroom Management)</p> <p>...effectively use a “teacher voice” that is firm, but caring; assertive, but not hostile; and leaves no question in the mind of students as to who is the teacher.</p> <ul style="list-style-type: none">• Economy of Language• Do Not Talk Over• Do Not Engage• Square Up/Stand Still<ul style="list-style-type: none">• Quiet Power

Published Articles (Refereed):

Behizadeh, N., Thomas, C., & Cross, S. B. (accepted for 2017 issue). Building social capital and reflective practices: The impact of critical friendship on preservice teachers' deficit views of youth, families, and communities. *Journal of Teacher Education*. – [This is an article about the use of critical friendship groups during student teaching.](#)

Cross, S. B. (accepted for 2017 issue). Who owns the data, shares the stories, and has final responsibility? The borderland spaces between narrative inquiry and funded grant work. *Curriculum and Teaching Dialogue*. – [This is an article about attempting to use narrative inquiry to capture the experiences of participants engaged in our CREATE program.](#)

Cross, S. B. (2016). Reexamining pitfalls of experience in urban teacher preparation. *Journal of Urban Learning, Teaching, and Research*, 12, 116-123. – [Though not directly related to our grant work, this article is about pitfalls of experiences, including the standardization pitfall in teacher education. It points to the need for programs such as CREATE.](#)

Chapters in Books (Refereed): -- all chapters are about our grant work

Cross, S. B., Tanguay, C., Cannon, S. O., Williams, M. J., & Hale, J. J. (in press). It's time for a "Reboot": Shifting Preservice Teacher Education from Business Capital to Professional Capital. In R. Flessner & Dr. R. Lecklider (Eds.), *Case Studies of Clinical Preparation in Teacher Education*. Association of Teacher Educators.

Cross, S. B., Underwood, M., Hearn, E., Taylor, S., & Parrish, C. (in press). The new teacher residency project: Multiple layers of support and collaboration. In R. Flessner & Dr. R. Lecklider (Eds.), *Case Studies of Clinical Preparation in Teacher Education*. Association of Teacher Educators.

Underwood, M., Hearn, E., Cross, S. B., & Tanguay, C. (in press). The new teacher residency project: Motivation, partnership history, and the residency plan. In R. Flessner & Dr. R. Lecklider (Eds.), *Case Studies of Clinical Preparation in Teacher Education*. Association of Teacher Educators.

Published Proceedings (Refereed):

Cross, S. B. & Cannon, S. (2015). "You don't ask Paul Simon to do a duet with Nickelback": Examining mathematics teacher collaboration. In *Proceedings of the 37th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. East Lansing, MI: All Academic. – [A published proceedings paper about on of the original residents](#)

Submitted manuscripts, currently in review:

Cross, S. B., & Thomas, C. (submitted to *Middle Grades Review*; special issue: Partnerships for the Greater Good; Jan. 2017). *Mitigating first year burnout: How reimagined partnerships could support urban middle level teachers.* – [A submitted manuscript outlining the rationale for a program like CREATE, especially for training teachers in urban settings.](#)

Favors, S., Neely, A., Chisholm, G., & Cross, S. B. (submitted to *Transformative Pedagogies for Teacher Education: Moving Towards Critical Praxis in an era of Change*; Eds., A. E. Lopez, & E. L. Olan; Jan. 2017). Discomfort, resistance, and othering: A poetic inquiry into urban teacher preparation program redesign. – [Though not directly related to CREATE, this submitted book chapter outlines our experiences this fall working to redesign the BSE program that feeds into the CREATE program.](#)

Cross, S. B., Cannon, S. O., Williams, M. J., Hale, J. J., Donovan, M., Thomas, C., Chea, M., Bryant, M., & Downey, C. A. (submitted to *Curriculum Inquiry*, Dec. 2016). Criticality and the narrative inquiry table: Travel stories and tensions. – [A submitted manuscript related to the tensions and struggles felt as a research team grapples with how to best collaborate in research surrounding CREATE, and with how to engage in ethical and meaningful ways with our residents/participants.](#)

CREATE funding 2015-19

Source	Year 1 - 2015					Year 2 - 2016					Year 3 - 2017					Year 4 - 2018					Year 5 - 2019																										
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N
Education Department Investing in Innovation (i3)																																															
Governor's Office of Student Achievement (GOSA)																																															
RH Dobbs Foundation																																															
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Bill and Melinda Gates																																															
Zeist Family Foundation																																															
Belk Foundation																																															
Coca-Cola Company																																															
In-kind (such as consultants)																																															