

## Participants

- TFA Metro Atlanta (MA) selected 181 total corps members for the SY 12-13 cohort, **exceeding its selection target** of 180.<sup>1</sup>
- After attrition that took place before the end of Institute (TFA MA's summer training for corps members), the SY 12-13 cohort decreased by ten for a total of 171 corps members. Ten participants either asked to be released from the program or were unable to pass the Georgia Assessment for the Certification of Educations (GACE), which is required for certification.
- Corps members reflected the desired population TFA MA intended to serve. For example, 57% of the participants represent racial/ethnic minorities, and the average GPA of 3.3 exceeded the minimum required GPA of 2.5.
- According to its Mid-Year Report,<sup>2</sup> TFA MA successfully placed 157 corps members in teaching positions. TFA MA placed 97% of the corps members in high-poverty and/or high-minority schools, which **aided the state in increasing the pipeline of effective teachers in high-need schools**. Fifty-six percent of the corps members taught at least one hard-to-staff subject (math, science, or special education). Only two corps members taught in one of the Race to the Top "Lowest-Achieving Schools."
- TFA MA set placement goals for the four RT3 districts it serves through the grant. The placement goals and actual placement as of the end of the SY 12-13 are shown below.

RT3 District	Annual Placement Goal	Actual Placement
<b>Atlanta Public Schools</b>	Minimum of 70 corps members	2 <sup>nd</sup> year participants (SY 11-12 cohort) - 54 1 <sup>st</sup> year participants (SY 12-13 cohort) - 57
<b>Clayton County Schools</b>	40-50 corps members	2 <sup>nd</sup> year participants (SY 11-12 cohort) - 29 1 <sup>st</sup> year participants (SY 12-13 cohort) - 31
<b>DeKalb County Schools</b>	Maximum of 70 corps members	2 <sup>nd</sup> year participants (SY 11-12 cohort) - 64 1 <sup>st</sup> year participants (SY 12-13 cohort) - 1
<b>Gwinnett County Schools</b>	Minimum of 70 corps members	2 <sup>nd</sup> year participants (SY 11-12 cohort) - 0 1 <sup>st</sup> year participants (SY 12-13 cohort) - 0

<sup>1</sup> TFA MA reduced its selection target from 300 to 180 to reflect the changes in district hiring due to reduced budgets. To address future budgetary challenges, TFA MA plans to strengthen district and school relationships to ensure partnerships remain viable.

<sup>2</sup> TFA MA submitted a revised Mid-Year Report on July 5, 2013 to address inaccuracies in its original submission. GOSA used the revised Mid-Year Report and End-of-Year Report to develop this overview.

- Although TFA MA placed only one corps member in DeKalb and no corps members in Gwinnett schools, 92% of the SY 12-13 cohort succeeded in acquiring teaching positions. In addition, corps members taught in Fulton County Schools and charter schools; however, RT3 funding was only used to support corps members in APS and Clayton.

### **Program Design**

- During SY 12-13, 1<sup>st</sup> year corps members (SY 12-13 cohort) participated in training related to leadership development, instructional planning and delivery, content pedagogy, diversity, community and achievement, and classroom management and culture, which **adequately addressed the instructional needs of participants**. In addition, approximately 95% of 1<sup>st</sup> year corps members enrolled in one of the following three certification programs: Teacher Leadership Development Program, TFA's in-house certification program (97), Metro RESA (22), and Georgia State (17).
- TFA MA provided differentiated support to all corps members through 1:1 coaching, improvement plans, and real-time behavior management coaching. TFA MA determined corps members' needs through surveys, observations, and ratings of teacher performance (using TFA's Teaching as Leadership impact model). During SY 12-13, corps members needed the most support in content pedagogy and helping students become invested in school.
- In general, corps members expressed satisfaction with the training and support they received during SY 12-13. For example,
  - 80% of all corps members (77% of 1<sup>st</sup> year only) believed they had the ongoing direct and indirect support they needed.
  - 87% of all corps members (84% of 1<sup>st</sup> year only) believed their interactions with Managers of Teacher Leadership Development or other regional staff were time well spent.
- Corps members who enrolled in TFA MA's Teacher Leadership Development program received additional support from veteran educators. TFA MA matched these participants with retired educators and administrators who provided mentorship. In addition, corps members enrolled in TFA MA's certification program engaged with instructors and department heads on a regular basis.

### **Outcomes**

- Over SY 12-13, attendance at TFA MA events fluctuated between 80 and 90%.
- 164 1<sup>st</sup> year corps members started teaching in SY 12-13. However, by the end of the school year, the number of 1<sup>st</sup> corps members decreased to 142.
- SY 12-13 started with 244 2<sup>nd</sup> year corps members<sup>3</sup>; however, 239 remained in the classroom at the end of the school year.

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<sup>3</sup>2011 cohort members began their two-year teaching commitment during SY 11-12. This cohort started SY 11-12 with 271 members. Twenty-seven corps members from this cohort discontinued participation during or after their first year, and 244 of the 2011 cohort members started teaching in SY 12-13.

- Twenty-seven corps members from both cohort 1 (5) and cohort 2 (22) left the program during SY 12-13 for the following reasons:
  - Dismissed from their schools involuntarily (3);
  - Resignation (15), with the justification as the following: mental health issues (2), placement landscape (3), holding a family support role (2), dissatisfied with teaching (4), dissatisfied with support (1), personal reasons (1), and reasons that were not communicated (1).
  - Emergency-released (4), with the justification as the following: due to holding a family support role (1), testing failure (1), placement landscape (1), and mental health issues (1).
  - Exited the program due to failure to pass GACE (4) but rejoined TFA MA and re-entered teacher for SY 13-14.
  - Exited the program due to mental health issues (1) but transferred to the Bay Area region for SY 13-14.
- TFA MA employed several strategies to address retention:
  - Trained Teacher Leadership Development staff on identifying and providing support for mental health issues;
  - Increased capacity of the onboarding/placement teams to address attrition stemming from placement issues;
  - Used Real-Time Coaching (based on The Center for Transformative Teaching Training's research), a three-week program that provides corps members struggling with intensive coaching on classroom management; and
  - Piloted several leadership programs, such as Atlanta RISE, a monthly support group, and a four-day leadership journey held in April 2013. Corps members who participated in these leadership development activities reported higher levels of engagement and connectedness to the work (on end-of-year survey) than members who did not attend.
- **239 of the cohort 2011 corps members successfully completed their two-year commitment last school year.** Of the 239 completers, 53% continued teaching, and 41% chose to impact educational inequity in ways outside of the classroom.
- **In general, 1<sup>st</sup> year corps members (SY 12-13 cohort) met TFA MA's performance expectations.** For example,
  - Of all 1<sup>st</sup> year corps members teaching, 94% were deemed "Proficient" in Planning by the end of SY 12-13.
  - 64.5% were deemed "Proficient" or above in Instructional Strategies.
  - 63.3% were deemed "Proficient" or above in Positive Learning Environment.
- Corps members enrolled in TFA MA's certification program are observed 3-5 times by Managers of Teacher Leadership Development. Mentors observe corps members at least once per week to support them in the collection of evidence required to document the competencies and

dispositions. **Therefore, corps members are observed and evaluated in a manner consistent with TKES.**<sup>4</sup>

- Corps members earned a range of honors and accolades last school year.
  - Five 2012 corps members received honors and recognition, such as Teacher of the Month at their school, an award from Up With the People for Outstanding Alumni in Action, and recognition from a corps member's school for setting the record for the number of students meeting/exceeding on 8<sup>th</sup> grade Writing test and CRCT.
  - Seven 2011 corps members received school-level awards (16 were nominated). Two 2011 corps members won district awards (three were nominated). Two 2011 corps members were nominated for and won state awards.
- **Overall, 84% of all corps members (77% of 1<sup>st</sup> year only) indicated that they were satisfied with TFA as a program.**
- TFA MA set student learning targets for fourth and fifth grade Development Reading Assessment (DRA) performance. Students surpassed the goal of 1.5 years of growth in fifth grade reading skills, but slightly missed the goal (1.5 years of growth) for fourth grade reading skills.
  - TFA MA added two Directors of Teaching and Learning to help provide more curriculum training and support to corps members, which is expected to address challenges related to fourth grade reading.
- Going forward, TFA MA is increasing its focus and capacity to measure and track teacher and program effectiveness against internal and external measurement systems (e.g., state standardized tests, Teacher Keys, etc.).

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<sup>4</sup> The Georgia Professional Standards Commission (GaPSC) approves alternative certification programs. GaPSC uses the Framework for Teaching by Charlotte Danielson as the basis for which it determines a teacher candidate's readiness. In order to be recommended for certification, a teacher candidate must exhibit mastery of 24 compositions and 12 dispositions.