Nevada Teacher Corps:
A Statewide Program to Attract Top Teacher Talent to Nevada

Great Teaching and Leading Grant 120-Day Final Report

Submitted October 31, 2017

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SECTION 1. SUMMARY

Item A: Program Name & Overall Goals

The Nevada Teacher Corps (NTC) has aimed to address the Nevada Department of Education's (NDE) priority of recruiting, selecting, and retaining effective teachers.

Specifically, our overall goals for NTC are:

- Strategic recruitment of the best available teacher talent, with the goal of attracting 90-100 new teachers;[1]
- A smart, efficient, and multi-layered screening model;
- Systems and benchmarks for continuous monitoring and improvement; and
- Early career teacher support and training.

Item B: Abstract & Results Overview

In order to work towards the goals above, this past year, NTC implemented a robust recruitment campaign that included deploying proven marketing practices (e.g., advertising, compelling messages, grassroots outreach) to build a deep and diverse applicant pool; selected the highest-potential candidates; supported partner school and district hiring processes to match teachers to partner schools; provided intensive training focused on high-leverage instructional strategies aligned to the Nevada Academic Content Standards; and ensured effectiveness of teacher candidates who received an ARL[2] license, and who will be eligible for standard licensure upon program completion.

We are proud to report that we have seen many successes during this last reporting period, including:

- Successfully supporting our first cohort of teachers during their first year in the classroom and recruiting our second cohort of teachers;
- Our first cohort of teachers surpassed their performance goals, and received the highest ratings as compared to all other TNTP ARL programs across the country;
- Attracting 24,864 page views from 7,629 users to the NTC website (www.nevadateachercorps.org)
- Receiving 788 applications with 65 percent of those applications coming from outside of Nevada and 67 percent of applicants identifying as a person of color;
- Securing partnerships with 19 district and charter schools in Clark County with each school meeting one of the following criteria: Title I pursuant to NRS 385.3467; rated one of the two lowest ratings possible; and/or on the state's high vacancy list
- Maintaining a competitive grant from the Corporation for National and Community Service, which will provide valuable AmeriCorps Stipends for all NTC ARL teachers who successfully complete our program; and
- Assisting in getting all 44 of our ARL teachers hired at partner schools for the 2017-2018 school year
- Receiving strong feedback from partner principals, specifically:
  - 100 percent of 2016-2017 partners indicated that they were open to having additional NTC teachers at their schools
  - 90 percent of partner principals indicated they were satisfied with the support that NTC teachers receive
  - Principals rated 77 percent of NTC teachers as good or better than other new teachers

A more detailed narrative of our results is included in Section 2, Items b and c.

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[1] Note: this is the combined goal for our 2016-2017 and 2017-2018 cohorts, given that the GTL period partially spans two of our program years; this goal was reduced slightly from our FY17 application given a reduction in funding for our FY17 award

[2] Alternative Route to Licensure

Item C: Next Steps

Building on the successes of our first two years and with the generous continued funding from NDE for FY18 and FY19 NTC intends to: 1) **Increase our recruitment efforts** to provide additional high quality teachers to our partner schools; 2) **Refine our support model** to capitalize on having clusters of teachers and alumni at partner schools, and 3) **Hone our training and support model** to continually improve the effectiveness of our teachers.

SECTION 2. GRANT FUNDED ACTIVITIES

Item A: Name of Activity and Overview

The NTC has aimed to address NDE priority of **recruiting, selecting, and retaining effective teachers**.

National Recruitment and Selection: In this second Great Teaching and Leading Fund (GTLF) cycle, we have executed another recruitment campaign that led to the selection, training, and hiring of 44 ARL teachers at our partner schools. Our comprehensive campaign includes multiple strategies proven to be effective in attracting new talent to the profession. NTC used a combination of methods—including online advertising and social networking, targeted job board posts, printed advertising materials, the work of recruiters, in-person and online information sessions, and a weel-designed, informative program website—to cast a broad recruitment net and build a large pool of strong applicants.

Intensive Teacher Training: The teacher training component of our program begins with a summer pre-service training where our ARL teachers learn the foundations of effective teaching and are able to immediately apply those learnings to a classroom where they are working with a cooperating teacher (full-time teacher of record). In addition, ARL teachers receive daily feedback from their coach and other staff members in order to continually improve their effectiveness each day. The key components of the pre-service training experience are described below.

COMPONENT	DESCRIPTION
Skill-Building	Our ARL teachers spend seven weeks in seminars that focus on gaining fluency and automaticity in prioritized instructional techniques. Our teachers also participate in skill-building sessions that focus on developing fundamental planning and instructional skills. During skill-building sessions, instructors—local educators with a track record of effectiveness—model skills and techniques and engage participants in active practice. After each round of practice, participants receive specific feedback and practice the skill or technique again, implementing the feedback.
Responsive Coaching	Coaches support small groups of ARL teachers on mastery towards specific skills and instructional techniques over the course of the summer field experience through responsive coaching sessions. Responsive coaching sessions are an important opportunity to provide ARL teachers with differentiated support for their development based on data the coaches gather through frequent classroom observations. The small size of the coaching sessions and their focus on targeted development areas make them a powerful arena for ARL teachers to improve their performance.
Field Experience	ARL teachers have the opportunity to apply what they learn through skill-building sessions and responsive coaching to demonstrate their proficiency in key skills during Field Experience, which includes: lead teaching time; field development time; lesson plan review; peer collaborative groups.

After pre-service training, our teachers receive an intensive week of additional instruction and planning to assist them with getting ready for the start of the school year. The focus during this week is on internalizing their curriculum, planning the classroom systems and procedures they will use, and mapping out a long-term instructional plan. This is done under the guidance and supervision of full time NTC staff.

During the school year, ARL teachers take online coursework and receive coaching and support from program staff members. In addition to conducting several informal observations throughout the year, staff members observe each teacher formally four times during their first year. Their performance during these observations plays a critical role in

helping us to decide who will ultimately pass our program at the end of the year to be recommended for standard licensure.

Item B: Participant Information

Teacher Participants

In our second year, we have 44 ARL teachers who were hired across our 19 partner elementary schools. Of these, nearly half identify as a person of color, and the majority have come from outside of Nevada.

Full Time & Part Time Staff

During our second year, our staff included:

A full-time **Partner** who oversees the implementation of the program. The Partner assumes primary responsibility for successful delivery of services described in each district and school partnership and as described in the GTLF. The Partner also manages the program budget and ensures that NTC is accountable to the State of Nevada and its partner districts and schools for meeting rigorous program standards and annual goals.

One full-time **Site Director** oversees partner district and school relations, program planning, implementation, and evaluation of the ARL program components. The Site Director works directly with district staff members who support the planning and implementation of the program. The Site Director also manages NTC's full-time project staff, such as the Training and Instruction Manager and the Operations Associate.

The Site Director manages one full-time **Operations Associate** who provides administrative support for teachers and is the primary contract for teachers throughout the program for all administrative needs and questions. The Operations Associate oversees all program operatives and issues related to hiring and state certification requirements.

The Site Director also manages one full-time **Training and Instruction Manager** who ensures that NTC provides teachers with high-quality coaching and instructional experiences throughout both the summer pre-service training and the school year. In addition, the Site Director oversees other TNTP staff members, including a **Virtual Coach** who supports NTC teachers in their online content coursework.

In addition to the roles described above, NTC hired seasonal staff to provide Fellows with the coaching and support needed throughout pre-service training. NTC maintained the following positions leading up to and during pre-service training:

- **Two Skill-Building Instructors** to deliver practice-based sessions during pre-service training that was designed to ensure teachers' development. Instructors worked with a **caseload of approximately 20 teachers**.
- **Six Teacher Development Coaches** delivered practice-based coaching sessions to teachers. Coaches provided on-the-job coaching to teachers during their school-based experience and directed instruction and structured opportunities to practice specific teaching skills. Coaches worked with a **caseload of up to ten teachers** to provide intensive support during summer pre-service training.

Partner Elementary Schools

We partnered with the following schools for hiring for the 2017-2018 school year.

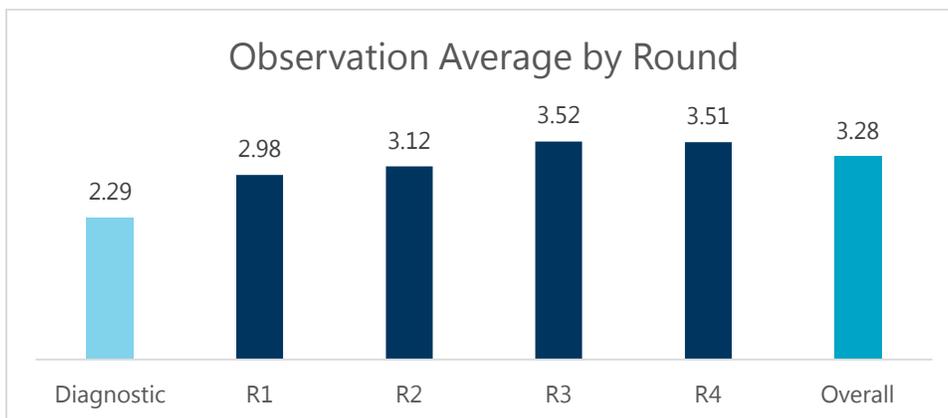| Elementary Charter Schools |
| --- |
| Democracy Prep |
| Mater Academy – Bonanza |
| Mater Academy - Mountain Vista |
| Rainbow Dreams Academy |
| **CCSD Elementary Schools** |
| Manuel Cortez Elementary School |
| Lois Craig Elementary School |
| Laura Dearing Elementary School |
| Jay Jeffers Elementary School |
| Matt Kelly Elementary School |
| Lincoln Elementary School |
| Walter Long Elementary School |
| Ann Lynch Elementary School |
| Twin Lakes Elementary School |
| Robert Lunt Elementary School |
| JE Manch Elementary School |
| JT McWilliams Elementary School |
| Mountain View Elementary School |
| Red Rock Elementary School |
| Fredric Watson Elementary School |

Item C.1: Improving Student Achievement

We continuously assess the performance of our ARL teachers through observations and research-based measures that include classroom observations using the TNTP Core Teaching Rubric.

The TNTP Core Teaching Rubric is used to describe and assess teacher performance in four performance areas. They are:
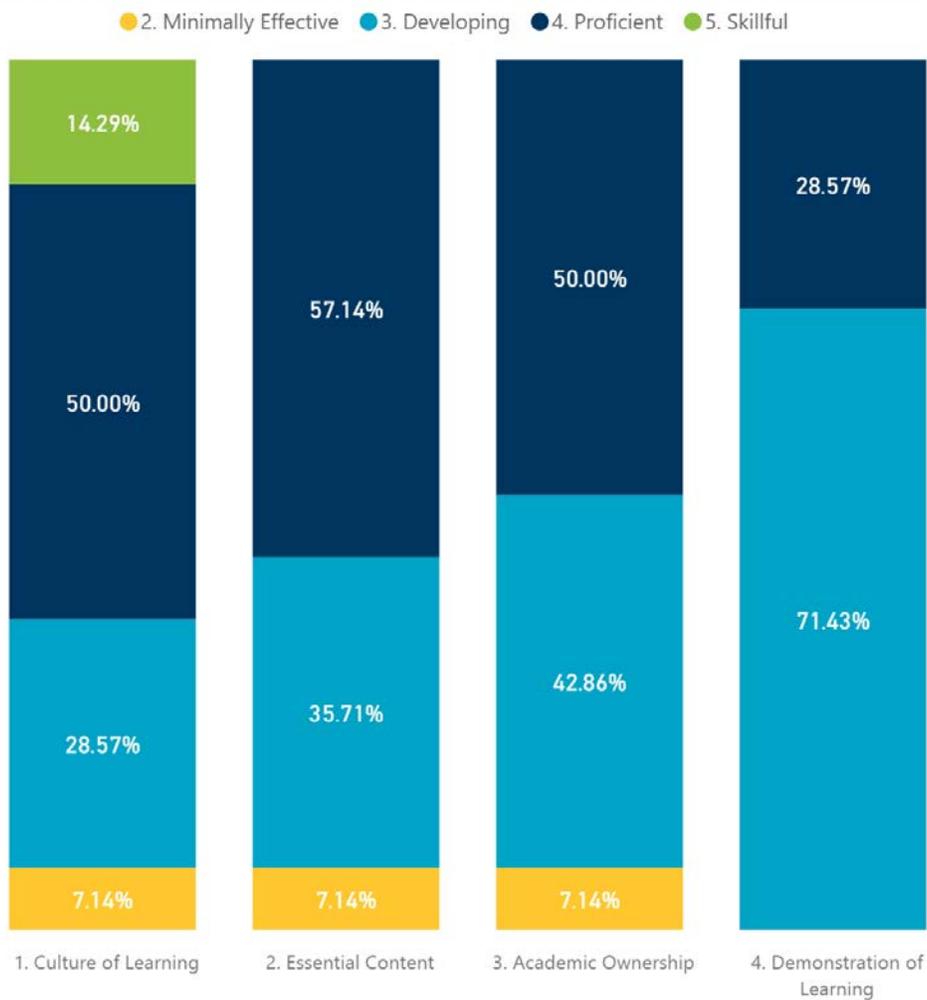
- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students working with content aligned to appropriate standards for their subject and grade?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?

Each performance area includes various descriptors. See Section F for a copy of the TNTP Core Teaching Rubric.

During the school year, each teacher was formally assessed at four points throughout the year in order to determine the types of coaching and supports they would need throughout the school year and to determine how the skills acquired through our program translated into their teaching and school context. The graphs below show the average performance for each formal observation round as well as the distribution of performance levels within each of the four rubric performance areas at the end of the 2016-2017 school year for our first cohort of teachers. It should also be noted that our teachers surpassed the performance goals we set for them at the beginning of the year, which were based on historical data from other ARL programs run by TNTP.

Observation Average by Round

Diagnostic: 2.29
R1: 2.98
R2: 3.12
R3: 3.52
R4: 3.51
Overall: 3.28

Competency Performance

Legend: 2. Minimally Effective | 3. Developing | 4. Proficient | 5. Skillful

1. Culture of Learning
- 5. Skillful: 14.29%
- 4. Proficient: 50.00%
- 3. Developing: 28.57%
- 2. Minimally Effective: 7.14%

2. Essential Content
- 4. Proficient: 57.14%
- 3. Developing: 35.71%
- 2. Minimally Effective: 7.14%

3. Academic Ownership
- 4. Proficient: 50.00%
- 3. Developing: 42.86%
- 2. Minimally Effective: 7.14%

4. Demonstration of Learning
- 4. Proficient: 28.57%
- 3. Developing: 71.43%

- Because we want to ensure that only those teachers who are best equipped to improve student achievement continue, at the end of the school year, we make final decisions about whether or not our teachers have met the performance bar and expectations to be recommended for their standard license. In order to meet this bar, teachers must have successfully completed all coursework and program requirements
- Received a passing score on the *Assessment of Classroom Effectiveness* which is comprised of **principal ratings, student surveys, and performance evaluations on the ACE rubric.**
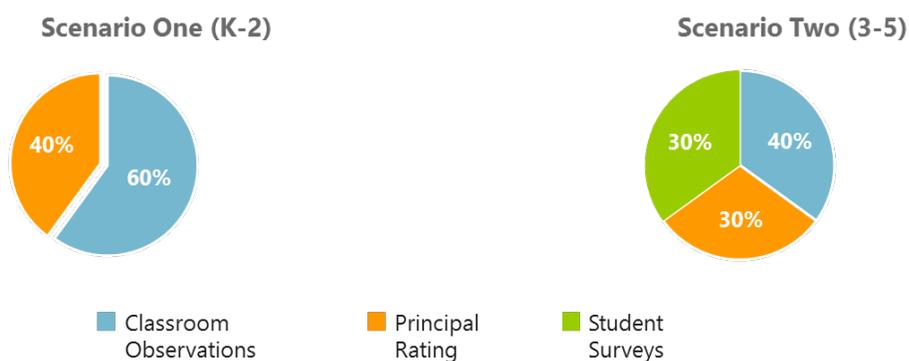
At the end of the school year, we had a pass rate of 88 percent for our first cohort, meaning this percentage of our first group of teachers both met our performance bar and successfully completed all of their requirements for standard licensure.
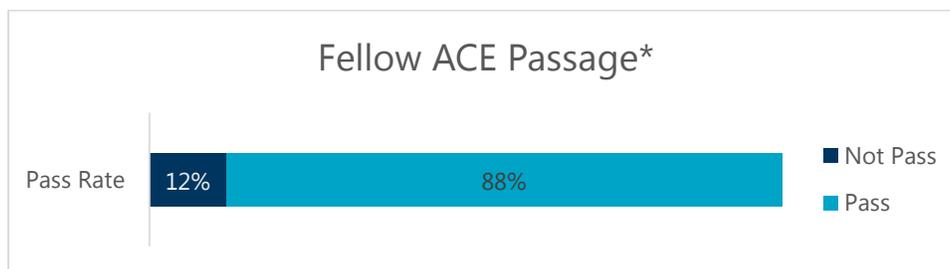
During the summer, prior to the end of this GTL period, our second cohort began pre-service training where each participant had to meet a rigorous performance bar to pass and continue on to teach during the school year. Throughout pre-service training, ARL teachers are assessed on: (1) classroom observations using the TNTP Core Teaching Rubric, focusing on culture of learning, essential content and demonstration of learning; (2) performance on foundational teaching techniques while participants are teaching (in-classroom technique assessments); (3) performance on foundational teaching techniques in a mock setting (out-of-classroom technique assessments). These scores are combined into a final composite score. Only NTC teachers who demonstrate an acceptable level of proficiency move on become a teacher of record during the school year.

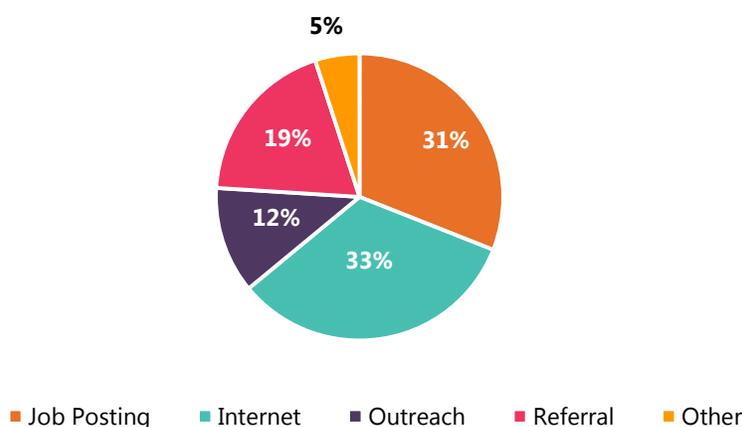| Pass 2.4-3.00	Consider Evidence 1.90-2.39	Remove 1.00-1.89
If your final score is in this range, you will pass pre-service training and will be recommended into the classroom.	If your final score is in this range, our staff will consider two sources of additional evidence: the pattern of evidence in previous observations, and your growth over the course of pre-service	If your final score is in this range, you will be removed from our program at the end of pre-service training and will not be permitted to start teaching.

Out of the 48 teachers who completed the duration of the summer pre-service training, 44 ARL teachers passed our performance screen and were hired for the 2017-2018 school year. Four teachers did not pass based on their scores, and seven withdrew before completing pre-service training.

Item C.2: Improving the Recruitment, Selection, & Retention of Effective Teachers

As part of our recruitment and selection strategy, we implemented a nationwide teacher talent search based on deploying proven marketing practices (e.g., advertising, compelling messages, grassroots outreach) to build a deep and diverse applicant pool.

In our last recruitment cycle, the NTC website (www.nevadateachercorps.org) attracted 24,864 page views from 7,629 users—with 70 percent of those users from outside of Nevada. Our marketing campaign yielded 788 applications from prospective ARL candidates. Overall, the highest yield recruitment sources were online job postings and internet searches, and we also recruited a large number of ARL candidates through referrals and direct outreach.

ARL Applicants by Recruitment Source

■ Job Posting ■ Internet ■ Outreach ■ Referral ■ Other

Our applicant pool was diverse and most applicants came from out of state as shown below.

ARL Applicant Demographics

White 33%
Non-White 62%
Declined to State 5%

■ White ■ Non-White ■ Declined to State

ARL Applicants by Locality

Local 32%
Out of State 65%
Declined to State 3%

■ Local ■ Out of State ■ Declined to State
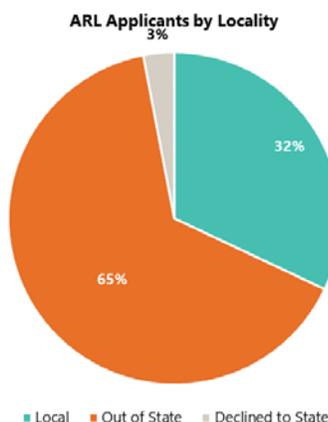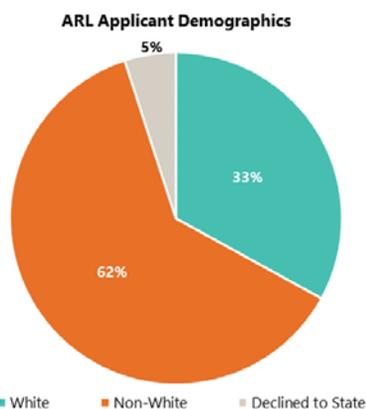
By recruiting a large number of teacher candidates, we ultimately brought in 55 ARL teachers to Nevada to start pre-service training. Due to our rigorous selection bar for pre-service training and some attrition due to personal and/or family situations, we started the school year with 44 ARL teachers, all of whom were hired at partner schools. The data below shows our projected and actual number of applicants as well as the number of candidates that moved on to each phase of the process.

Nevada	Projected	Actual
# Apps Submitted	712	**788**
App Submission	62%	**66%**
Enrollment	55%	**60%**
Start Training	**33%**	21%

Item C.3: Assisting Teachers and Administrators

NTC aims to provide our teachers with coursework, coaching and development experiences that will assist them in becoming effective teachers. In order to assess the impact that our program is having on our teachers, in addition to the teacher performance data described above, we administer several surveys throughout the year. One such survey was administered to our first cohort of teachers at the end of the school year. These results were used to inform key improvements for our 2017-2018 cohort. Overall, the majority of our teachers have been satisfied with the coaching, development, and support that they have received to date. Highlighted survey results follow:

- 100 percent of teachers report that they felt supported in their first year of teaching.
- 80 percent of teachers report that in-person NTC seminars helped them to become a more effective teacher.
- 95 percent of teachers report that one-on-one coaching helped them to become a more effective teacher.
- 95 percent of teachers report that support from their coaches was helpful.

We saw similarly strong results from our second cohort at the end of their pre-service training.

- 100 percent of teachers agreed that pre-service training prepared them with the appropriate skills to deliver high-quality instruction to students.

- 97 percent of teachers agreed that pre-service training prepared them with the appropriate skills to build a classroom culture of respect between all students and adults.
- 97 percent of teachers felt that their coach was helpful to their development.

Item D: Effectiveness Measure for Each Area, Including Rationale for Chosen Measure

Below are the effectiveness measures, including rationale for each measure, that we use to continually assess our program and the impact that our program is having on student achievement, improving teacher recruitment, and assisting teachers and administrators.

Student Achievement:

In order to assess our program impact on student achievement, we look at several pieces of data, including:

- *Teacher observation data* – Reliable student achievement data is not always available throughout the school year. For this reason, we assess teacher effectiveness through classroom observations as a proxy for student achievement. Teacher performance data is collected from evaluations using a rigorous and research-based rubric, student surveys, principal surveys, and Nevada Educator Performance Framework (NEPF) data for each teacher.
- *Pass Rate* – Similar to above, our teacher pass rates and composite scores at the end of pre-service training as well as at the end of the school year are another indicator of teacher effectiveness, and thus an interim proxy for student achievement.
- *Student achievement data* – As it is available, we will collect student achievement data for our teachers. This data will indicate the effect that our teacher's practice had on their students this school year and allow us to measure the effectiveness of the supports provided. We are currently awaiting achievement data from our partner sites.

Improving Recruitment/Selection of Effective Teachers:

While the ultimate effectiveness of the teachers we recruit, train, and select is determined using the metrics mentioned above, we collect multiple data points throughout the recruitment process to help better understand the impact that our program is having on recruitment, including:

- *Number of teachers who are hired and start the first day of school* – This measure helps determine the effectiveness of our recruitment efforts because it shows the vacancies we are able to fill with effective candidates.
- *Quantity of candidates at each stage of the recruitment and selection process* – Throughout our recruitment process, these numbers help us to better predict the total number of teachers that will start the school year, and thus serve as a proxy throughout our recruitment season. In addition, these metrics allow us to set projections for future years and to adjust our efforts as needed throughout a recruitment campaign.
- *Diversity* – In addition to focus on the quantity of high quality candidates, we also pay close attention to the diversity of our candidates and our teachers in order to assist our partner schools with their efforts to diversify the teaching force to be more representative of the students our partner schools serve. In addition to racial diversity, we also track the localities of our applicants. This helps us ensure that our recruitment efforts are effective at bringing in new talent to Nevada. It also helps us to better understand the national recruitment landscape so that we can align our strategies and efforts to trends we are seeing.

Assisting Teachers/Administrators:

We use two main measures to look at our impact on assisting teachers and administrators, both of which involve a series of surveys so that we can track impact over time. For our teachers, we administer surveys at multiple points during the year so that we can better understand the impact that our training and support is having on work in the classroom. We survey our principals throughout each program cycle as well to better understand their experience with our program.

Item E: Implications for Future Implementation

After a full year of supporting our first cohort of teachers and recruiting and preparing our second cohort, we have learned valuable lessons that inform the ongoing refinement of our program. Some of our key lessons, adjustments, and future implications are described below.

- When initially launching NTC, we did not have local, historical data to inform our recruitment targets for each stage of the candidate process. After two full recruitment cycles, we now have benchmark data that we will use to inform future recruitment efforts. For example, we now have better information about conversion rates between each stage of our selection and recruitment process, which allow us to set better initial application targets.
- We have found that the prospect of moving to start one's teaching career often presents a significant financial hurdle for candidates from our largely diverse and out-of-state applicant pool. To address this, in future recruitment campaigns, we are supporting applicants with financial planning on an earlier timeline so that motivated candidates can better prepare for the costs of relocating to Nevada.
- As we learn more about each of our partner school sites (e.g., curricular materials, school-based supports, staffing models) we will continue to tailot the support that we provide our teachers to maximize their growth and effectiveness.

Item F: Supporting Materials
CULTURE OF LEARNING   Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions. **Very few or no students follow behavioral expectations and/or directions.** **Students do not execute transitions, routines and procedures in an orderly manner.** **Students are left without work to do for a significant portion of the class period.**	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions. Some students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions. Most students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions. All or almost all students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

ESSENTIAL CONTENT Are all students working with content aligned to appropriate standards for their subject and grade?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals. **Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.** **Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).**	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. Only some activities students engage in are aligned to the stated or implied learning goal(s). Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s). Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals. All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals. All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	All descriptors for Level 4 are met, and the following evidence is demonstrated: Students make connections between what they are learning and other content across disciplines. Students independently connect lesson content to real-world situations.

ACADEMIC OWNERSHIP   Are all students responsible for doing the thinking in this classroom?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work. **Very few or no students provide meaningful oral or written evidence to support their thinking.** **Students respond negatively to their peers' thinking, ideas, or answers.** **No students or very few students try hard to complete challenging academic work or answer questions.**	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. Some students try hard to complete challenging academic work and answer questions.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own. Most students provide meaningful oral or written evidence to support their thinking. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. All or almost all students provide meaningful oral or written evidence to support their thinking. Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content.

DEMONSTRATION OF LEARNING   Do all students demonstrate that they are learning?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals. **Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.** **Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.** **Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.**	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. Students have few opportunities to express learning through academic writing and/or explanations using academic language. Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals. Students have some opportunities to express learning through academic writing and/or explanations using academic language. Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, identify their own errors and seek additional opportunities for practice.

SECTION 3. BUDGET SUMMARY

Item A: Narrative Overview of Use of GTL Funds Awarded

See Attachment A: FY 16-17 GTL Final Report for a narrative overview of the use of GTL funds awarded.

Item B: Brief Description of Expenditure Categories and Description

See Attachment A: FY 16-17 GTL Final Report for a brief description of expenditure categories and their respective descriptions.

Item C: Awarded Funds vs. Unexpended Funds

As a 2016-2017 GTL award recipient, TNTP utilized 100 percent of the grant funds we were awarded for NTC's work to supporting a strong first cohort of teachers and early preparation of our second cohort of teachers, now leading classrooms in some of the highest need schools in Clark County.

Institution/Organization Name: TNTP

Grant Program Title: GTL Fund

OBJECT	DESCRIPTION	INSTRUCTION COSTS Budget	INSTRUCTION COSTS Actual	INSTRUCTION COSTS Variance	SUPPORT SERVICES Budget	SUPPORT SERVICES Actual	SUPPORT SERVICES Variance	TOTAL Budget	TOTAL Actual	TOTAL Variance
100	Salaries	$ 37,630.48	$ 58,087.51	$ (20,457.03)	$ 113,623.88	$ 99,376.36	$ 14,247.52	$151,254.36	$157,463.87	$ (6,209.51)
200	Benefits	$ 10,862.05	$ 13,150.12	$ (2,288.07)	$ 32,797.62	$ 28,922.10	$ 3,875.52	$ 43,659.67	$ 42,072.22	$ 1,587.45
300	Purchased Professional Services	$ -		$ -	$ -		$ -	$ -	$ -	$ -
400	Purchased Property Services	$ -		$ -	$ -		$ -	$ -	$ -	$ -
500	510 Student Transportation Services	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	580 Staff Travel	$ -	$ 99.29	$ (99.29)	$ 1,300.00	$ 979.32	$ 320.68	$ 1,300.00	$ 1,078.61	221.39
	500 Other (520, 530, 540, 550, 560, 570, 590)	$ -	$ 12.98	$ (12.98)	$ 3,500.00	$ 45.32	$ 3,454.68	$ 3,500.00	$ 58.30	3,441.70
600	610 General Supplies (exclude 612)	$ 2,000.00	$ 1,549.74	$ 450.26	$ 2,166.66	$ 3,884.95	$ (1,718.29)	$ 4,166.66	$ 5,434.69	$ (1,268.03)
	612 Non-Information Tech Items of Value	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	620 Energy	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	630 Food	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	640 Books and Periodicals (exclude 641)	$ -	$ 495.01	$ (495.01)	$ -		$ -	$ -	$ 495.01	$ (495.01)
	641 Textbooks	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	650 Supplies; Info Tech (exclude 651, 652, 653)	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	651 Software	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	652 Information Tech Items of Value	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	653 Web-based and Similar Projects	$ -		$ -	$ -		$ -	$ -	$ -	$ -
700	730 Equipment (over $5,000 each)	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	700 Other	$ -		$ -	$ -		$ -	$ -	$ -	$ -
800	810 Dues and Fees	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	890 Other Miscellaneous	$ -		$ -	$ -		$ -	$ -	$ -	$ -
	800 Other	$ 93,700.04	$ 182,527.28	$ (88,827.24)	$ 151,074.79	$140,059.21	$ 11,015.58	$244,774.83	$322,586.49	$ (77,811.66)
	893 Approved Indirect Cost Rate	$ 25,882.57	$ -	$ 25,882.57	$ 54,651.10		$ 54,651.10	$ 80,533.67	$ -	$ 80,533.67
								$ -		
TOTALS		$ 170,075.14	$ 255,921.93	$ (85,846.79)	$ 359,114.05	$273,267.26	$ 85,846.79	$529,189.19	$529,189.19	$ (0.00)

The figures above represent our actual expenses compared with our original approved budget; these are the figures on our final quarterly request for reimbursement form. As requested, we recast the budget in March 2017, removing all indirect costs. The figures and narrative notes below report the same actual expenses in greater detail and explain variances against this revised and approved budget.

OBJECT	DESCRIPTION	INSTRUCTION COSTS Budget	INSTRUCTION COSTS Actual	INSTRUCTION COSTS Variance	SUPPORT SERVICES Budget	SUPPORT SERVICES Actual	SUPPORT SERVICES Variance	TOTAL Budget	TOTAL Actual	TOTAL Variance	Notes
100	**Salaries**	**$ 64,841.88**	**$ 58,087.51**	**(6,754.37)**	**$ 200,020.68**	**$ 99,376.36**	**$(100,644.32)**	**$264,862.56**	**$157,463.87**	**$(107,398.69)**	
	Partner			$ -	$ 29,954.39	$ 21,398.98	$ (8,555.41)	$ 29,954.39	$ 21,398.98	$ (8,555.41)	Our Site Director was able to assume a greater share of the program implementation responsibilities, so less Partner time was used than had originally been budgeted.
	Training & Instruction Manager	$ 52,841.88	$ 43,142.01	$ (9,699.87)		$ -		$ 52,841.88	$ 43,142.01	$ (9,699.87)	Based on reduced GTL funding from our proposal, we reduced the number of teachers we brought in, which in turn led to less time spent by our Training and Instruction Manager, whose primary function is to provide direct teacher support.
	Operations Associate			$ -	$ 32,222.36	$ 29,364.02	$ (2,858.34)	$ 32,222.36	$ 29,364.02	$ (2,858.34)	A portion of the Operations Associate budget line was used for our central Teaching Fellows Support team; the expense appears under 800: Other.
	Site Director			$ -	$ 44,594.28	$ 48,613.36	$ 4,019.08	$ 44,594.28	$ 48,613.36	$ 4,019.08	Because our Site Director was able to assume a greater share of program implementation responsibilities, we incurred more expense in this budget line and less expense in the Partner line, with a net savings of $4,536.33.
	Teacher Development Coaches/Launch Skills Instructors (Training)	$ 12,000.00	$ 14,945.50	$ 2,945.50		$ -		$ 12,000.00	$ 14,945.50	$ 2,945.50	Because some of our summer staff were paid at a higher rate than we had estimated in our budget, the expenses for training these staff members was higher than budgeted.
	Recruitment Specialist			$ -	$ 60,285.06	$ -	$ (60,285.06)	$ 60,285.06	$ -	$ (60,285.06)	Although originally budgeted as an expense under Salary, this cost came through in actuals as time allocated from our central Recruitment & Selection team. These costs were categorized in the 800: Other section of our actual expenses. See additional notes in that section.
	Hourly Recruitment Associate			$ -	$ 20,800.00	$ -	$ (20,800.00)	$ 20,800.00	$ -	$ (20,800.00)	Although originally budgeted as an expense under Salary, this cost came through in actuals as time allocated from our central Recruitment & Selection team. These costs were categorized in the 800: Other section of our actual expenses. See additional notes in that section.
	IT Partner			$ -	$ 4,704.06	$ -	$ (4,704.06)	$ 4,704.06	$ -	$ (4,704.06)	Although originally budgeted as an expense under Salary, this cost came through in actuals as time allocated from our central Recruitment & Selection team. These costs were categorized in the 800: Other section of our actual expenses. See additional notes in that section.
	Senior Developer			$ -	$ 7,460.53	$ -	$ (7,460.53)	$ 7,460.53	$ -	$ (7,460.53)	Although originally budgeted as an expense under Salary, this cost came through in actuals as time allocated from our central Recruitment & Selection team. These costs were categorized in the 800: Other section of our actual expenses. See additional notes in that section.
200	Benefits	$ 16,749.97	$ 13,150.12	$ (3,599.85)	$ 49,831.17	$ 28,922.10	$ (20,909.07)	$ 66,581.14	$ 42,072.22	$ (24,508.92)	These expenses vary with direct salaried expense; since our recruitment and IT support costs were allocated as shares of central teams' support, our direct benefits and staff support costs dropped as a portion of this actual expense is now in 800: Other.
300	Purchased Professional Services	$ -		$ -	$ -		$ -	$ -	$ -	$ -	
400	Purchased Property Services	$ -		$ -			$ -	$ -	$ -	$ -	
500	510 Student Transportation Services						$ -	$ -	$ -	$ -	
	580 Staff Travel		$ 99.29	$ 99.29	$ 1,300.00	$ 979.32	$ (320.68)	$ 1,300.00	$ 1,078.61	(221.39)	
	500 Other (520, 530, 540, 550, 560, 570, 590)	$ 2,871.75	$ 12.98	$ (2,858.77)	$ 32,000.00	$ 45.32	$ (31,954.68)	$ 34,871.75	58.30	$ (34,813.45)	This budget line included printing costs for instructional materials as well as recruitment & selection marketing costs in the support services section. We incurred much less printing expense than expected, as the majority of our materials were delivered virtually using our Learning Portal system. Our recruitment expenses came through the central Recruitment & Selection section of our 800: Other budget line.
600	610 General Supplies (exclude 612)	$ 4,381.65	$ 1,549.74	$ (2,831.91)	$ -	$ 3,884.95	$ 3,884.95	$ 4,381.65	$ 5,434.69	1,053.04	
	612 Non-Information Tech Items of Value						$ -	$ -	$ -	$ -	
	620 Energy			$ -			$ -	$ -	$ -	$ -	
	630 Food						$ -	$ -	$ -	$ -	
	640 Books and Periodicals (exclude 641)		$ 495.01	$ 495.01			$ -	$ -	$ 495.01	495.01	
	641 Textbooks						$ -	$ -	$ -	$ -	
	650 Supplies; Info Tech (exclude 651, 652, 653)			$ -	$ -		$ -	$ -	$ -	$ -	
	651 Software			$ -	$ -		$ -	$ -	$ -	$ -	
	652 Information Tech Items of Value			$ -	$ -		$ -	$ -	$ -	$ -	
	653 Web-based and Similar Projects			$ -	$ 1,000.00		$ (1,000.00)	$ 1,000.00	$ -	$ (1,000.00)	We were able to update the website that supports our recruitment efforts internally, so we did not incur additonal design expense.
700	730 Equipment (over $5,000 each)	$ -		$ -	$ -		$ -	$ -	$ -	$ -	
	700 Other	$ -		$ -	$ -		$ -	$ -	$ -	$ -	
800	810 Dues and Fees	$ -		$ -	$ -		$ -	$ -	$ -	$ -	
	890 Other Miscellaneous	$ -		$ -			$ -	$ -	$ -	$ -	
	800 Other	$ 156,192.09	$ 182,527.28	$ 26,335.19	$ -	$140,059.21	$ 140,059.21	$156,192.09	$322,586.49	$ 166,394.40	These costs (800 Other) are related to TNTP's central services: the support of our centralized recruitment and selection team, the personnel, maintenance costs of our Learning Portal platform and licensed Uncommon Schools material, virtual coaching through our central Academy Online service, ACE classroom observations, and updating and operating TNTP's Teacher Track system which is essential to a site's recruitment and selection as well as tracking ARL teachers' progress throughout their certification and training process. Because these services have been centralized, these costs are inclusive of personnel and benefits, web-based advertising, and travel. Approximately $130,000 of this expense represents a process variance, as it was included in our budget as direct expense in the 100: Personnel, 200: Benefits, and 500: Other budget lines. Notes on these process variances follow are included in those corresponding lines. Details of our cost allocation methodology were included in the Allocated Expense support tab of the Grant Support Report file that accompanied each of our quarterly Requests for Reimbursement.