

Great Teaching and Leading Fund Final Annual Report

Pursuant to [NRS 391A.510](#), an entity that receives a grant of money from the GTL Fund *shall provide a report within 120 days after the conclusion of the grant to the Superintendent of Public Instruction in the form prescribed by the Superintendent that includes, without limitation, a description of:*

- (a) The programs for which the grant of money was used.*
- (b) The effectiveness of the grant of money in:*
 - (1) Improving the achievement of pupils;*
 - (2) Assisting teachers, administrators and other licensed educational personnel; and*
 - (3) Improving the recruitment, selection and retention of effective teachers and principals.*

All Final Annual Reports for FY16 Funds awarded, should include the following areas and be organized in the manner outlined below, with a Table of Contents. FY16 Reports are to be submitted by **5PM on October 31, 2016 to Kelee Dupuis at kdupuis@doe.nv.gov**. (Note that reports must be ADA compliant prior to submission, will be presented to the State Board at a future meeting, and will be posted on the NDE website.)

I. Summary

- a. Program Name & Overall Goals/Objectives of Program
- b. Abstract and Results Overview
- c. Next Steps

II. Grant Funded Activities (Complete items a. – g. for EACH activity.)

- a. Name of Activity and Overview
- b. Participant Information (who, roles, how many, demographics, etc.)
- c. Area(s) of Effectiveness Measured
 - i. Improving Student Achievement
 - ii. Improving Recruitment/Selection/Retention of Effective Teachers/Principals
 - iii. Assisting Teachers/Administrators/Other Licensed Personnel
- d. Effectiveness Measure for Each Area, Including Rationale for Chosen Measure
- e. Implications for Future Implementation
- f. Optional – Supporting Materials (agendas, training documents, assessment results, etc.)

III. Budget Summary

- a. Narrative Overview of Use of GTL Funds Awarded
- b. Brief Description of Expenditure Categories and Description
- c. Awarded Funds vs. Unexpended Funds, Including Narrative of All Unexpended Funds

I. Summary

Program Name and Overall Goals/Objectives: *Teach For America Las Vegas Valley*

Category	Goal	Target
Recruitment	National and regional combined recruitment efforts will lead to an increase in pre-service teachers in Clark County classrooms	49 teachers
Selection	Teachers will meet the competency requirements of TFA's ambitious selection model	100%
Selection	Teachers will take and pass all required exams and achieve Highly Qualified status prior to the first day of school in the assigned content	100%
Placement	TFA-LVV will place teachers in high-need Title I schools in Clark County by June 15 th	100%
Placement	TFA-LVV will place accepted teachers in District identified high-need classrooms by June 15 th	100%
Retention	Teachers will begin their second year of teaching	95%
Leadership Development	1 st and 2 nd year teachers will attend TFA designed professional development sessions five times throughout the 2015-2016 school year	100%
Leadership Development	Each 1 st and 2 nd year teacher will complete an individualized development plan which includes regular classroom observations and 1:1 meetings with a TFA coach to set annual goals and analyze student data	100%

Abstract and Results Overview:

WHO WE ARE

Teach For America (TFA) is a nonprofit organization working to ensure all children have access to an education that will help them reach their full potential. Since 1991, more than 47,000 emerging leaders from many backgrounds have become TFA teachers —each committing to teach for a minimum of two years in low-income communities across the country. In Nevada, TFA has built a diverse teacher and leader pipeline. Since 2004 we have placed more than 800 teachers in high-need schools throughout Southern Nevada.

WHAT WE DO

TFA recruits and selects a diverse group of recent college graduates from over 830 campuses and professionals, with demonstrated leadership ability and a record of high achievement, to teach for a minimum of two years in low-income public schools. In Nevada, our recruits fill critical-need teacher vacancies in STEM, SPED, and elementary on Title I campuses in Clark County. We provide intensive training and ongoing support during the entirety of the initial two year corps commitment. Corps members receive coaching and instruction, inside and out of the classroom, from regional TFA staff and set ambitious goals as they partner with their communities, students, and families to dramatically increase student achievement.

PROGRAM OUTCOMES & EVALUATION

Goal	Target Per Year	Result
National and regional combined recruitment efforts will lead to an increase in pre-service teachers in Clark County classrooms	49 teachers	101 teachers
Teachers will meet the competency requirements of TFA’s ambitious selection model	100%	100%
Teachers will take and pass all required exams and achieve Highly Qualified status prior to the first day of school in the assigned content	100%	92%
TFA-LVV will place teachers in high-need Title I schools in Clark County by June 15 th	100%	100%
TFA-LVV will place accepted teachers in District identified high-need classrooms by June 15 th	100%	100%
Teachers will begin their second year of teaching	95%	93%
1 st and 2 nd year teachers will attend TFA designed professional development sessions five times throughout the 2015-2016 school year	100%	100%
Each 1 st and 2 nd year teacher will work with their teacher coach to complete an individualized development plan	100%	100%

II. Grant Funded Activity

a) **Activity Name:**

a. *Teacher Recruitment & Selection*

b) Participant Information

a. - **Recruiters:** Teach For America’s recruitment strategy is designed and executed by a national recruitment team made up of 200 recruiters and 400 student interns. The team includes expert recruiters, researchers, and statisticians who examine what makes our best teachers unique.

b. - **Selectors:** In an effort to maintain integrity and consistency with selective acceptance model, nearly all 2,000+ staff members of TFA and some alumni, trained on a normative selection model, participate in at least one stage of the application review process. We leverage our team to train individual selectors on how we can recognize potential in applicants and ensure our selection process is consistent and rigorous.

c) Area of Effectiveness Measured

a. Improving Recruitment/Selection/Retention of Effective Teachers/Principals

d) Effectiveness Measure for Each Area, Including Rationale for Chosen Measure

a. *Number of teachers placed vs. partner school needs*

i. - **Rationale:** Given the desperate need for talented leaders in our community – especially schools with a high population of students who need free and reduced lunch, speak English as a second language or have individualized learning plans – we wanted to measure our ability to help provide leaders to the schools where the need (and demand) was greatest.

ii. - **Results:** We currently have a contact with the Clark County School District to provide up to 175 teachers per school year. By leveraging GTL

and other philanthropic funding we were able to supply 101 teachers to -
Clark County schools.

b. Percent of teachers placed by start of summer institute training

- i. - **Rationale:** The effectiveness of our summer training relies on our ability to tailor the content to the needs of each teacher. When a teacher knows the content area, school and demographic make-up of their teaching assignment, they are better prepared to seek help with a specific teaching need during their summer institute.
- ii. - **Results:** We were able to place 100% of our teachers in CCSD or Southern Nevada charter schools by ahead of our June summer institute.

e) Implications for future implantation

- a. - In an effort to enhance our recruitment and training practices and determine the overall satisfaction of our teaching force, TFA administers numerous surveys throughout our teachers experience with TFA. Our national and local teams analyze survey results to help guide changes to pre-service training, professional development sessions, and 1:1 coaching with teachers. Below is a description of our various surveys:
 - i. - **Start of Summer:** This survey is given to first year teachers after their regional induction. The results help our regional team gauge who may need extra support during the summer institute.
 - ii. - **End of Summer:** This survey is given to first year teachers after their summer training. The results help our regional staff understand what

elements they may need to emphasize during the regional training ahead -
of the school year.

- iii. - **First Eight Weeks:** This survey provides our regional staff an understanding of how each first year teacher has internalized their pre-service training, what supports are necessary and how the regional team can further support their development.
- iv. - **Mid-year Survey:** This survey is given to first and second year teachers to measure their satisfaction with their current experience and what support the regional team may need to provide during the second half of the year.
- v. **End of Year:** As a final measurement of our teacher's satisfaction and experience throughout the academic year, we administer the end of year survey. This set of data enables our regional program team to modify its implementation of training for the coming school year.

a) **Activity Name:**

- a. - Teacher Training & Leadership Development

b) **Participant Information**

- a. - ***Two Managing Directors of Teacher Leadership Development*** provide full-time management of all aspects of teacher preparation and act as the liaison between TFA, Clark County School District and charter partners, and UNLV. The Managing Directors manage all Managers of Teacher Leadership Development.
- b. - ***Seven Managers of Teacher Leadership Development (MTLDs)*** are full-time catalytic coaches for corps members. Las Vegas MTLDs specialize in five specific

content areas: early childhood education, special education, math, science, and - language arts. With experience as effective teachers serving low-income students, each MTLTD provides support to a content portfolio of 30 corps members and observes classrooms to provide comprehensive feedback on instruction. In addition, they ensure students are invested in and have internalized their shared classroom vision and goals. MTLTDs also manage corps member attendance at professional development events and submission of student achievement data. MTLTDs ensure corps members understand the Las Vegas education landscape and cultivate relationships with families, school leaders, and the community. They help corps members evaluate success metrics as well as address challenges or opportunities in leadership. MTLTDs also personally develop relationships with school leaders to drive teacher development plans.

- c. - The ***Alumni Affairs team*** is comprised of one full-time and one part-time staff member who are fully dedicated to providing opportunities to alumni to strengthen their skill-set, build their networks, and craft a personal vision. They empower alumni to be part of a local and connected group of life-long educational equity advocates that empowers the Las Vegas community.
- d. - The regional team is complemented by a ***national prep team and alumni affairs team***. The national teams include expert researchers and statisticians who develop rubrics to analyze teachers' effect on student learning and other

outcomes, coaches who ensure teachers are ready for the classroom, and staff - who support our alumni network.

c) Area of Effectiveness Measured

a. Improving Effective Teachers

d) Effectiveness Measure for Each Area, Including Rationale for Chosen Measure

a. External student achievement data

i. - **Rationale:** Our goal is to ensure that our recruitment, selection and

training efforts yield student learning and empowerment. We would be

unable to achieve our vision of 'One Day' unless we see dynamic student

achievement in every classroom.

ii. **Results:** Although there were difficulties collecting state-wide assessment

data, our region measured our progress using effectiveness ratings

determined by the federal government for SEED funding. Per the

guidance from our SEED grant, **77% of our teachers were rated either**

effective or highly effective for the 2015-16 school year.

e) Implications for future implantation:

a. See above for description of how we administer feedback to drive necessary changes.

I. Budget Summary

a. Narrative Overview

Despite significant investments in education during the 2015 legislative session, the ability to attract and retain talented and diverse leaders in the Las Vegas Valley remains a challenge. Teach For America - Las Vegas Valley (TFA-LVV) has been a reliable partner to various Clark County schools for over a decade by providing talented and diverse

leaders to our community's highest need classrooms. We were able to leverage funding - from the Great Teaching and Leading Fund to bring diverse, driven leaders who would not have otherwise been in our community.

In addition to the recruitment and selection investments we made with GTL funding, we allocated GTL funds to put our teachers through a four-part training regimen that prepared them for teaching on the first day of school. Prior to arriving in Las Vegas, we provided our teachers with self-guided pre-work to enable them to begin to develop the mindsets necessary to effect positive change in classrooms. In preparation for the school year, we hosted a continuum of summer training beginning with a week-long regional orientation, followed by an intensive five-week professional development institute where teachers received hands-on classroom experience, and concluded with a one-week teaching orientation to further expand each teacher's content knowledge and pedagogy skills. GTL funding helped off-set the costs associated with pre-service training and preparation – including staffing, materials, and other expenses required to produce an intensive five-week training institute as well as a regional induction and orientation.

Teacher recruitment, selection and pre-service training is a portion of the work we do to help ensure our community has talented diverse leaders able to make an impact.

Funding from the Great Teaching and Leading Fund enabled TFA to provide a series of full-day professional development sessions focusing specifically on pedagogy, diversity, community, and collaboration. These five day-long professional development sessions were attended by all first and second year TFA teachers. GTL funding also helped off-set

the cost for TFA to provide all of our teachers a content-specific coach who provided one-on-one coaching and feedback throughout the year.

In an effort to better retain the TFA teachers already in our community, we leveraged GTL funding to add staff capacity to our alumni affairs team. This group was charged with creating plans that would drive long-term alumni leadership. Our Alumni Affairs team worked to expand the impact of TFA teachers by focusing on each teacher’s unique leadership both in the classroom and in the community. TFA’s dynamic Alumni Affairs team helped build mindsets and conditions to assist alumni in finding leadership pathways that fulfilled their potential.

b. Description of Expenditure Categories and Description:

i. **Total Award: \$353730**

ii. **Total Spent: \$353,730**

Expense	Itemization/Narrative
<p>Recruitment Selection & Placement</p>	<p>Total Cost: \$50,153.84 We leveraged the GTL Fund to recruit, select and place 101 new TFA teachers across the Las Vegas Valley. GTL funding combined with our philanthropic funding enabled us to reach our final cohort figures. Our recruitment costs are significantly lower than other organizations seeking the same level of talent. TFA’s costs are comprised of the following:</p> <ul style="list-style-type: none"> • salary and program costs for the Recruitment and Admissions teams • transitional assistance, a need-based financial aid program which supports corps members as they transition to the region
<p>Pre-Service Training & Preparation</p>	<p>Total Spent: \$95,029.29 During the summer of FY16, we trained new TFA teachers, who were entering their first year of teaching. The majority of the costs for pre-service training and preparation were associated with the intensive five-week summer training institute. Additionally, to welcome corps members into the Las Vegas Valley region and deepen the Las Vegas context and</p>

	<p>understanding, we hosted a five-day induction and a one-week orientation. Training costs include the following:</p> <ul style="list-style-type: none"> • full-time and summer staff positions • temporary housing for corps members and trainers • meals for corps members and trainers • rental of facility space • training materials • expenses for the induction and local orientation of incoming corps members prior to and following institute • travel for corps members and trainers to Institute and other training opportunities <p>Our region paid a per teacher share of the total cost of the institute.</p>
<p>Teacher Development & Support</p>	<p>Total Spent: \$178,835.54</p> <p>In FY16, we supported 230 first and second year teachers in 55 schools towards becoming excellent teachers and helping students achieve exceptional academic and social outcomes. Teacher development and support expenses were primarily for the ongoing training provided to corps members throughout their first two years in the classroom by approximately 10 full-time regional staff members in Las Vegas. In addition, this category includes a share of the costs incurred by our national program team to create and refine instructional materials and support regional staff members utilizing best in class techniques that we have refined over the last 24 years.</p> <p>The above figure includes salaries for seven Managers of Teacher Leadership Development, one Director of Teacher Leadership Development, two Managing Directors of Teacher Leadership Development</p> <p>Hourly rates of compensation are as follows:</p> <ul style="list-style-type: none"> • Manager, Teacher Leadership Development- \$25.67 • Managing Director, Teacher Leadership Development - \$40.96 • Director, Teacher Leadership Development - \$29.52

<p>Alumni Support</p>	<p>Total Spent: \$29,711.33</p> <p>In FY16, we supported more than 250 alumni leaders across Nevada. This category included the costs to offset a portion of the salary of our Director and Manager of Alumni Affairs. Additionally, this category included a per corps member share of the costs incurred by our national alumni team to organize regional and national summits and produce a quarterly magazine.</p> <p>The above figure includes salaries one Manager of Alumni Affairs and one Director of Alumni Affairs.</p> <p>Hourly rates of compensation are as follows:</p> <ul style="list-style-type: none">• Director, Alumni Affairs – \$32.84 Part time• Manager, Alumni Affairs - \$25.65
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