

# **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, 2016**



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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, starting with 100 high-quality teachers for the 2016-17 school year. NTC will use a two-program strategy to meet this goal: (1) launch and lead a state-approved alternative route to licensure (ARL) program and (2) attract licensed teachers to the state. Each strategy emphasizes teachers who are committed to staying in teaching for the long-term.

Specifically, our overall goals for NTC are:

- Strategic recruitment of the best available teacher talent – both ARL and traditionally licensed
- A smart, efficient, and multi-layered screening model
- Systems and benchmarks for continuous monitoring and improvement
- Clearinghouse of selection tools and resources for principals
- 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 license, and who will be eligible for standard licensure upon program completion.

We are proud to report that we have seen many successes in our first year as a program, including:

- Attracting 16,356 page views from 4,021 users to the NTC website ([Nevada Teacher Corps website link](#)) – with 82 percent of those users from outside of Nevada;
- Receiving 1,048 applications with 77 percent of those applications coming from outside of Nevada and 54 percent identifying as a person of color;
- Securing partnerships with 20 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;
- Earning approval as a state ARL provider for elementary education with the application being offered as an exemplar to other ARL providers;
- Winning 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 50 ARL teachers and 10 licensed teachers hired at partner schools to date.

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

### Item C: Next Steps

Building on the successes of our first year and with the generous continued funding from NDE through the 2016 GTLF award, in Year 2, we intend to: 1) increase our recruitment efforts to provide additional high quality teachers to our partner schools, 2) expand our recruitment and training efforts to include special education and additional high needs subject areas, and 3) refine 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

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

**National Recruitment and Selection:** To date, we have executed our first recruitment campaign that led to the selection, training, and hiring of 50 ARL and 10 licensed 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, hosted in-person and online information sessions, and a program website—to cast a broad recruitment net and build a large pool of strong applicants.

**Hiring Support:** NTC has also provided partner principals with a clearinghouse of selection tools and resources to select candidates into their school-based process and eventually identify those who best meet their schools’ unique culture and needs.

**Intensive Teacher Training (for ARL teachers only):** 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
<b>Skill-Building</b>	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.
<b>Responsive Coaching</b>	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.
<b>Field Experience</b>	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 several informal observations that happen throughout the year, each teacher is formally observed four times during their first year. Their performance during these observations play 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 first year, we have 50 ARL and 10 licensed teachers who have been hired across our 20 partner elementary schools. Of these, 54 percent identify as a person of color, and 77 percent come from a state other than Nevada.

### **Full Time & Part Time Staff**

Part of launching our program involved building a local team to train and support our teachers. During our first 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 Great Teaching and Leading Fund. 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 Field Experience 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 two part-time **Field Experience Managers** who ensure that NTC provides teachers with high-quality coaching and instructional experiences during teachers' summer school experience and manages all instructors and coaches during the summer pre-service training. The Field Experience Managers will observe Skill-Building Instructors' and Teacher Development Coaches' work with teachers, observe teachers during all components of pre-service training, and provide coaching and support to Instructors and Coaches to ensure they are meeting NTC's high bar for instructional excellence.

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

- **3 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 25 teachers**.
- **6 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 10-12 teachers** to provide intensive support during summer pre-service training.

### Partner Elementary Schools

We partnered with the following schools for hiring. Schools in **bold** also served as summer training sites where our ARL teachers completed their per-service training.

Elementary Charter Schools	CCSD Elementary Schools, continued
100 Academy of Excellence Andre Agassi College Preparatory Academy Mater Academy of Nevada	Will Beckely Elementary School Arturo Cambeiro Elementary School Kit Carson Elementary School <b>Manuel Cortez Elementary School</b> <b>David Cox Elementary School</b> <b>Lois Craig Elementary School</b> <b>Ruben Diaz Elementary School</b> Daniel Goldfarb Elementary School Jay Jeffers Elementary School Lincoln-Edison Elementary School Ann Lynch Elementary School Matt Kelly Elementary School Martin Luther King Jr. Elementary School Vail Pittman Elementary School Doris Reed Elementary School <b>Bertha Ronzone Elementary School</b> Twin Lakes Elementary School

### Item C.1: Improving Student Achievement

In advance of student achievement data that will inform our work, 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 the 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?

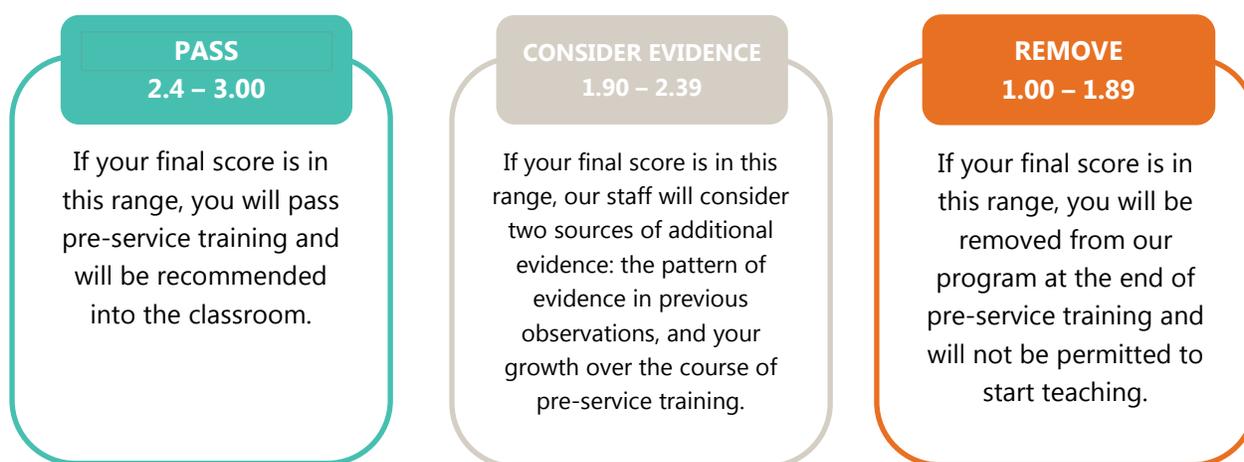
Each performance area includes various descriptors. See Section 2f for a copy of the TNTP Core Teaching Rubric.

Our assessment on teacher performance began during pre-service training where each participant had to meet a rigorous performance bar to pass pre-service training 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, only 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 ARL teachers who demonstrate an acceptable level of proficiency will move on become a teacher of record during the school year. The chart below shows the average composite score, as well as the average scores in each area assessed.

<b>Teacher Effectiveness Assessment</b>	<b>Average Score*</b>
PST Composite	2.48
Observation Score	2.33
In-classroom technique assessments	2.49
Out-of-classroom technique assessments	2.96

**\*Note: Ratings are based on a 3-point scale.**

The goal is that for pre-service training, ARL teachers must earn a passing composite score. The cut off scores and explanations for each score range are noted in the figure below.



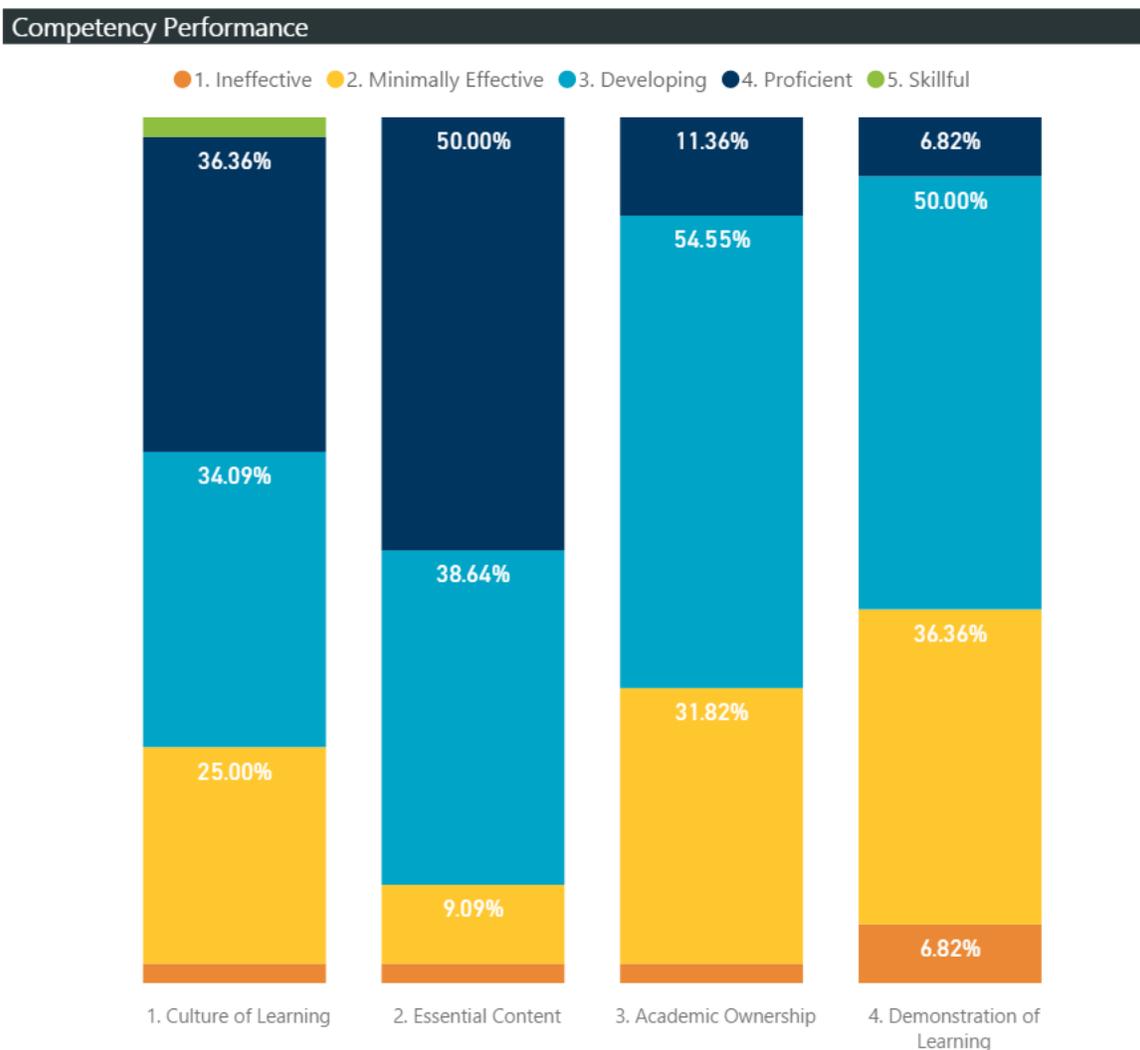
At the end of pre-service training, forty of our ARL teachers received a passing score on the rubric, and an additional twelve passed after we reviewed additional performance data. Seven ARL teachers did not pass based on their scores, and six withdrew before completing pre-service training.

<b>Category</b>	<b>#</b>	<b>%</b>
Pass	40	62%
Pass After Evidence Review	12	18%
Fail	7	11%
Withdrew before end of pre-service training	6	9%

Throughout the school year, teacher performance is also measured using the TNTP Core Teaching Rubric, only now ARL teachers are assessed in all four categories, which includes the addition of “Academic Ownership.”

During the beginning of the school year, each teacher was assessed in order to determine the types of coaching and supports they would need throughout the school year and to determine how the skills acquired during pre-service training translated into their new school context. Similar data will be collected at three other points throughout the school year. The graph below shows the distribution of performance levels within each of the four rubric performance areas

(Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning) after the first round of observations during the 2016-2017 school year.



We will continue to collect observation data throughout the school year to assess teacher performance. Additionally, we have an agreement with our partner schools and districts that allow us to collect student achievement data as it becomes available at the end of the 2016-17 school year so that we can better understand how our training and support model is impacting student performance.

### 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. Some key results from our recruitment and selection efforts are shown below.

Since its inception in October 2015, the NTC website ([www.nevadateacher corps.org](http://www.nevadateacher corps.org)) has attracted 16,465 page views from 4,105 users—with 82 percent of those users from outside of Nevada. Our marketing campaign yielded 901 applications from ARL candidates and 166 applications from licensed candidates.

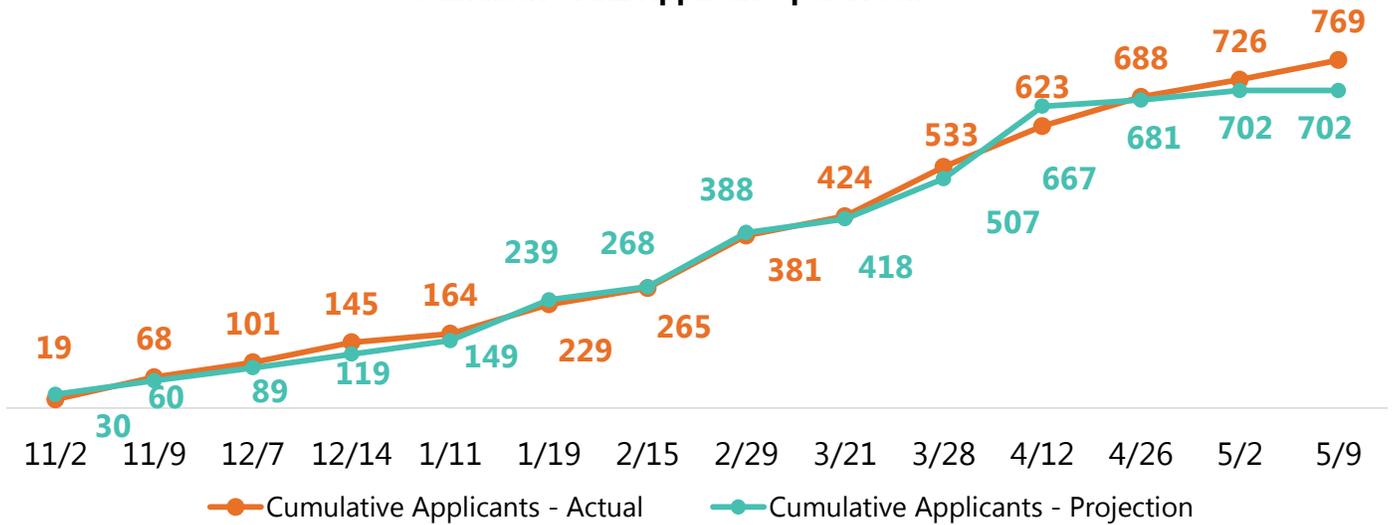
Website Data	Application Data
<b>16,465</b> NTC webpage views	<b>901</b> Total applications from ARL candidates
<b>4,105</b> Total users who accessed the NTC website	<b>166</b> Total applications from licensed candidates
<b>3,395</b> Total users outside of Nevada	

Across the board, the highest yield recruitment sources were online job postings and internet searches, whereas we also recruited a large number of ARL candidates through direct outreach.

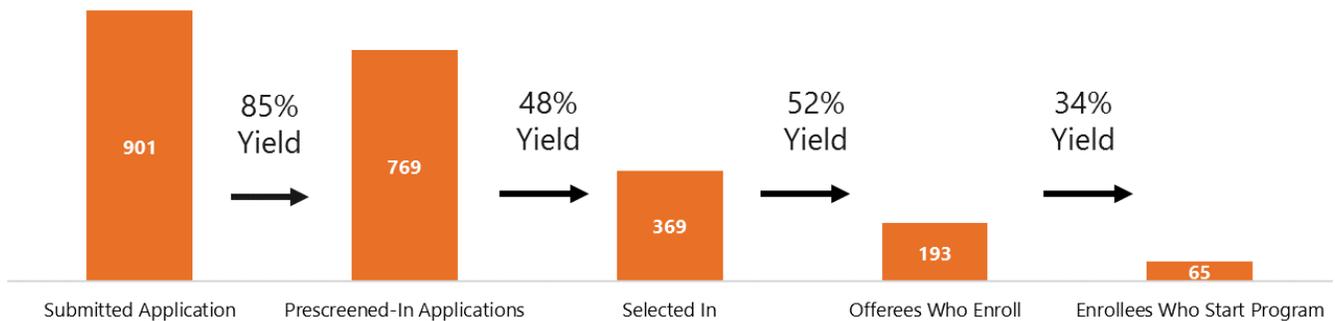
Social media	35	7
Job posting	290	46
Internet search	234	51
News article	32	1
Direct outreach from MTC staff or participants	0	0
Direct outreach from NTC staff or participants	0	39
Direct outreach from TNTP staff or Fellows	141	0
College, university or professor	31	1
A referral from a student organization	3	0
A referral from a professional organization	17	5
A referral from the education community	40	3
A referral from a community or faith-based organization	11	0
A referral from a friend or family member	89	3

By recruiting a large number of teacher candidates, we ultimately brought in 65 ARL teachers to Nevada who started 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 50 ARL teachers who were hired at our 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.

### Cumulative ARL Applicants per Week

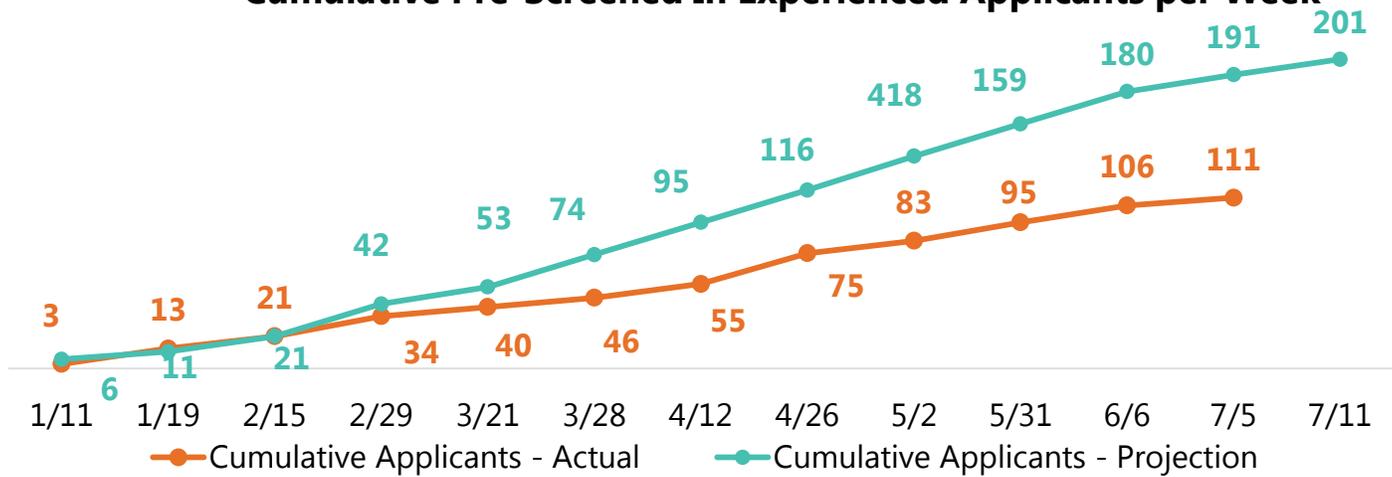


### Current Fellows' Applications by Screening Step



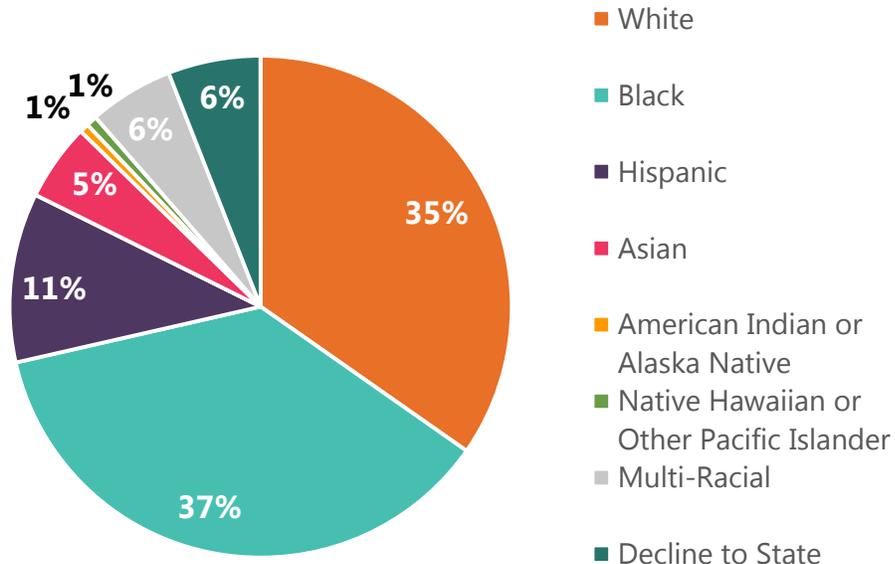
The large applicant pool consisted mostly of ARL candidates, resulting in us falling short of recruitment projections for the number of *licensed teachers* we brought to Nevada. We started the school year with 10 licensed teachers who were hired at one of our partner schools.

### Cumulative Pre-Screened In Experienced Applicants per Week

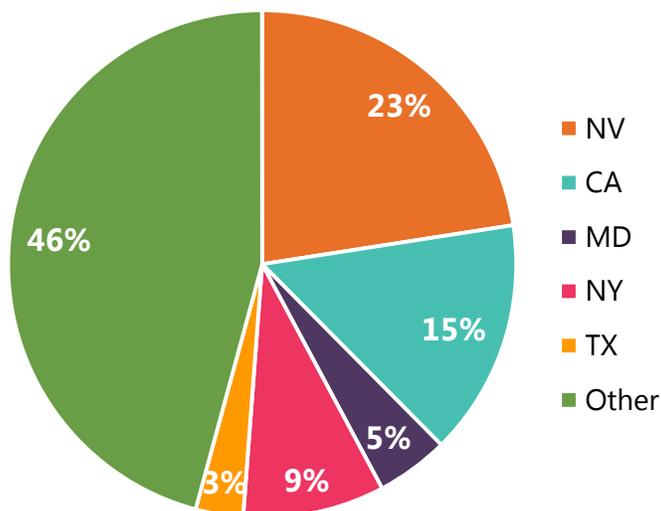


Despite the challenges that we faced with the licensed teacher group, our pool remained diverse and the majority of applicants came from out of state as shown below.

### Applicant Diversity



**Applicants by Locality**



### Item C.3: Assisting Teachers and Administrators

NTC aims to provide specific supports to both teachers and administrators. On the teacher side, we aim to provide coaching and supports that meet the needs of our 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 ARL teachers at the end of pre-service training. These results were used to inform our school year program, and will be used to inform key improvements for pre-service training in Summer 2017.

Overall, the majority of our teachers have been satisfied with the coaching, development, and support that they have received to date. Key ARL teacher support question results are shown below.

- *Teach Like a Champion* training sessions were the highest rated, with 96% of teachers rating these sessions “helpful” or “very helpful”
- 98% of teachers report that they believe the quality of his or her instructors to be “excellent” or “good”
- 87% of teachers report that they believe the quality of their development coach to be “excellent” or “good”
- 92% of teachers report that they feel motivated by their development coach
- 90% of teachers report that in-lesson coaching helped him or her to master key teaching skills rated on the rubric
- 94% of teachers report that they feel equipped to serve their students because of the development they received

On the administrator side, we worked with our partner school principals to help them fill their teaching vacancies, and also created a suite of tools and resources for school sites to use to aid in their overall recruitment, hiring, and retention efforts. In order to assess the effectiveness of these efforts, we collected baseline data from our partner school sites about their current recruitment efforts and historical vacancies. We will survey our partner principals later in the year to determine the impact that our support had on their staffing efforts. Highlights from this baseline data include:

- Fifteen percent of partner schools indicated they anticipated 1-3 openings for the school year, 46 percent anticipated 4-6 openings, 31 percent anticipated 7-9 vacancies, and 8 percent anticipated 13-15 vacancies
- On average, partner schools had 4.5 long-term substitutes during the middle of the 2015-2016 school year

- In terms of specific staffing strategies, principals:
  - Felt most confident with their ability to implement an intent to return process and track anticipated vacancies as well as their ability to pitch their school to prospective candidates;
  - Felt least confident in their ability to implement strategies to market their schools, using a competency-based selection model, and incorporating multiple assessment activities into the hiring process.

#### **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:* Student achievement data is available at the end of 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 Rates:* 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:* We have an agreement with our partner schools and districts that we will collect student achievement data once it is available at the end of this school year. 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.

##### **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 a 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 is a measure we use to determine the effectiveness of our recruitment efforts because it helps us to determine the number of 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, and also helps us to better understand the national recruitment landscape so that we can align our strategies and efforts to locality trends.

### **Assisting Teachers/Administrators**

We use two 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 at the beginning and end of each program cycle to better understand the impact that we had on helping them to fill teacher vacancies. We also use this opportunity to seek feedback about the supports we provided in recruitment, hiring, retention, their overall staffing goals and needs.

### **Item E: Implications for Future Implementation**

We learned a great deal from our first year launching the NTC. While we will continue to refine our approach to teacher development and support, some of the recruitment challenges we faced during our launch year with our licensed candidates led us to make ongoing adjustments during the last recruitment cycle, and will continue to inform future recruitment cycles.

Specifically, we learned that:

- **The order of the hiring steps can be a barrier to candidates.** Some candidates indicated that because of the time and financial implications, they were unwilling to complete all of the processing steps needed to transfer their license until they had a teaching position secured.
- **When you are recruiting a diverse pool of candidates, given all of the costs associated with relocating, even small financial requirements can pose significant barriers.** Several candidates indicated that the financial burden of moving and getting licensed in a new state ultimately prevented them from moving to Nevada.
- **The hiring timeline of our partner schools is a key factor in the recruitment process.** In several cases, we lost candidates to competing districts/schools who had an earlier hiring timeline.

As we started understanding the lessons above during our last recruitment season, we worked to adjusted our approach by:

- Increasing our recruitment targets and expanding our efforts in order to better account for the attrition rates we saw in our licensed candidate pool, which included:
  - Increasing our online marketing presence and cultivation efforts
  - Refining our messaging in all recruitment materials
  - Expanding our reach to potential candidates through national resume sourcing
- Providing small stipends for licensed teachers to offset transition costs
- Extending application deadlines
- Streamlining and simplifying the application and hiring process

In addition to replicating the adjustments above for this next recruitment cycle, we also intend to:

- Adjust the distribution of ARL and licensed teachers so that our overall cohort consists of a higher proportion of ARL candidates (given that our efforts with this candidate pool yielded the desired results)
- Modify our projections and recruitment goals based on 2015-2016 actuals
- Work with CCSD and charter partners to streamline and simplify the hiring process and push the hiring timeline earlier

## 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
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>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.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>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.</p> <p>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.</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>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.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>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.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>

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

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

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
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).	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).	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).	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).	

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

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p><b>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.</b></p> <p><b>Very few or no students provide meaningful oral or written evidence to support their thinking.</b></p> <p><b>Students respond negatively to their peers' thinking, ideas, or answers.</b></p> <p><b>No students or very few students try hard to complete challenging academic work or answer questions.</b></p>	<p>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.</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>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.</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>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.</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>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.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
			All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	

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

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

## SECTION 3. BUDGET SUMMARY

### **Item A: Narrative Overview of Use of GTL Funds Awarded**

See Attachment A: FY 15-16 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 15-16 GTL Final Report for a brief description of expenditure categories and their respective descriptions.

### **Item C: Awarded Funds vs. Unexpended Funds**

As a 2015 GTL award recipient, NTC utilized 100% of the grant funds we were awarded in service to preparing a strong first cohort of teachers, now leading classrooms in some of the highest need schools in Clark County. See Attachment A: FY 15-16 GTL Final Report for a description of variances for each budget line item.