

Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness (CREATE) Teacher Residency Program



Presenters



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The Intervention: CREATE



- 3 year teacher residency program
 - *Year 1* = Student teaching year
 - *Year 2* = First year as a full-time teacher
 - *Year 3* = Second year as a full-time teacher
- aims to develop new teachers into **critically-conscious, compassionate, and skilled** with the goal of retaining effective teachers in high-needs schools and ultimately raising student achievement

Agenda

1

Logic Model

2

Study Design

3

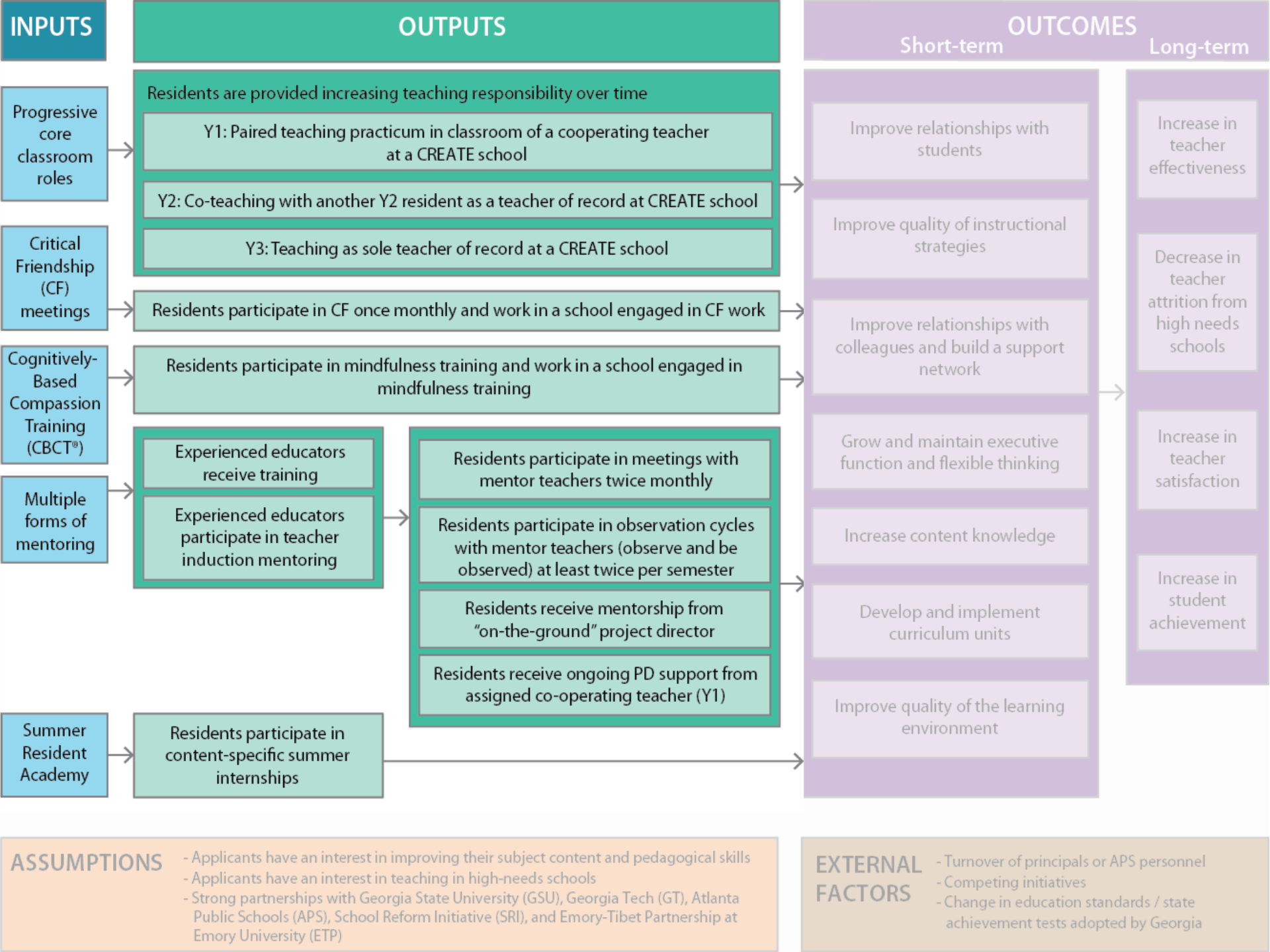
Findings

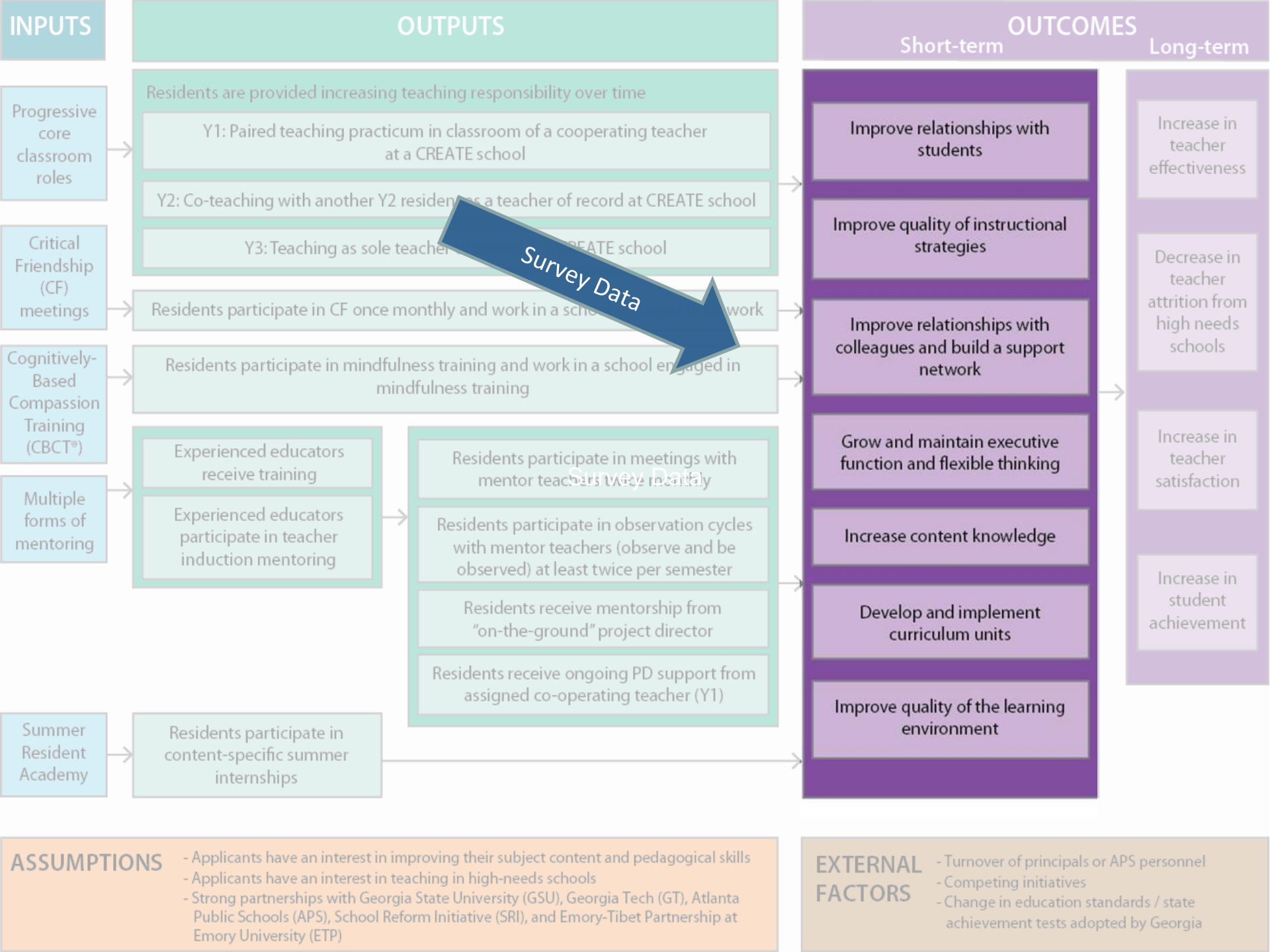
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Challenges

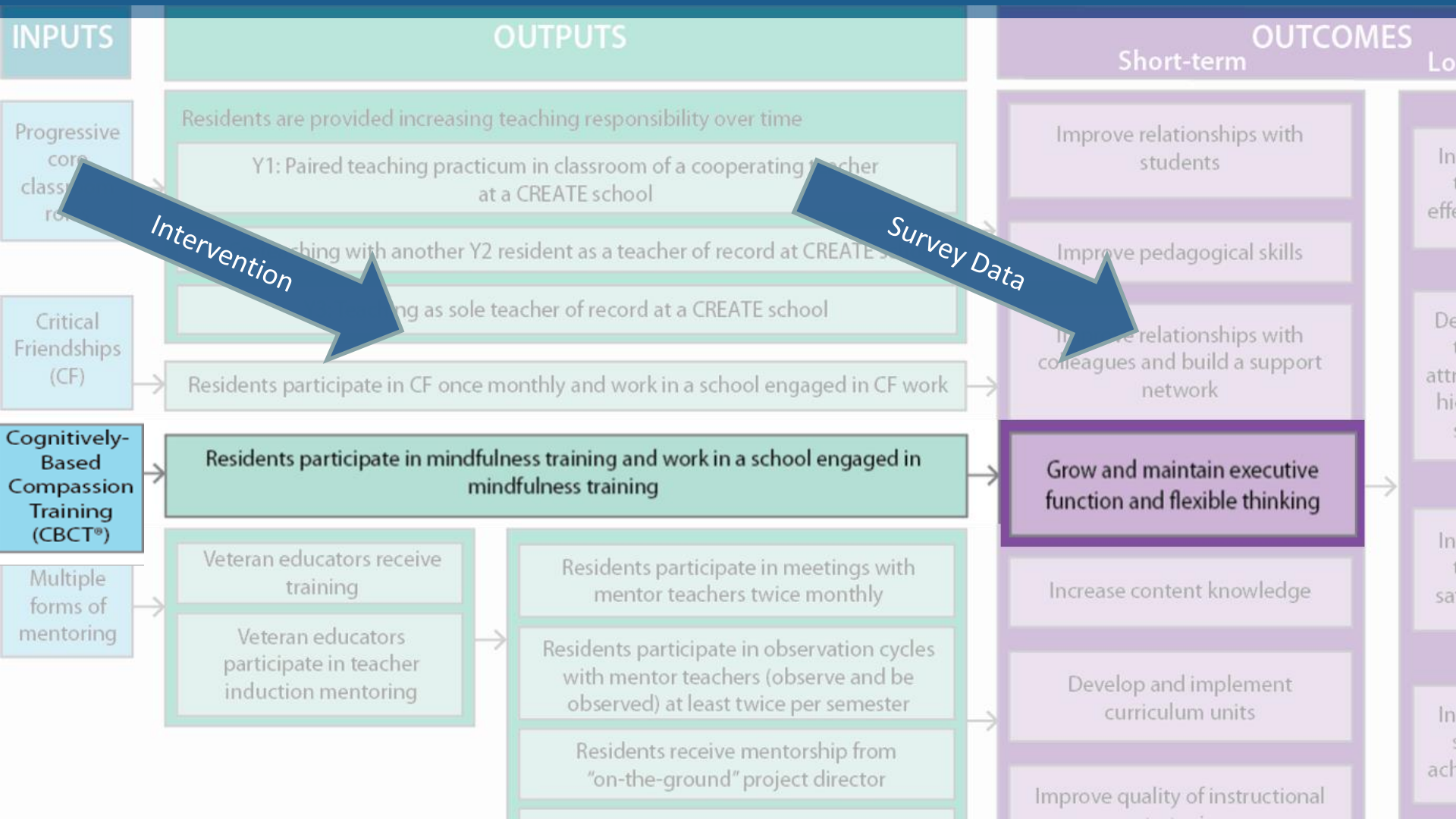
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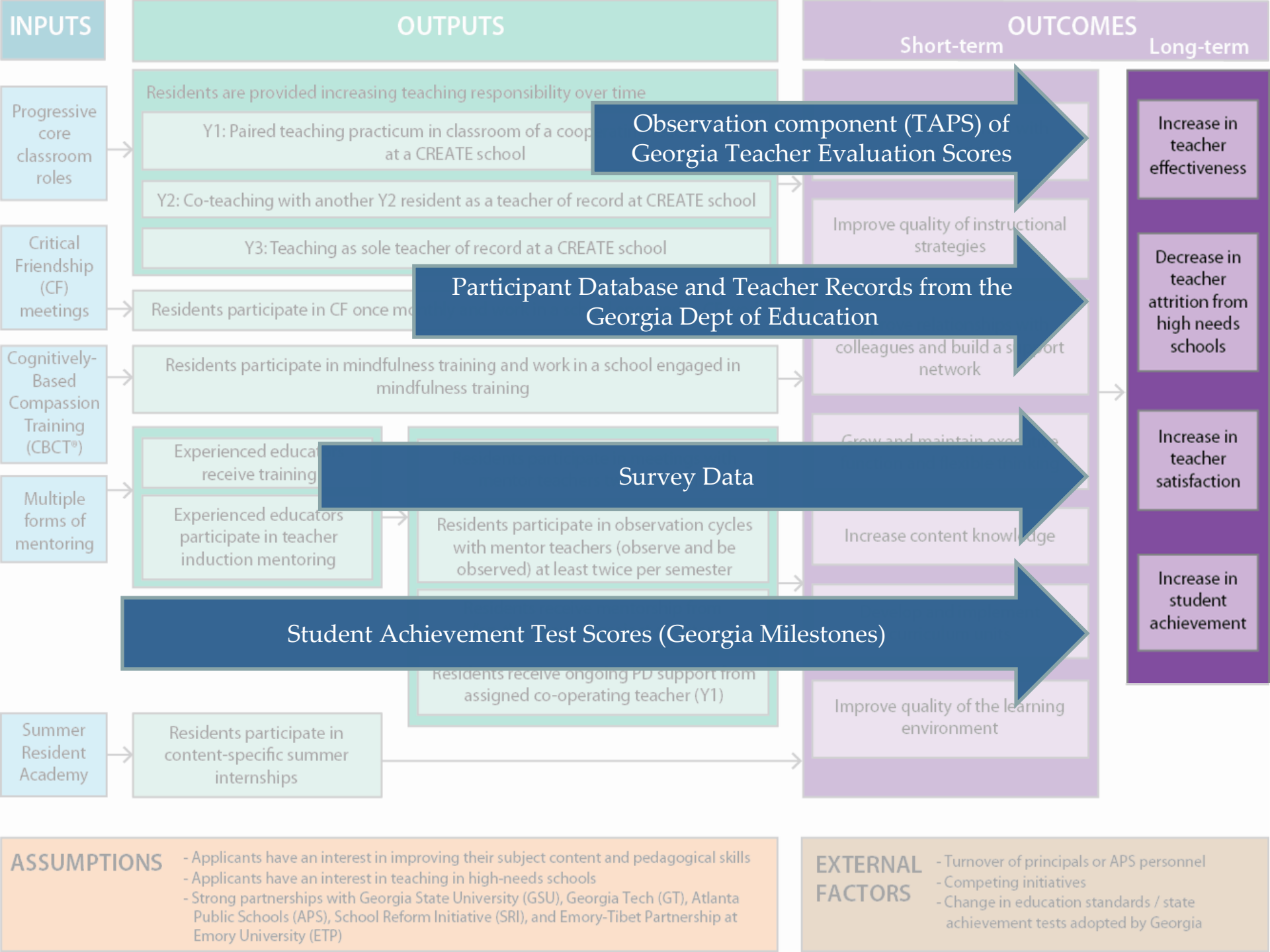
What's next?





CREATE's Impact on Teachers' Executive Functioning and Flexible Thinking Skills





What is the impact of
CREATE on...

Executive function and
flexible thinking skills?

- ☐ Mindfulness
- ☐ Resilience
- ☐ Self-Compassion*
- ☐ Burnout*

Teacher retention?

Teacher effectiveness?

Student achievement?

* Self-compassion and burnout are outcomes we
began assessing under the SEED grant

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Study Design



- Quasi-Experiment with a matched comparison group
- Two groups:
 - Treatment: Participants in CREATE residency program
 - Comparison: Similar pre-service teachers at GSU who will go through traditional credentialing program
- 6 Cohorts

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Review of Findings

Executive Functioning and Flexible Thinking Skills



1. Mindfulness
2. Stress Management & Empathy Related to Teaching
3. Commitment to Teaching
4. Self-Efficacy in Teaching
5. Resilience

No statistically
significant findings

Troubleshooting



- Do impacts vary depending on individual attributes?
- Are measures sensitive to the effects of the intervention?

Do impacts vary depending on individual attributes?



✓ Confidence in general teaching skills

1. Mindfulness

✓ Confidence in subject matter

1. Mindfulness
2. Stress Management & Empathy
3. Commitment to Teaching

$p < .01$

Are measures sensitive to the effects of the intervention?



Understanding CREATE's Impact

Reduce Stress and Promote Resilience

(Five Facets, Stress Management & Empathy, CD-RISC)



Develop Self Compassion

(Self-Compassion Scale)



Prevent Burnout

(Maslach Teacher Burnout scale)



**Long term
outcomes**

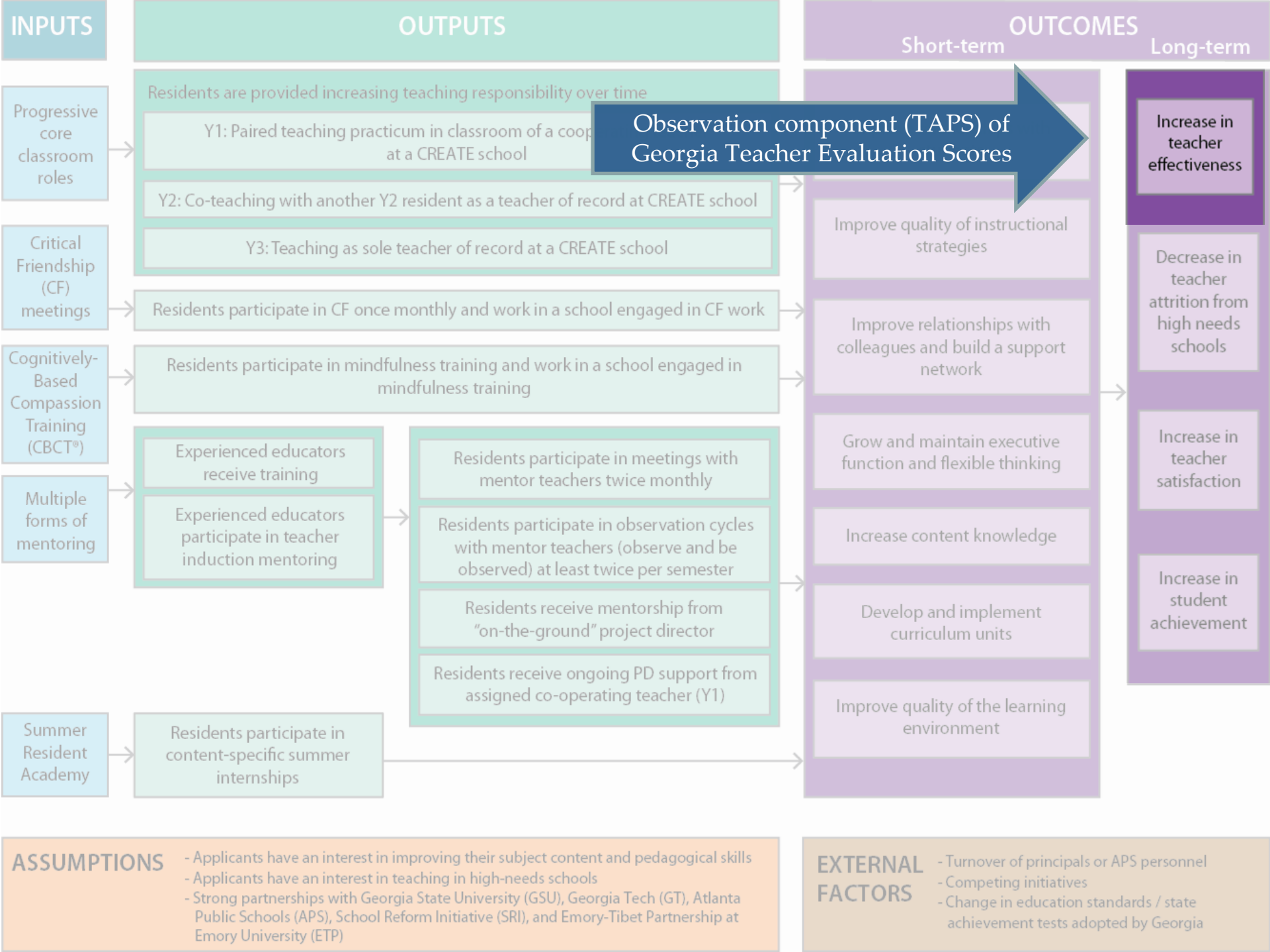
teacher
effectiveness

+

teacher
retention

+

student
achievement

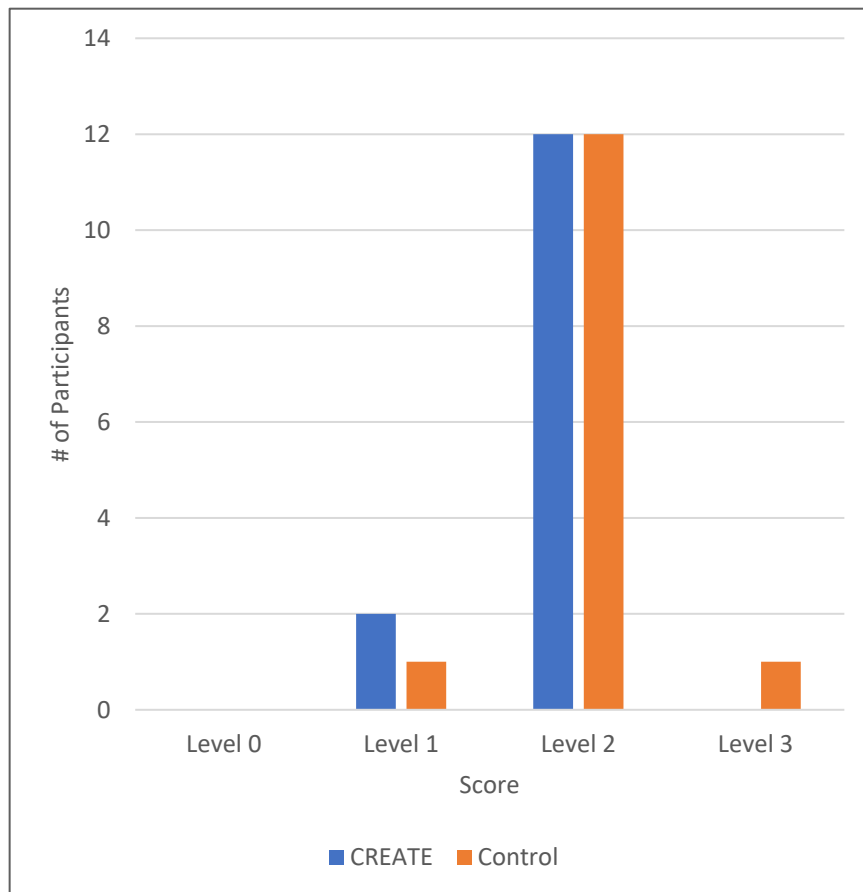


Findings

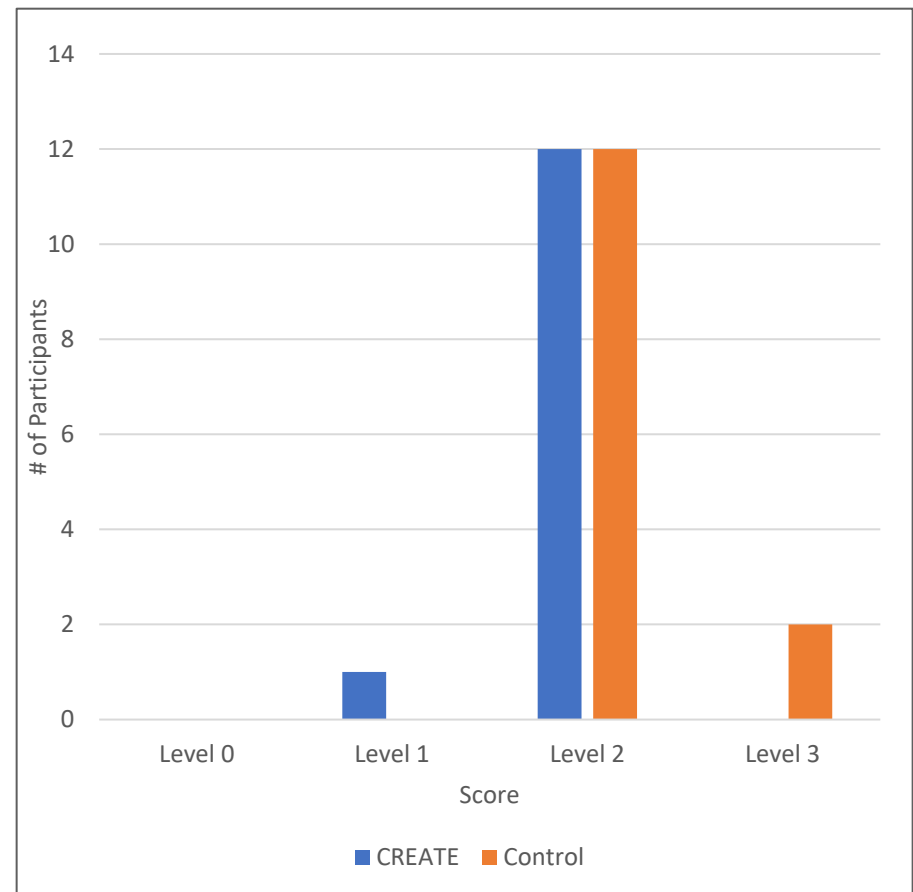
Teacher Effectiveness

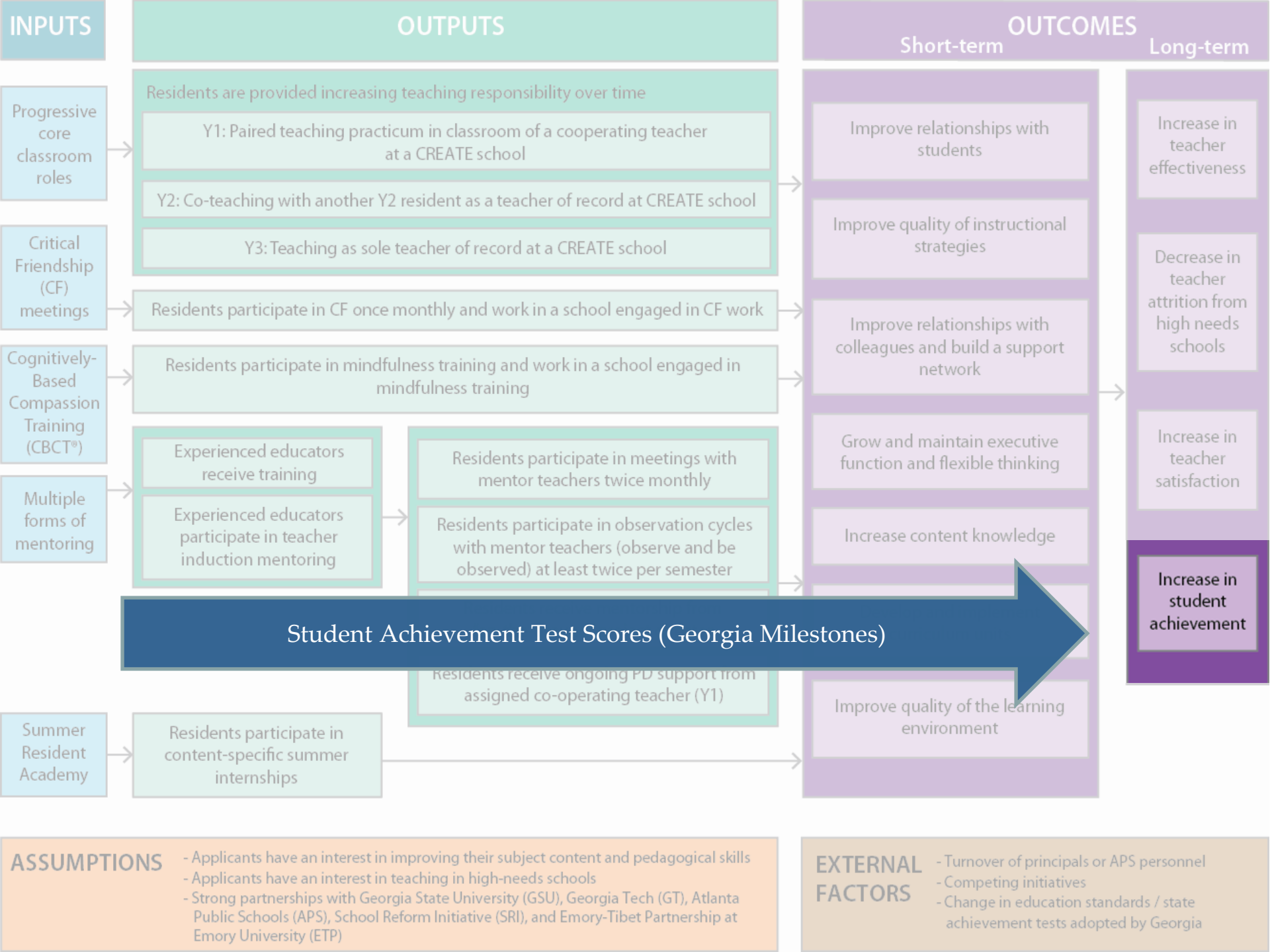


Instructional Strategies



Positive Learning Environment





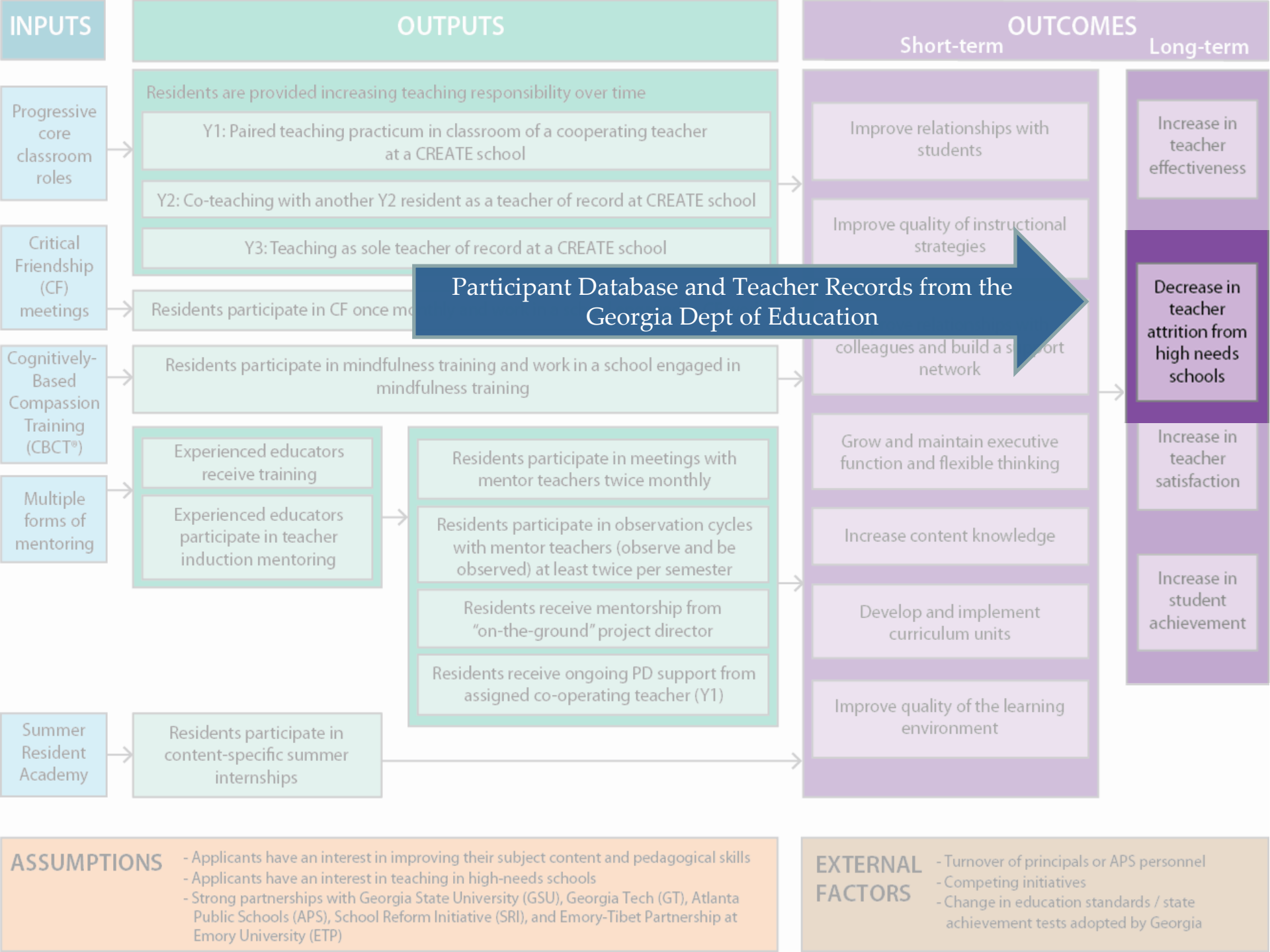


What is the impact of CREATE on **mathematics** and **ELA** achievement of students in grades 4-8, as measured by the Georgia Milestones Assessment System?

No statistically
significant findings

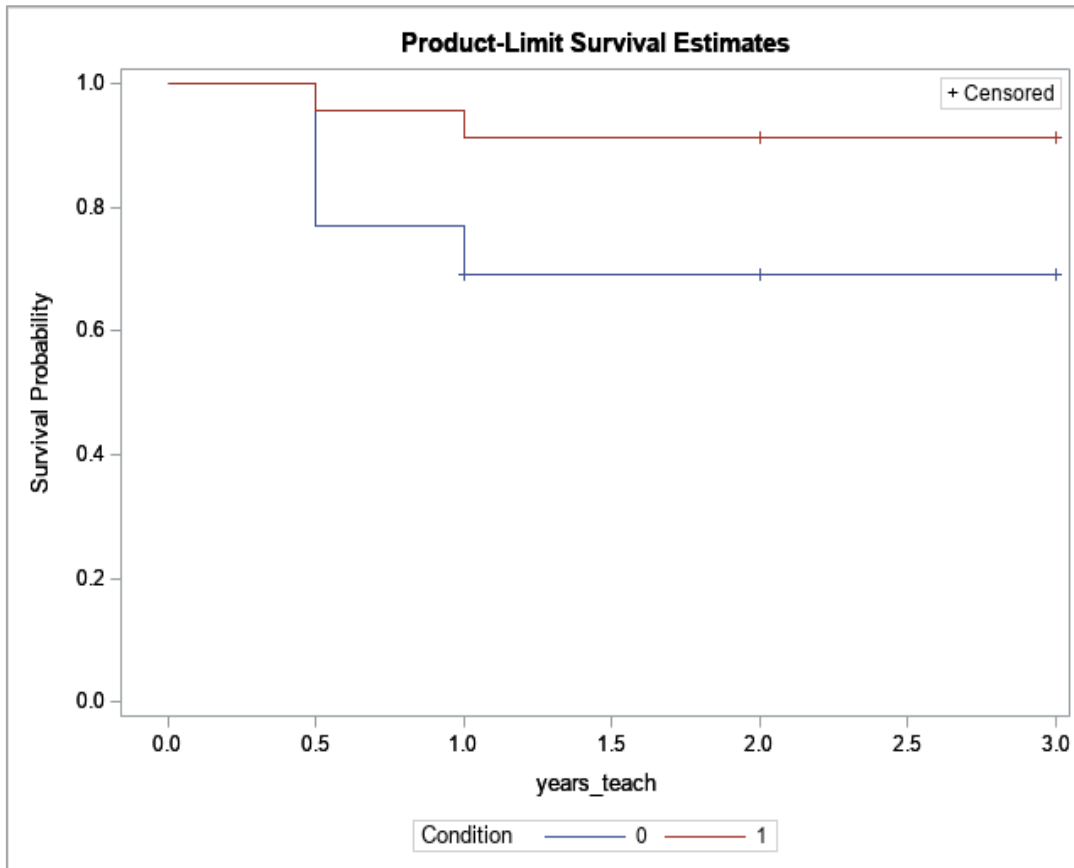
Limited sample:

- ✓ Full-time teacher
- ✓ Tested grade (Grades 3-8)
- ✓ Subject matter (Math and ELA)
- ✓ Consent



Findings

Teacher Retention



Treatment
91% probability of
remaining in
teaching after Year 3

Control
69% probability of
remaining in
teaching after Year 3

$$p = .027$$

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What's Next?



- Increase sample size by adding more cohorts of teachers
- Continue survey analysis for Cohorts 3-5
- Investigate possible mediating mechanisms on teacher retention (as captured through surveys)
- Track teachers for additional years after they leave the CREATE program

Questions?

Reference this presentation:

Wingard, A., Jaciw, A. P., & Zacamy, J. (2020). *The Role of Socioemotional Learning in Teacher Induction: A Longitudinal Study of the CREATE Teacher Residency Program*.

Presentation delivered in a virtual symposium on September 9, 2020 for the annual spring conference of the Society for Research on Educational Effectiveness, Washington, DC. Retrieved from <https://www.empiricaleducation.com/create/>



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