

Leveraging Systems to Maximize Teacher Impact: TFANet and the Program Tracker

October 2010

TEACHFORAMERICA

Objective

Introduce you to some of the data systems Teach For America uses to manage teacher performance and support teacher development.

Agenda

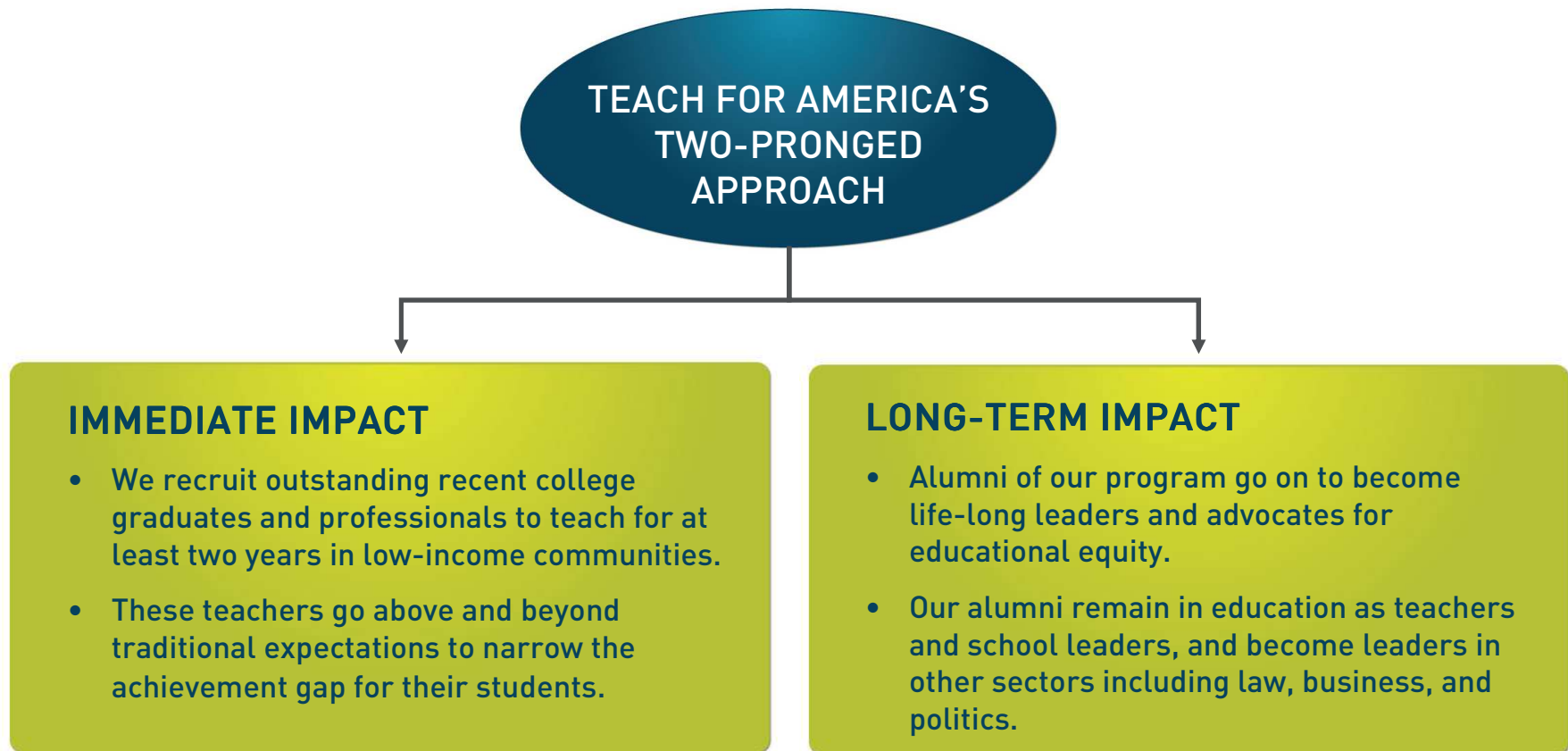
- Overview of Teach For America
- Corps Member Level Overview
- TFANet and TALON Introduction and Overview
- Teach For America System-Level Data Management
- Q&A

Agenda

- **Overview of Teach For America**
- Corps Member Level Overview
- TFANet and TALON Introduction and Overview
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- Q&A

Our Mission

Teach For America's mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort.



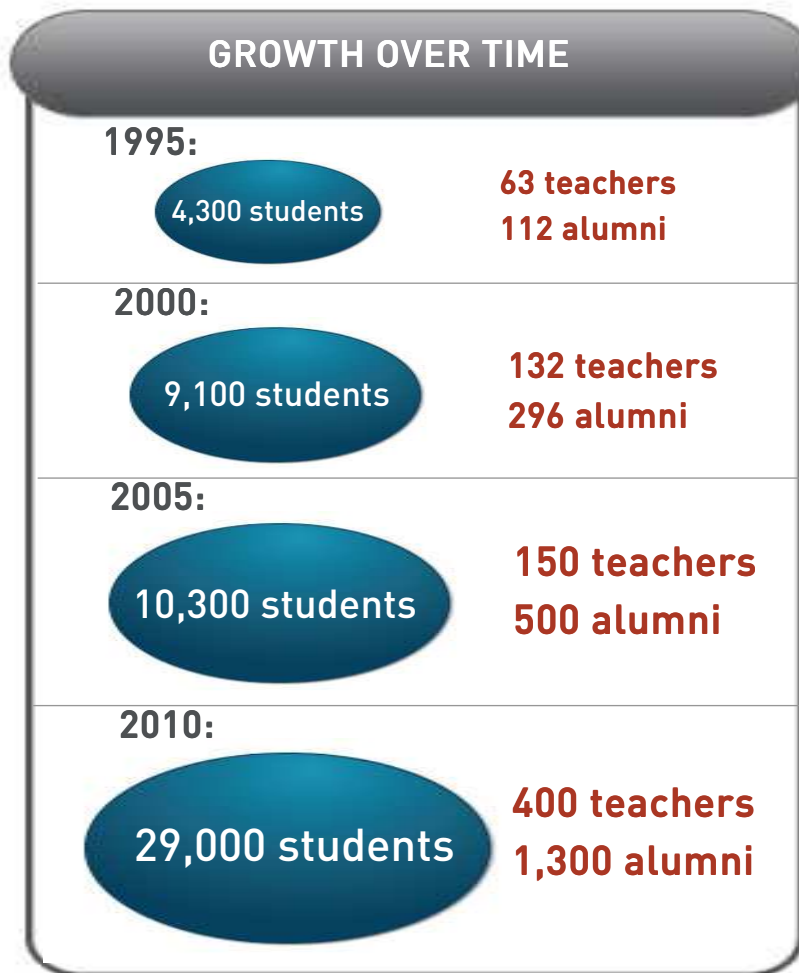
Teach For America at a Glance

- 8,200 corps members teaching in 39 regions
- 2,500 schools, teaching more than 500,000 students
- More than 20,000 alumni working in all sectors
 - 67% in education
 - 500 school leaders
 - 43 elected officials
 - 90 in government, policy, or advocacy



Bay Area Scale

Since 1991, we have grown from 63 teachers in Oakland to over 400 teachers and 1,200 alumni in 6 communities across the Bay Area.



Oakland
↓
East Palo Alto
↓
Alum Rock
↓
West Contra Costa
San Jose
San Francisco
↓
Marin City

Bay Area



Agenda

- Overview of Teach For America
- **Corps Member Level Overview**
- TFANet and TALON Introduction and Overview
- Teach For America System-Level Data Management
- Q&A

Framework for Teacher Development: Teaching As Leadership (“TAL”)

Based on years of observation and analysis, we have learned that teachers in low income schools who effect significant student academic growth are those who:

- Set ambitious goals for student achievement
- Invest students and those who have influence on them in working hard toward those goals
- Plan purposefully
- Execute effectively
- Work relentlessly to overcome obstacles
- Reflect methodically and improve continuously

Teacher Training: Summer Institute

RECRUITMENT

SELECTION

TRAINING

ONGOING
SUPPORT

ALUMNI
LEADERSHIP

Summer institute is designed to take novice teachers, who have been screened for leadership characteristics, and accelerate skills development through an intensive, experiential, outcome-oriented training program.

Aims

- **Student Achievement:** Emphasis on accountability for achieving learning goals with their students over the summer

- **Corps Member Development:** Developing accountable, results-oriented teachers who achieve 80% proficiency on prioritized TAL actions

Experiences and Structures

- Teaching summer school students in low-income communities, guided by a veteran teacher
- Experience setting and managing towards big goals in the classroom
- Emphasis on investing students and their community of influencers in importance of goals and student learning

- Coaching and mentoring with faculty of experienced educators
- In-person skill-building sessions on core training curriculum, literacy, lesson planning and diversity
- Content pedagogy support through institute learning teams
- Feedback for struggling corps members
- An observation/debrief cycle to build data-driven reflection skills

Ongoing Teacher Support: Personal Coaching & Mentoring

RECRUITMENT

SELECTION

TRAINING

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ALUMNI
LEADERSHIP

Recognizing that most schools simply do not have enough resources to provide on-going professional development, we invest a significant amount of time and money to provide our corps members with leadership development and one-on-one personal coaching and mentoring.

- Each corps member is supported by a program director (typically an alumnus/a who was a highly successful teacher), each of whom has an average caseload of 34 corps members.
- Program Directors work with corps members through the year to: **1)** help them reach the ambitious goals and visions of equity set for their students; **2)** focus on student achievement data and rigor of student learning in the classroom; **3)** Emphasize advancing proficiency and unleashing the leadership of our teachers so their impact is maximized not just in the classroom but in their schools and districts. Pragmatically, this looks like:
 - Classroom observations
 - Enabling corps member self-reflection
 - Data based inquiry to identify and solve root issues that are preventing students from achieving by looking for causes in teacher practice
 - One on one coaching
 - Group professional development focused on development needs that will accelerate students forward

Tracking Student Data

- All corps members have access to and are expected to track student data in a tool that can disaggregate by student and by standard.
- Various tracking tools for different types of assessments and content areas (e.g. growth vs. mastery)
- Professional development to learn *what* to track and *how* to track.

Unit 2				M	N	O	P	Q	R	S	T	U					
Class Goal:																	
Your classroom goal				80.00%													
Overall Mastery:																	
All Students				71.0%													
Tested Mastery:																	
Only Students Who Have Tested				72.3%													
Coverage:																	
Percent of Learning Goals Assessed				100.0%													
LG/Objective				Unit Number			Objective	Objective	Objective	LG	LG	LG					
Date Assessed							9.11.09	9.18.09	9.25.09	9.30.09	9.30.09	9.30.09	10.9.				
Total Points				1300	1300	1300	100	100	100	100	100	100	100				
Tested Mast.				72.3%	72.3%	72.3%	77.3%	71.7%	78.3%	79.6%	76.6%	79.0%	68.7				
Last, First	Class	Tested Mast	Overall Mast	71.0%	71.0%	71.0%	75.3%	69.9%	77.8%	79.6%	76.6%	79.0%	68.3				
Class Summary				6	72.8%	71.6%	71.6%	71.6%	71.6%	71.6%	70.0%	65.4%	75.1%	78.0%	78.9%	77.4%	62.6
164	James Gilbeau	6	37.2%	37.2%	37.2%	37.2%	37.2%	37.2%	70	80	95	90	80	60	66		
165	ShyRome Hardamon	6	21.6%	14.9%	14.9%	14.9%	14.9%	0	50	50	50	40	50	66			
166	Josue Hernandez	6	46.2%	46.2%	46.2%	46.2%	46.2%	absent	30	absent	30	40	50	66			
167	Angel Jaime	6	75.0%	75.0%	75.0%	75.0%	75.0%	absent	90	85	90	80	80	66			
168	LaMajhane King	6	79.1%	79.1%	79.1%	79.1%	79.1%	80	100	80	90	100	90	86			
169	Guadalupe Madrigal	6	89.3%	89.3%	89.3%	89.3%	89.3%	90	100	100	100	100	90	101			
170	DaJour McDaniel	6	57.9%	57.9%	57.9%	57.9%	57.9%	30	30	40	50	60	60	66			
171	Alesia Miles	6	81.7%	81.7%	81.7%	81.7%	81.7%	100	90	100	100	100	100	101			
172	Carlos Monlina	6	80.8%	80.8%	80.8%	80.8%	80.8%	80	90	90	100	60	100	86			
173	Jorge Morales	6	97.5%	97.5%	97.5%	97.5%	97.5%	100	100	100	100	100	100	101			
174	Luis Olguin	6	90.7%	90.7%	90.7%	90.7%	90.7%	80	100	95	100	100	90	101			
175	Karina Penate	6	94.3%	94.3%	94.3%	94.3%	94.3%	100	100	100	100	100	100	101			
176	Alexis Perez	6	70.2%	70.2%	70.2%	70.2%	70.2%	30	10	45	60	60	70	86			
177	Jacqueline Perez	6	82.8%	82.8%	82.8%	82.8%	82.8%	100	70	75	80	100	80	56			
178	Kazaria Phillips	6	86.9%	86.9%	86.9%	86.9%	86.9%	90	60	95	100	60	80	56			
179	Aida Quintero	6	86.1%	86.1%	86.1%	86.1%	86.1%	70	20	95	100	100	80	86			
180	Ricardo Rivera	6	72.6%	72.6%	72.6%	72.6%	72.6%	100	100	90	90	80	90	66			
181	Estefania Romero	6	84.0%	84.0%	84.0%	84.0%	84.0%	60	90	85	100	100	90	86			
182	Luke Sachao	7	73.5%	73.5%	73.5%	73.5%	73.5%	100	20	90	90	40	90	66			
183	Chiam Saephan	6	95.8%	95.8%	95.8%	95.8%	95.8%	100	80	95	100	100	100	101			
184	Alan Tenorio	6	75.4%	75.4%	75.4%	75.4%	75.4%	100	80	100	70	80	90	86			
185	Tricia Thenbouapha	6	77.6%	77.6%	77.6%	77.6%	77.6%	90	60	65	80	60	60	66			

Using Student Data

- Structured approach to data-based problem-solving to identify prioritized growth areas for individual teachers
- Begin with student outcomes – qualitative and quantitative outcomes
- Prioritize progress and gaps
- Align teacher actions leading to progress and gaps
- Identify underlying factors (knowledge, skills, mindsets) leading to gaps
- Engage in learning to address gaps

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Teaching & Learning Center

The Teaching and Learning Center

- complements the in-person component of our program model
- by providing on-demand corps member teaching resources and professional development opportunities
- to make corps members more efficient and effective teachers
- and to foster a sense of community and collaboration across our movement.

Tour: Teaching and Learning Center

The screenshot shows the Teaching and Learning Center website with the following sections and annotations:

- Navigation Bar:** Home, Regions and Communities, Teaching and Learning Center (active), Career and Leadership Center, Giving and Volunteering, Quick Links.
- Home Path:** Teaching and Learning Center
- Insights and Advice:**
 - Classroom Management With Dear Molly (Updated Jun 15, 2010)
 - Wellness and Self Care With Dr. Chris Brownson (Updated May 25, 2010)
 - EdTech 101 With Lewis Leiboh (Updated Jun 14, 2010)
- Communities:**
 - Search by title, description, and tag.
 - My Communities (See More)
 - Content Communities:
 - National Learning Disabilities Commu... (14 Member(s) | Updated Today)
 - National Pre-Algebra and Algebra 1 C... (258 Member(s) | Updated Jun 15, 2010)
 - National Upper Elementary ELA and So... (13 Member(s) | Updated Jun 15, 2010)
- Welcome:**
 - Writing in 3-D? Kenny Ferenchak (Hawaii '08) adds a new dimension to his creative writing lesson and gives his students a memorable experience. See more pictures in our new picture gallery.
- Resource Exchange:**
 - Type keywords here [Search]
 - Refine Your Search:
 - Grade, Subject, Differentiation and Annotation, Resource Type and TAL Actions
 - Time of School Year, File Type, State, Uploader and Author
 - Popular Resources:
 - Last Week of School Activities for Middle and High School Teachers - Ideas from 18 Amazing Alumni
 - Summer Learning Activities for Pre-K
 - End of Year Task List: Strategies to Close Out Correctly
 - Top Uploaders: June 02 - June 15
- Video Resources and Models:**
 - Mini Visits: Quick video models of classroom systems, lessons and more.
 - Virtual Visits: In-depth footage of individual classrooms. (1-2 of 3) [See More]
- Building Knowledge:**
 - TAL Online Navigator (TALON): Access video models, testimonials and advice for each TAL action.
 - Bite-Size Learning Experiences: Access these resources for guidance on interpreting your diagnostic information and modifying your instruction to meet students' needs. (1-2 of 2) [See More]
- Other Teaching Tools:**
 - Teacher Leadership Initiative
 - NWEA Info Center

Insights & Advice Blogs

Content Communities

Mini and Virtual Visits

TALON

Tour: Resource Exchange

The Resource Exchange allows members of our movement to share their concrete resources, best practices, and teaching strategies. It contains over 20,000 resources for every grade level and content area.

Resource Exchange

Popular Resources

- Reviewing, Reteaching, Reassessing: Narrated Model
- Creating a Culture of "I Want": From Principles to Specific Strategies
- Lights, Camera, Action! Ensuring an Engaging Lesson

Share a resource

Keyword(s): Search

Category Search: (Select from options below to refine your search.)

- Grade ▶
- Subject ▶
- Differentiation and Annotation ▶
- Resource Type and TAL Actions ▶
- Time of School Year ▶
- File Type ▶
- State ▶
- Uploader and Author ▶

See more

Search Results

Resource Exchange Results [1-10 of 500] Results per page 10 « Prev 1 | 2 | 3 | 4 | 5 Next »

Results too broad? Modify your search with the tags to the left.

Resource	Recommended	Average Rating	Relevance
Cause and Effect Lesson Plan Author(s): - Uploaded by: Sorbrique Grant (Staff) This lesson plan from read.think.write uses the book The Day Jimmy's Boa Ate the Wash to teach cause and effect relationships. This zip file contains not only the series of three lessons but also the ... Tags		★★★★☆	99%
Middle School Geography Review Lesson Plan Author(s): - Uploaded by: Rachel Gerson (Chicago '08) My first week of my geography unit. Objectives: SWBAT define, identify and correctly use scale, direction, distance, map key. SWBAT differentiate between political and physical maps. SWBAT identify ... Tags		★★★★☆	99%
Context Clues: lesson plan Author(s): - Uploaded by: Eric DeSobe (L.A. '01) Here's an opening narrative lesson plan for how I introduced context clues. Make sure to check out the many activities, mini-quizzes, and state assessment questions specifically about context clues o... Tags		★★★★☆	99%
Ending Punctuation Review Lesson Plan		★★★★☆	99%

Tour: Content Communities

24 content-specific communities led by experts in the field. Corps members can access high-quality resources, get expert advice, and have questions answered within 24 hours.

The screenshot displays the 'National Behavioral Disabilities Community' page. The top navigation bar includes 'Home', 'Regions and Communities', 'Teaching and Learning Center', 'Career and Leadership Center', 'Giving and Volunteering', and 'Quick Links'. The breadcrumb trail shows the path: Home > Regions and Communities > Communities > National Behavioral Disabilities Community - Overview.

Explore Communities

Search by title, description, and tag.
[Type text here] [Search]

▼ My Communities [See More](#)

▼ All Communities

- Fuel For Our Fire**
252 Member(s) | Updated Today
- LGBTQ Corps Member Connection**
67 Member(s) | Updated Today
- Texas Testing**
339 Member(s) | Updated Today

1-3 of 330 [See More](#)

National Behavioral Disabilities Community

Overview | Discussions | Resource Lists | Files | Members | Links

Overview

▼ Discussions

- Got opinions? TFANet needs your feedback on our new email notifications.**
Melissa Storm | Jun 7, 2010 | Tags: | Replies (0)
- Welcome!**
Melissa Storm | Jun 4, 2010 | Tags: new_members, community_info | Replies (30)
- How can I set expectations for students to create a safe and effective classroom environment?**
Melissa Storm | Jun 4, 2010 | Tags: expectations, positive_reinforcement, classroom_climate | Replies (4)

1-3 of 132 [See More](#)

▼ Resource Lists

No resource lists have been posted yet. Please check back soon for lists containing resources chosen by your community leader and a group of experienced teachers.

▼ Files

- Behavior Sheet.docx**
Sarah Davis | May 28, 2010 | Attached to this community
- Daily Behavior Card II.docx**
Joe Zatkoff | May 28, 2010 | Attached to this community
- Teaching Students with ED, Implementing BIPs etc..ppt**
Emily Waterfield | May 28, 2010 | Attached to this community

1-3 of 61 [See More](#)

Community Actions

- Share This Community
- Join Community

About This Community

BHAV SPED

This national community is lead by an expert in behavioral disabilities and a group of alumni mentors who provide advice, high-quality resources, and answers to your questions within 24 hours. Here, you can collaborate with fellow teachers, share resources and experiences, and learn about best practices for students with behavioral disabilities.

Tags: behavior, content_support, disability, special_education, sped

Community Moderators

- Bisola Falola**

Tour: Content Communities

TEACHFORAMERICA tfanet.org

This Week in National Behavioral Disabilities Community Jul. 7, 2010 to Jul. 13, 2010

3 New Discussion(s)

IEP Basics
Melissa Storm | Jul 9, 2010
Individual Education Programs (IEPs) can vary from state to state, but there are some components that are constant and required by the Individuals with Disabilities Education Act (IDEA). Here are the basics that you need to know: ? Any child with a...
[Join Discussion](#)

Setting up Classroom Systems and Procedures
Melissa Storm | Jul 8, 2010
Setting up a classroom is not always intuitive. Here are some tips for setting up your self-contained or resource classroom for students with behavioral disabilities (BD):? Use bins and/or baskets. Many students with BD have difficulty with organization....
[Join Discussion](#)

Navigating Special Education Acronyms
Melissa Storm | Jul 9, 2010
So many acronyms, so little time! Special education is full of acronyms ? trust me, in a year you?ll be a pro, but for here are some of the acronyms you might see/hear that are specific to behavioral disabilities (BD):ABA - Applied behavior analysisASD -...
[Join Discussion](#)

3 Active Discussion(s)

1 New Reply in Setting up Individual Behavior Plans for Students with BD
Christine Harrington peper (Greater New Orleans '96) | Jul 7, 2010
Positive reinforcement is so important! An idea you might want to try with your students is to have them all take a "reinforcer" survey indicating choice (and preference) for what they want as a reinforcer. Melissa has a good point, reinforcers do NOT...
[See Full Discussion](#)

3 New Replies in What do we mean by Behavioral Disability?
Christine Harrington peper (Greater New Orleans '96) | Jul 7, 2010
It is important for you to know your state's definition and criteria for a behavioral disability (this information can vary from state to state). If you are not sure where to find this information, please let one of us know and we can help you find that...

Tour: Mini and Virtual Visits

Mini & Virtual Visits provide on-demand video models of teaching best practices.



Tracy Johnson: Writer's Workshop

2nd Grade

Tracy Johnson (Houston, '06) models different conferring leading the class through shared and independent conferencing in a fun, student-friendly way (E-1, E-

6:32



Justin Meli: Encouraging Words

3rd Grade

Justin Meli (Houston, '03) builds a welcoming class where students practice making positive comments to a c

7:04



Rhiannon Carabajal: Instruction with Inclusion

High School Government

Rhiannon Carabajal (Houston '03) leads her students and Rousseau during their first days of school. Watch the class and the instructional supports to invest at level of rigor (I-1, I-2, E-2).

6:51



Paul Holloman: Making Students Feel Safe

High School Chemistry

Paul Holloman (E.N.C., '98) builds strong relationships that motivate individuals in his class. Watch as he engages and hear parents reflect on the impact of his approach

6:42



Virtual Visits: Inclusion

Seventh-grade teacher Dhathri Chunduru (Atlanta '08) works in an inclusion setting: her special education students learn in general education classrooms and she co-teaches al

Watch as she discusses how to make inclusion learning work for students, implements three inclusion teaching models, and shares her teaching relationship with a colleague.



Virtual Visits: Using a Scripted Curriculum

What is a scripted curriculum and how do I best use it? Hear Adam Peach (Charlotte, '08) explain his approach to a scripted curriculum and see how he works with his program director to adapt the scripted curriculum to his students' needs.



Virtual Visits: English Language Arts

When you have students on a variety of literacy levels, who are far behind where they should be, how do you differentiate reading and meet all students' needs? Grace Snodgrass shares how she takes this on!



Virtual Visits: Early Childhood

Kindergarten teacher Elizabeth Ballard (Mississippi Delta) sets up academic expectations and behavior management systems that work and how she's developed "Concluding Centers" for a good example. Or delve into three student journals. You can also download or use the guiding questions to start thinking about in your own classroom.

Tour: Insights & Advice Blogs

Insights & Advice Blogs provide smart (and entertaining) advice and reflections about the corps member experience.

Insights and Advice

- 

Dear Molly
Smart and sassy guidance
Updated Dec 21, 2009
- 

Dear Mr. DeRosa
No-nonsense solutions
Updated Dec 20, 2009
- 

The Essayist
Short teacher vignettes
Updated Dec 29, 2009
- 

Mental Health Matters
Coping in the classroom
Updated Today

Dear Molly

► Tags


[New Entry](#)

[Previous](#) | [Next](#) | [Back to List](#)

The Grumpies Strike Again

Dec 14, 2009 | Tags: [teacher_stress](#) | Comments (1)

Dear Molly



How do I get up the motivation to teach on those days when I flat-out don't feel like it? The problem isn't that I'm out of sick days and want to skip school. There are just some days when a kid's behavior really gets under my skin, or I'm thinking about something from my personal life, or I'm physically tired and just not in the mood to teach, or I see a kid who is so lost and so far behind that I don't have the energy to start over with them. How do I power through that? It doesn't happen often, but when it does, all I want to do is sit down, ignore the kids, and pass the day as quickly as possible. I know they deserve better, but it's hard to overcome the grumpies.

Tour: TALON

TALON is an interactive version of the Teaching as Leadership rubric containing explanations, examples, and strategies.

The screenshot shows the Teaching as Leadership website in a Windows Internet Explorer browser. The browser's address bar displays <http://www.teachingasleadership.org/>. The website's header includes the title "TEACHING AS LEADERSHIP" and the tagline "Explore distinguishing strategies of highly effective teachers". A navigation menu is visible on the right side of the page, with "1" highlighted. The main content area is divided into several sections:

- Set big goals:** A list of strategies including "Set big goals", "Invest students & their families", "Plan purposefully", "Execute effectively", "Continually increase effectiveness", and "Work relentlessly". A tooltip for "Continually increase effectiveness" displays "CIE: Continuously Increase Your Effectiveness".
- Not sure where to start?:** A section with a question mark icon and the text "Try this short diagnostic to better understand how to address the issue you are having."
- Welcome to Teaching as Leadership Online:** A section titled "What Is It?" that describes the website's purpose. It includes links for "About Teach For America", "About The Rubric", "How We Learn From Our Teachers", and "How To Use This Site".
- The Ms. Lora Story:** A section featuring a photo of a woman and the text "Learn, grow, struggle, fail, succeed, cry and laugh with one teacher aspiring to lead her 4th graders to dramatic academic achievement." It includes links for "The Ms. Lora Story" and "The audio version".

The footer of the website contains navigation links for "TAL Rubric", "Case Studies", "Related Reading | See All", and "Learn More about the Book: Teaching as Leadership". The footer also includes the "TEACHFORAMERICA" logo and the website's URL.

Tour: TALON

Clearly present academic content [E-1] | Teaching As Leadership - Windows Internet Explorer

http://www.teachingasleadership.org/execute-effectively/clearly-present-academic-content-e-1

TEACHING AS LEADERSHIP

Explore distinguishing strategies of highly effective teachers

ONLINE NAVIGATOR

Home > Execute effectively > Clearly present academic content [E-1]

Clearly present academic content [E-1]

Why does this matter? Find your proficiency level

How To Illustrations Pitfalls & Solutions Tools

Be Clear	Be Engaging	Adjust Wisely
<ul style="list-style-type: none">Internalize and rehearse plansEmphasize key points and make logical transitions among ideas	<ul style="list-style-type: none">Tips for being engaging<ul style="list-style-type: none">Move around the roomMaintain eye contactProject to the back of the room with confidenceConvey enthusiasm for the contentInvolve everybody	<ul style="list-style-type: none">Read your audience as you present contentRespond to student engagement and understanding

Related Topics

- Create objective-driven lesson plans (P-3)
- Manage student practice (E-2)
- Differentiate plans to fit your students (P-4)
- Check for understanding (E-3)

Related reading

Done, but with errors on page. Internet 100% 10:15 AM

Tour: TALON

- TALON is available to the public at www.teachingasleadership.org

Putting It All Together

Marge: Problem



- **Not consistent or assertive in reinforcing her expectations.**
 - General teaching habits, not placement specific
- **She is unaware of this problem and doesn't know what it looks like.**
 - Needs to see this in action, done both poorly and done well
 - Needs to build knowledge about this subject

Which offering would you use?

Resource Exchange

Database of over 20,000 resources including lesson plans, worksheets, rules, and more

TALON

An interactive version of the TAL framework, with explanations, examples, and strategies

Video Models

Clips of subject- and grade-specific practices in action

Insights and Advice Blogs

Posts answering questions about classroom management, ed. technology, and more

Institute Curriculum Texts

Full, searchable texts on literacy, learning theory, and more

Putting It All Together

Marge: Solution

TEACHING AS LEADERSHIP

Explore distinguishing strategies of highly effective teachers



ONLINE NAVIGATOR

Explicit Responses to Student Behavior

Behavior Management

1 comment

- Set big goals
- Invest students &
- Plan purposefully
- Execute effectively

Clearly present at [E-1]

Manage student p

Check for underst

Communicate hig for behavior [E-4]

Implement & prac procedures [E-5]

Evaluate & keep t performance [E-6]

Continually incre

Work relentlessly



00:00 11:57

Teach for America Co Alumni: Please visit the Exchange on TFA Net f tools.

Description

Watch Ms. Brewton reinforce positive behaviors and explicitly redirect inappropriate behaviors. Commentary for this video is provided by Melea Nalli, an experienced special educator.



Video clip #114

featured in the video. In

Exemplary

Putting It All Together

Lisa: Problem



- Spends too much time creating materials from scratch
- Planning an upcoming lesson on cell division and mitosis
 - Needs specific resources

Which offering would you use?

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Putting It All Together

Lisa: Solution

The screenshot shows a resource profile for a powerpoint titled "Powerpoint: Stages of Mitosis". The resource is a 1 MB slideshow with 2 ratings (5 stars). The description states: "This resource is a powerpoint about mitosis. This powerpoint introduces the following content/vocabulary: cell cycle, centromeres, chromosomes, centrioles, prophase, metaphase, anaphase, telophase, chromatids, and cytokinesis. This powerpoint also includes pictures/diagrams to help illustrate the changes in each phase of meiosis. This powerpoint can be easily modified." The resource details include: Author(s): Brent Maddin; Uploaded by: Anthony Vargas (S. Louisiana'07); Last Updated: 02/24/2010; Grade(s): 6th, 7th, 8th, 9th, 10th, 11th, 12th, AP; Subject(s): Biology, Other HS Science; Resource Type(s): Lesson Plan Components; TAL Action(s): Lesson planning (P-3); File Type: ppt; File Size: 1 MB. There are also sections for "What others are saying" (no feedback submitted) and "Linked Resources" (a worksheet titled "Worksheet: Stages of Mitosis" with 5 ratings). The page includes navigation elements like "4 Next >" and "86%" on the right side.

- Resources are *ingredients*, not full meals.
- Lisa shouldn't just "plug and play" a resource.
- Nor should she cast away resources because they aren't ready-made for her.

Agenda

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- **Teach For America System-Level Data Management**
- Q&A

Program Tracker Overview

- Internally built, online data system
- Used by all layers of management
 - Program directors capture data on their direct work with corps members
 - Regional program managers can access specific information corps members and aggregated information by program director, content area, placement, etc.
 - National program managers can access universal data
- Enables system management by aggregating data to see high-level outcomes and trends and housing specific information that can be accessed when necessary

Program Tracker Tour

Agenda

- Overview of Teach For America
- Corps Member Level Overview
- TFANet and TALON Introduction and Overview
- Teach For America System-Level Data Management
- **Q&A**

One day, all children in this nation will
have the opportunity to attain an
excellent education.

TEACHFORAMERICA