



MILLION DOLLAR
TEACHER
PROJECT

2022-2023
Classroom
Support Team
Overview

Madrid Neighborhood School

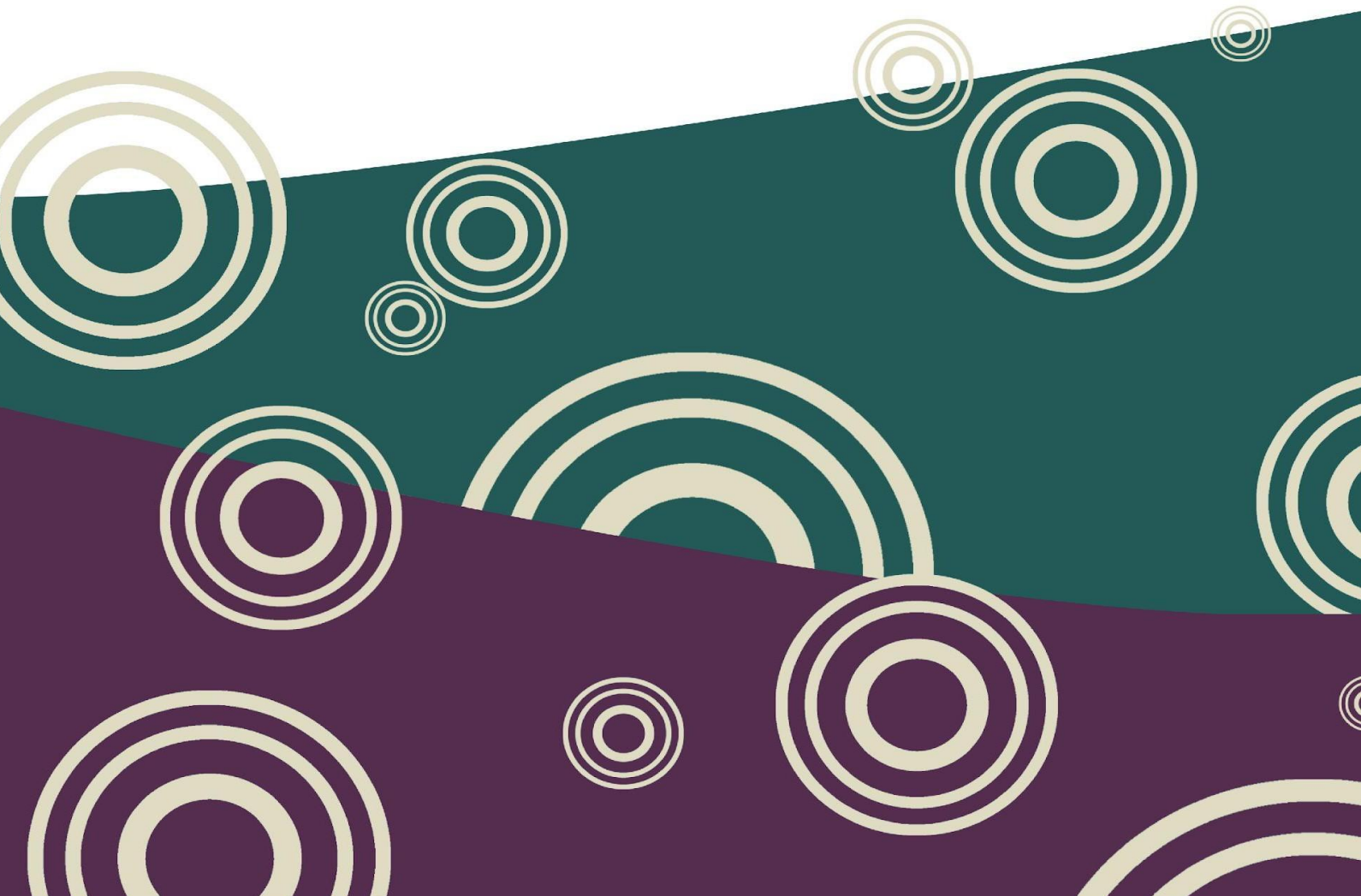


Table of Contents

About Million Dollar Teacher Project	3
Intro to the Classroom Support Team	3
The Classroom Support Team	4
The Teacher	4
Technology Integration	4
Parent Engagement	4
Student Teaching	4
Teaching Assistance	4
Classroom Support Team Members and Partners	5
Madrid Neighborhood School	5
Teachers	5
Principal	5
CST Members	5
Seventh Year	6
Key Findings and Accomplishments	8
Overview/Highlights	10
Teacher Spotlight	11
CST Spotlight	12
Student Centered Data	13
Teacher Centered Data	13
State Testing Data	14
CST Intern Centered Data	17
CST Intern Reflections	17
Teacher Surveys	19
Pre-Survey	19
Post Survey	19
Teachers' Reflections	20

About Million Dollar Teacher Project

The Million Dollar Teacher Project, a registered 501 (c) 3 since 2016, is dedicated to impacting student performance through teachers. Arizona teachers voluntarily leave the profession at rates 85% higher than the national average. Our students within Arizona and throughout the country deserve better - with our innovative, scalable and cost-effective solutions, we work to resolve issues within teacher support, recognition, and compensation. We're changing the culture around teaching while creating tangible, data-driven solutions that help teachers get back to the most important parts of their jobs: growing the globe's future leaders.

Mission: Elevate the teaching profession through increased recognition, compensation, and support.

Vision: Create a world where every student receives outstanding instruction from a teacher every day.

Intro to the Classroom Support Team

Teachers cite compensation, support, and recognition as the top three reasons they exit the profession. Million Dollar Teacher Project's Classroom Support Team (CST) seeks to impact the support system surrounding teachers directly.

In traditional classrooms, teachers work far beyond their job descriptions, juggling content delivery, technology support, relationships with parents, emotional and behavioral issues, and unique education plans - the time investment is often overwhelming.

Why would we be content with a stressed, overwhelmed individual teaching our children? We can help to transform our teachers' experiences, and therefore their students' achievements, by better-supporting educators.

The Classroom Support Team assists with tech integration, student teaching, parent engagement, and teacher assisting. Each team works with a grade level for maximum efficacy.

The Classroom Support Team

Bringing together all the areas of need into an innovative solution for real support

The Classroom Support Team assists with tech integration, student teaching, parent engagement, and teacher assisting. Each team works with a grade level for maximum efficacy.



The Teacher

Within the Classroom Support Team, the teacher is supported with resources, staff, and data. With this new help, teachers focus on high-needs students and have room to get back to the most important part of their jobs: helping kids.



Technology Integration

The intern/volunteer collaborates with teachers to bring impactful technology practices into the classroom. With this technology, the specialists analyze data on student performance and behavior to communicate to the teacher where special attention is needed.



Parent Engagement

Community involvement in the classroom and investing in teachers create a healthy, collaborative space for their students. The Parent Engagement Specialist keeps parents updated and works to strategically engage them in the teacher's work in the classroom.



Student Teaching

Student teachers are valuable partners for teachers and schools. While helping to engage more students in the classroom, the host school has an opportunity to preview what the student might be like as a potential full-time employee. The student teacher assists with lesson planning, classroom management, and curriculum implementation.



Teaching Assistance

Having an eager, willing set of extra hands in the classroom can shift busy work time away from the teacher. Teaching Assistants/Interns gain insight into classroom management/instruction and experience while enabling the teacher to engage in activities that require a certified educator. The assistant works with students 1-on-1 and in strategic groups.

Classroom Support Team Members and Partners

Madrid Neighborhood School

Grand Canyon University: Arriel Pilapil, Employer Relations Program Manager

Arizona State University: Handshake, and University Service Learning (USL) and Interdisciplinary Studies (IDS)

Teachers

Sophie Brugere - 3rd Grade

Nicole Marrs - 4th Grade

LaMarcus Boyd - 4th Grade

Maria Maeda - 4th Grade

Sarah Yarian - Intervention

Jennifer Frick - Kindergarten

Principal

Stacy O'Rourke

CST Members

Senoia Ortiz

Samantha Skehan

Herald Samala

Elijah Reid

Lauren Moyer

Ava Hawks

Genesis Bonilla

Seventh Year

In the Million Dollar Teacher Project's seventh year of operation, we took a three pillars immersive approach to the school we worked with. We focused all of our attention on Recognition, Compensation, and Support on the Madrid Neighborhood School in Alhambra Elementary School District. The 2022-2023 implementation of the CST occurred September 1st through March 31st.

MDTP started the year planning to provide teams for the campus-wide intervention program Madrid was launching due to COVID-19. Mrs. Yarian, the interventionist, spent most of August and September assessing the needs of the teachers, their students, and setting up the groups by their ability levels. It was determined that to best serve the intervention program, they needed a consistent CST that could commit to a schedule of the same time on Monday, Tuesday, Thursday, and Friday. We did make an impact with the student groups being served during the CST's time, for the spring semester we went back to focusing on the classroom. This year most of the CST's not only had full academic loads but were also working part time.

COVID-19 has changed the landscape around the volunteer recruitment area. Due to the increased need for support, paid opportunities and internships are being offered to students that were not available in the past. Many districts are trying various different solutions but there is still an environment of unsupported teachers. It also puts individuals in a space without all of the tools necessary to impact the students that are already academically behind.

During the Spring of 2023, CST members supported one third grade class and three fourth grade classrooms. At Madrid, the classroom ratios rose to 30+:1. This is a statewide trend in many schools across the state, particularly, Title 1 schools.

In the past, we brought individuals in to focus on specific areas within the classroom. MDTP continues to see the value in incorporating all the areas and needs into one person instead of trying to find multiple individuals. This has been highly beneficial to the needs of the teachers in the classrooms. One intern is able to now take care of helping with technology, assisting the teacher with classroom paperwork, run one on one groups, as well as act as a student teacher.

We continue to find COVID-19 has had a profound impact on the educational system whether that is academically, emotionally, mentally, or physically. Students are behind and teachers are increasingly overwhelmed. Even with CST members assisting 5 to 10 hours per week in the classroom, teachers shared that providing requested weekly or biweekly reflections and meetings created additional work for them. If and when CST members worked with students, completions of reflection forms by classroom teachers were used as data collection. Several of the teachers avoided having the CSTs work with students so that completion of the forms was unnecessary. Prior to the pandemic, these concerns were not shared with MDTP. We will continue to evaluate the best way to gather necessary information without further burdening the teachers.

This year, we also challenged ourselves with making the Teacher Support Coordinator position virtual. It was important for us to see the efficiency, or lack of efficiency, with virtual versus in person supervision. As we evaluate and expand our program we have to review various applications for efficiency.

With any program, there is a need to ensure that the right people with the right skill set are in the best position. While the program can be run virtually, participants would rather see an in-person contact, especially one that can come to the campus and have a presence. If this were to be a virtual position, school visits and in person events would be a part of the expectation of the individual holding the position. The virtual setup did provide valuable use of digital meeting tools (i.e. ZOOM, Microsoft Teams, etc.) as well as consistent individual meetings which will continue to be utilized moving forward.

When teachers and interns were surveyed on potential areas of improvement and how MDTP staff can further support them, the following was reported:

- "I feel that the staff that facilitates the MDTP should be here locally. Not that someone facilitating remotely is a bad thing, but it seems that more could be accomplished if the person was in the same locale as the schools and teachers it promotes." - Teacher
- "Yes, 100%. Michelle would reach out and check in on how I'm doing and Miss Brugere would always make sure I was good before starting a task in case I needed an explanation." - Intern

While we are supporting teachers through this program, we are also supporting and impacting others. It is critical to ensure that the mental well-being of the students in this program are being supported as students are also experiencing high levels of stress during their academic year. This year, there was much more personal CST support needed and given to the interns than in previous years. The check-ins became vital to ensuring CST members were accurately supported as they performed the duties they were being asked to do. We have seen that supporting teachers impacts students just as supporting interns empowers teachers.

Key Findings and Accomplishments

- Thanks to additional support from the Classroom Support Team, we were able to make a difference. Despite restrictions, 280 hours were directly given to teachers in the Madrid Neighborhood School by the CST program. This enabled teachers more time to contribute to other areas of their work in the class or in their personal lives. However, CST interns reported higher numbers of substitutes during their designated times than in other years.
- **Teachers who participated reported that CST team members made classroom operations run smoother and reduced stress.**

Teacher Testimonials:

- “The CST had a willingness to learn, even though she was experiencing the 4th grade classroom for the first time. She performed tasks that helped me focus on the lower leveled learners in my class.”
 - “She helped facilitate our multiplication tests & did lots of grading- so helpful at the end of a quarter!”
 - “I loved the support from Ava in terms of clerical work- it was very helpful for me & allowed me to keep up with things I normally fall behind on (materials prep, grading, etc) but I did lose a lot of time having to meet bi-weekly & manage reflections etc. Please consider this for the future. If the program is redesigned to be less work for the teacher I'd love to continue next year... most specifically with Ava as my CST if she is continuing.”
 - “They help me grade work that I do not have time to get to or take home.”
- **Participating CST members were able to explore the profession and make evaluations of their career choices with the experience they received.**

CST Member Testimonials:

- “This has been a positive impact on the teachers I am supporting because they have extra help in the classroom. Both teachers informed me that by my being present, they release a lot of stress because I am helping them grade, organizing classroom materials, and being present motivates the students because they look forward to having help.”

- “Every time I leave for the day the students all get so upset and say noooooo don’t go. That warms my heart and helps me know that I am making an impact, even while simply grading.”
- “I see my role as a role model and leader, but I feel bad for not being in the class today. I didn’t realize one day could have such a great impact.”
- “Being able to physically, verbally, and emotionally see how much it meant to Ms. Burgere that I was going to be able to assist with anything she needed especially for the entire semester was awesome. Even with the small amount that I felt I did today, Ms. Burgere made it clear that it wasn’t a small task and that it made a big difference for her. I can’t wait to continue the journey of a student intern (CST) with Million Dollar Teacher Project.”

CST Intern Plans After Program Completion: This year we had two educationally focused interns, one whose emphasis was engineering, and the rest were pursuing a career in counseling. Collectively each of these interns had a desire to give back to the community by working in the classroom.

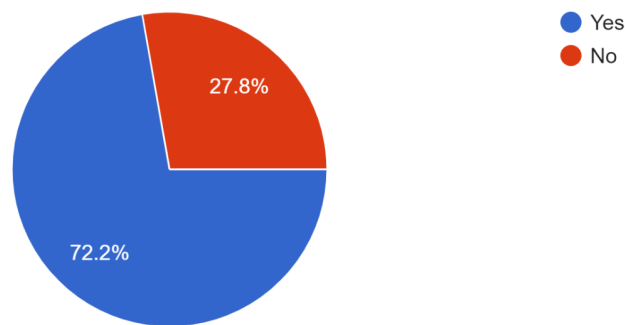
- One CST member has opted to continue their education and is getting their Masters in counseling to work with students and marginalized communities.
 - The CST member that is majoring in engineering wants to stay on with Million Dollar Teacher Project and support teachers by creating high impact tutoring/intervention programs that will empower students. His sharing of this confirms his desire to continue to be involved in teaching and education in some way.
- **Cost Effectiveness with MDTP is clear.** Our team contributed a total of 280 hours on the Madrid campus. The estimated in-kind value contributed by our team this year is **\$5,600**. Our CST members were motivated and ready to get involved. The launch of the Intervention Program by the school decreased our anticipated support hours for the Fall semester. The interventionist was still identifying and planning the placement of the students to create a schedule for the students, delaying our support.

Overview/Highlights

Participating teachers reported that CST involvement helped them be better teachers.

Do you think having a CST team member helped you be a better teacher this week?

18 responses



Participating teachers reported that they were overall more productive with the CST's.

As a result of the CST did you have more personal or productive work time this week?

18 responses



CST members felt like they had a better understanding of the educational profession and reported that it was positive for the teachers, students, and themselves.

Teacher Spotlight

We are honored to welcome our newest MDTP Board Member, Rhonda Bowman!

Mrs. Bowman, a former CST Teacher from Granada East, contacted MDTP to ask for support for her Special Education Team. MDTP rose to the occasion and put a team together for them.

Mrs. Bowman has been teaching for 14 years. She currently teaches the 7th and 8th graders in a self contained classroom. She is a true professional in how she carries herself in the classroom and inspires her students. She specializes in special education and students with intellectual disabilities. Her students are multiple grade levels behind in state testing and she has worked tirelessly to help them greatly improve. She is a model teacher and a role model to many on campus.

A few words from Mrs. Bowman:

"I am inspired by the idea of wanting to have a better world. I want to surround myself with better people and I know with teaching it's important to me that we have young adults that are prepared. I want my students to be able to do something they love and take care of themselves.

Some families value education differently than others, and rightly so, so sometimes education is not one of their top priorities. This can be a challenge sometimes but MDTP has really helped in this regard.

MDTP is great because the people come in and understand the ins and outs of a classroom. Sometimes we are teachers, parents, counselors etc. They fill many roles and I really love that MDTP offers us an opportunity to form better relationships and better communication with the parents. The students benefit because they see another adult who cares about them and they appreciate this which also makes my life a lot easier. Many hands make the load light."



CST Spotlight

Welcome one of our CST members, Elijah Reid!

Elijah joined us as a senior at Grand Canyon University. His goal as an intern was to make the teacher's life easier, as well as the lives of the children. Elijah connected with MDTP through a GCU career fair and intern opportunity board. His commitment to the position was evident early on. He participated in this internship because he wanted to impact the students and liked being able to celebrate and support the teachers. Elijah strives to be a role model to his younger siblings and plans on doing the same for all children. He was an incredible asset to our Spring team.

A few words from Elijah Reid:

"I joined the program not knowing what to expect, and honestly, I was a little nervous my first day on the job. However, I knew I was going to have an awesome experience because of the encouraging words Michelle, the program director, continued to give all of us interns throughout the program.

During my experience at Madrid Neighborhood School, I realized that I am meant to work with children. Throughout my undergraduate program at GCU, I knew I wanted to work with families and marriages, but the MDTP showed me where to start in my career.

This program pushes individuals out of their comfort zone, which allowed me to grow in my career, gave me the courage to continue on when things get hard, and showed just how important teaching this next generation is.

Because of the MDTP I will be working in group homes for adolescent boys as a behavioral health life coach. I am honored to say the Million Dollar Teacher Program gave me the courage to take on this new job and respect for our generations to come.

I cannot thank Michelle enough for guiding me in the right steps and for always being there when anyone needed her help. Though this program was short, it changed my life in ways I will forever be grateful for.

With great thanks,

Elijah Reid

Classroom Support Team Spring '23"



Student Centered Data

- 75% to 85% of students asked, on average, reported feeling excited about their week and enjoying learning.
- 90% of students, on average, reported being engaged in classroom participation.

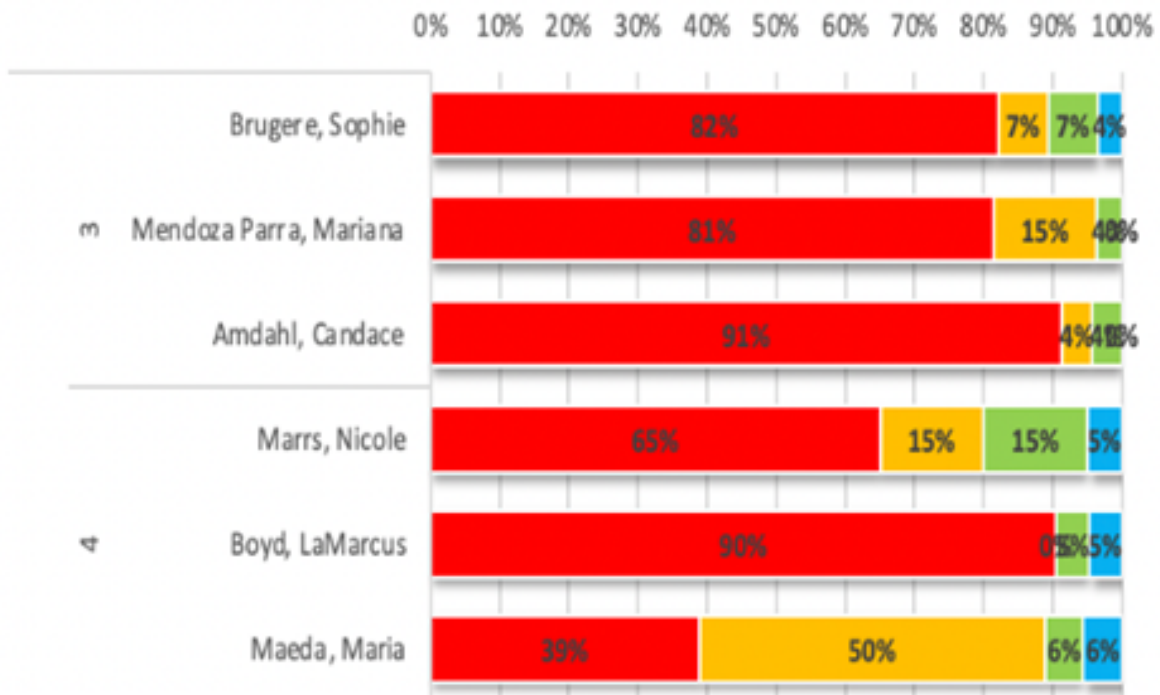
Teacher Centered Data

- Throughout the program, teachers were excited to come to work 80% of the time.
- 80% of teachers reported completing their prep time goals.
- 100% of participating teachers that were using CST with their students, saw students perform better. We found that several teachers were not using the CST interns to work with students to avoid reflection forms.
- Teachers reported being overwhelmed by the weekly, then bi-weekly reflections and 30-minute meetings. Teachers shared that they viewed them as additional work.
- Teachers also reported that they love their CST members and they have made a huge impact.

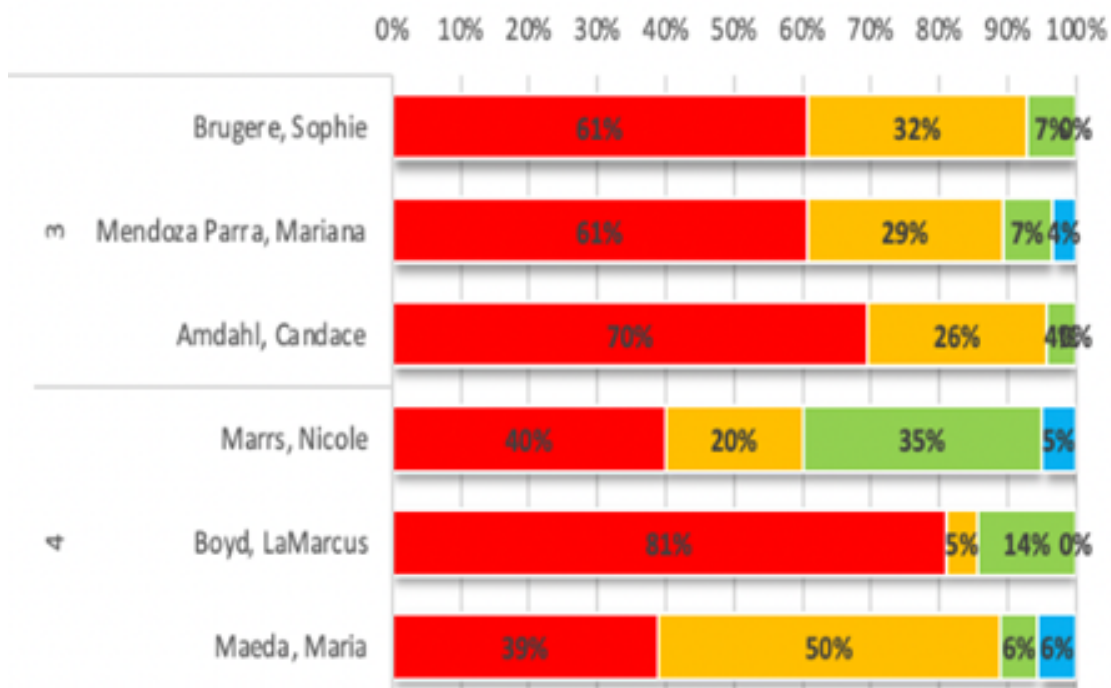
State Testing Data

Arizona's Academic Standards Assessment (AASA) is a statewide achievement test for Grades 3-8.

Homeroom ELA AASA Performance Levels



Homeroom Math AASA Performance Levels



Ms. Brugere

ELA

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1070)	49.44%	31.12%	17.38%	2.06%	19.44%
School (84)	64.29%	28.57%	7.14%	0.00%	7.14%
Teacher (41)	75.61%	14.63%	9.76%	0.00%	9.76%

MATH

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1062)	36.91%	28.91%	17.89%	16.29%	34.18%
School (82)	53.66%	32.93%	12.20%	1.22%	13.41%
Teacher (39)	58.97%	30.77%	7.69%	2.56%	10.26%

Ms. Marrs

ELA

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1070)	49.44%	31.12%	17.38%	2.06%	19.44%
School (84)	64.29%	28.57%	7.14%	0.00%	7.14%
Teacher (41)	75.61%	14.63%	9.76%	0.00%	9.76%

MATH

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1045)	53.40%	22.11%	14.16%	10.33%	24.50%
School (62)	51.61%	22.58%	14.52%	11.29%	25.81%
Teacher (26)	34.62%	30.77%	19.23%	15.38%	34.62%

Mr. Boyd

ELA

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1046)	66.25%	22.94%	9.46%	1.34%	10.80%
School (64)	70.31%	23.44%	4.69%	1.56%	6.25%
Teacher (30)	76.67%	16.67%	3.33%	3.33%	6.67%

MATH

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1045)	53.40%	22.11%	14.16%	10.33%	24.50%
School (62)	51.61%	22.58%	14.52%	11.29%	25.81%
Teacher (29)	65.52%	17.24%	6.90%	10.34%	17.24%

Ms. Maeda

ELA

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1046)	66.25%	22.94%	9.46%	1.34%	10.80%
School (64)	70.31%	23.44%	4.69%	1.56%	6.25%
Teacher (38)	76.32%	18.42%	5.26%	0.00%	5.26%

MATH

Percentage of students scoring at each performance level

Displaying 1 to 3 of 3

  [More...](#)

	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient	Mastered
District (1045)	53.40%	22.11%	14.16%	10.33%	24.50%
School (62)	51.61%	22.58%	14.52%	11.29%	25.81%
Teacher (38)	60.53%	21.05%	13.16%	5.26%	18.42%

CST Intern Centered Data

When surveyed on what the CST interns were most excited for during this internship, these were the top responses:

- "Helping students progress"
- "Changing a kid's life"
- "Interacting with the classroom and learning more about the environment"
- "To cultivate my teaching techniques and to learn how to work with a team in a classroom setting"
- "To learn what it's like to work in the school atmosphere"

When asked what their favorite part of the MDTP experience was, CST interns responded:

- "Most importantly the kids but talking with the school counselors allowed me to be more confident in my future career path"
- "That I have been able to assist the teacher in what she needed to better teach the students"
- "Working with the kids and seeing them grow"
- "Being able to come up with strategies to get work done efficiently"
- "My favorite part of the internship was being able to have a direct effect in the classroom, though this happened towards my internship, I did really enjoy working with the kids and helping the teacher in any way I could"

CST Intern Reflections

- "I worked with a child one on one about learning new words in her book. She felt comfortable by the end asking me on her own."
- "These kids love Pokémon, which is so cool because when I was their age, I loved them too. It's going to be a great fit for me here. Thanks MDTP"
- "Being able to physically, verbally, and emotionally see how much it meant to Ms. Burgere that I was going to be able to assist with anything she needed especially for the entire semester was awesome. Even with the small amount that I felt I did today, Ms. Burgere made it clear that it wasn't a small task and that it made a big difference for her. I can't wait to continue the journey of a student intern (CST) with Million Dollar Teacher Project."
- "These kids truly know how to make me laugh. The way they look at one another when a joke is said reminds me of how Jim (from The Office) looked at the cameras when something funny was said."

- "Today I talked a lot with a student. He drew me a picture and was by my side all day. He has no idea how much that affected my day, but he does know that I will be his friend and mentor for the rest of the year. He is a bright kid."
- "I had a student draw me a picture last week, which made me inclined to draw him one back. When I did his face filled with joy and a bunch of other students asked for one. This has been a blast!"
- "I have enjoyed working on projects for the teacher. I wish I could do more, but all they have assigned for me is the poster for Black History Month. I hope this helps kids learn the importance of the month of February."
- "I sadly wasn't able to make it into the classroom today. However, I see now how much those kids have impacted my career path and life. This internship has made me realize that I need to work with kids for a season in my life. Where it might take me, I have no idea, but I'm so excited for the ride. These kids have impacted me more than they know, and I hope I get the chance to express that to them."
- "I was out sick for 2 weeks and was not able to help Ms. Brugere. Since I returned today, Ms. Brugere told me how happy and excited she was that I had returned. I love helping and assisting my mentor in the best way possible and the warm welcome back was much appreciated!"
- "Today was a day full of grading, but it was also the day I lost all nervousness. The kids and I were having common conversations with ease, and it brought so much joy to me."
- "Today was probably the hardest day to leave. When I got up to go and say goodbye all the kids came and gave me a hug as a whole classroom. This class has impacted me more than they will ever know. I had such a fun time being part of this program."
- "Miss Brugere said that it is helpful for me to prepare the class because there are charts that students typically use around the class that they won't be able to look at while taking tests. She also mentioned how much time I save her when I input grades in her grade book and the system."

Teacher Surveys

Pre-Survey	Post Survey
100% of teachers felt like they had time to collaborate with fellow colleagues.	100% of teachers felt like they had time to collaborate with fellow colleagues.
60% felt like teachers are protected from duties that interfere with their abilities to educate students.	100% felt like teachers are protected from duties that interfere with their abilities to educate students.
60% of teachers disagreed that class sizes are reasonable such that teachers have the time available to meet all the needs of the students.	80% of teachers disagreed that class sizes are reasonable such that teachers have the time available to meet all the needs of the students.
80% felt like they had sufficient access to instructional technology, including computers, devices, printers, software and internet access.	100% felt like they had sufficient access to instructional technology, including computers, devices, printers, software and internet access.
10% of teachers felt like parent/guardians were NOT influential decision makers in their schools.	10% of teachers felt like parent/guardians were NOT influential decision makers in their schools.
80% teachers felt that their schools maintained clear two-way communication with the community.	100% teachers felt that their schools maintained clear two-way communication with the community.
80% of teachers thought that the community they served supported their schools.	100% of teachers thought that the community they served supported their schools.

When surveyed what benefits the teachers received from being in this program, teachers answer:

- "I loved the support from Ava in terms of clerical work- it was very helpful for me & allowed me to keep up with things I normally fall behind on (materials prep, grading, etc) but I did lose a lot of time having to meet bi-weekly & manage reflections etc. Please consider this for the future. If the program is redesigned to be less work for the teacher I'd love to continue next year... most specifically with Ava as my CST if she is continuing."
- "I have the benefit of experiencing new ways of supporting the learning environment in the classroom."
- "Being able to designate more time to the students in the class that need the extra help"

Teachers' Reflections

- "Feedback about program: questions for weekly reflections need to be redesigned, meetings should be on as needed basis (maintaining open communication with issues throughout via email), SOME CST's may need to receive additional training, THIS PROGRAM SHOULD NOT LEAD TO MORE WORK FOR TEACHERS THAN WE ALREADY HAVE TO DO (It did this semester & I have considered not continuing with the MDTP CST Program in the future because of it)!"
- "This is the first time I have heard of this program. Wanted first hand experience."
- "It really does offer myriads of help and assistance for teachers. I can certainly gauge if something is or is not working regarding student learning"
- "The CST had a willingness to learn, even though she was experiencing the 4th grade classroom for the first time. She performed tasks that helped me focus on the lower leveled learners in my class."
- "Senoia leads a small group of advanced 3rd graders who are working on independent book projects. She does a great job taking initiative and keeping them focused on their work."

- “My CST was able to facilitate working with a group of 6 students on changing fractions to decimals and multiplying fractions by a whole number.”
- “The CSTs are helping lead a 3rd grade small group, and their support has been very effective.”
- “She was helpful because she helped with grading papers and facilitating individual work with the students.”
- “Lauren was able to assist with grading papers and recording grades, as well as working with a small group in math.”