Expeditionary Learning
Unlocking Novice Teacher Potential through the Common Core

Expeditionary Learning (EL) and its partnering high-need LEAs (New York City; Newark, NJ ; Hartford, CT; and Greece, NY, along with its supporting partner, New York State) seek a Validation grant under Absolute Priority 1 (and Competitive Priority 2) to replicate, scale and validate its model of professional learning for novice teachers. This project seeks to build the instructional capacity of novice teachers and demonstrate at scale that EL's high quality Common Core curriculum and instructional resources, combined with proven approaches to professional learning delivered in a blended model, will enable high-quality, classroom-level implementation of the Common Core State Standards for ELA and Literacy, leading to increases in teacher effectiveness, retention, and higher student achievement.

EL will engage two cohorts of 30 schools each in an intensive two-year intervention, directly impacting 48,000 students in three states. The EL model anchors professional learning for novices in its rigorous, Common Core-aligned curriculum already in use. Novice teachers engage in blended supports including on-site coaching, off-site institutes, and online resources focused on building pedagogical knowledge (inquiry-based learning, student-engaged assessment and data-informed improvement) and content knowledge. The program builds the structures and routines for effective, job-embedded professional learning and professional learning communities among new and experienced teachers. EL's evidence-based model, honed over 20 years of experience and success, is built for scale and replicability with its open source curriculum and open access online professional learning platform.

EL's goals for this work are to measurably increase: the instructional effectiveness of novice teachers; the achievement of students of participating teachers; and the retention of participating novice teachers. Mathematica Policy Research will conduct rigorous evaluation of EL's model to show its impact on teacher effectiveness and student achievement.