



Support and Retain Your Early Career Teachers through the **+AFFECT** Study

Teachers often experience a gap in supports after completing their first year of teaching. Positive Acceleration for Early Career Teachers (+AFFECT) is a one-year professional learning initiative designed to address this gap. The program serves teachers in grades 4-8 who are in their second through fifth year of teaching, offering tailored support to strengthen their instructional practice and accelerate their professional growth.

The American Institutes for Research® (AIR®) and its partners, Georgia State University and Teachstone, will support implementation and evaluate the effectiveness of +AFFECT and conduct a random assignment study using grant funding from the U.S. Department of Education. Districts interested in continuing the program will receive free training and supports to scale the program up beyond the grant.

+AFFECT is grounded in over 15 years of research on engagement and classroom interactions. Teachers learn skills to help students engage cognitively, emotionally, and behaviorally.

THE **+AFFECT** PROGRAM

The program uses a strengths-based approach to help teachers build on what they are doing well and supports them in areas where they want to improve. The three supports are:

MyTeachingPartner coaching | Teachers engage in five one-on-one web-based coaching cycles with a trained coach. Each cycle focuses on a teacher-selected video of classroom instruction, with the coach focusing on clips that show effective interaction between the teacher and students. The process helps the teacher focus on what is going well and build on that success.

Community of practice | Three school-based community of practice meetings provide opportunities for teachers to learn from and celebrate each other's successes, enjoy positive collaboration, and connect +AFFECT with other aspects of teaching. These meetings are led by a principal-designated school-based champion.

School leadership engagement | Principals and school-based champions participate in four meetings that support the implementation and sustainability of the program. These meetings consist of an initial meeting to identify school priorities and plan, early and mid-year progress reviews, and an end-of-year debrief to celebrate progress and plan for scaling +AFFECT supports in the future.



Resources Provided by the Study

This study aims to understand whether the +AFFECT program improves teacher and student outcomes and is looking for districts to partner with.

As part of this study, participating schools within each district will be assigned by lottery to either receive the program during the 2027–28 school year (implementation schools) or continue with their business-as-usual practices (BAU schools).

Districts that participate in the program will receive:

- **+AFFECT program supports** described above for implementation schools at no cost during a one-year period.
- **Grant funds for implementation** for implementation schools to support the school champion and program activities.
- **+AFFECT materials** for teachers in implementation schools, including iPad cameras and accounts for teachers to use to record their instruction.
- **Grant funds to support data collection activities** for teachers in all participating schools, including for all data collections.
- **Trainings to school- or district-based coaches** in both implementation and BAU schools to support sustainability of the program after the study ends.

Benefits of +AFFECT

- Early career teachers benefit from rapid skill growth in using classroom interactions and organization to increase student engagement and achievement.
- Districts and schools benefit from increased teacher retention by building early career teachers' confidence, self-efficacy, and enthusiasm for teaching.
- Districts and schools benefit from free trainings to scale and sustain the program for future years

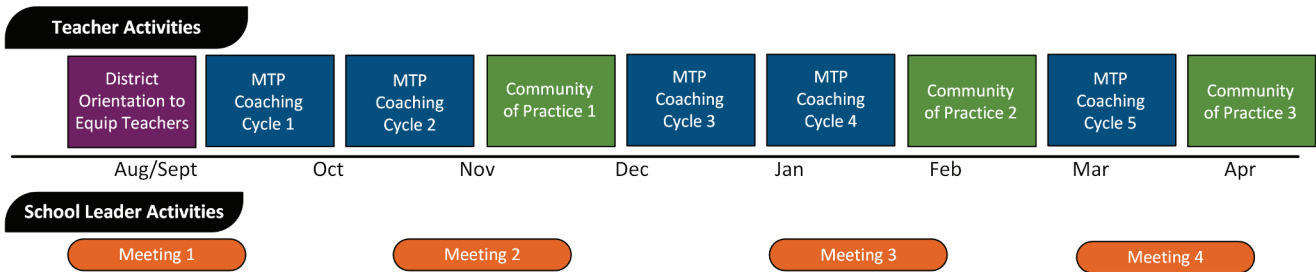
Data Collection Activities

The study will collect the following data in the fall and spring of the 2027–28 school year:



- **Teacher survey** | Online questionnaire covering teacher background, professional development, self-efficacy, and job satisfaction.
- **Classroom observations** | Four recorded instructional lessons per teacher capturing quality of classroom interactions.
- **District records** | Teacher data on experience, role; student data on demographics and achievement.

Annual Timeline



To learn more about the study, please contact one of the study team leads or visit our website:



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