

A REFORM-MINDED LOS ANGELES URBAN TEACHER RESIDENCY PROGRAM

CALIFORNIA STATE UNIVERSITY LOS ANGELES PARTNERSHIP

Teacher Quality Partnership Grants Program – Teacher Residencies

Absolute Priority 2: Partnership Grants for the Establishment of Effective Teaching

United States Department of Education

A. Project Design

Introduction and Background

This proposal to establish the Los Angeles Urban Teacher Residency reflects the mission and vision of the California State University Los Angeles (CSULA) Charter College of Education and our partners, all of whom share a social justice mission and all of whom believe that the teaching profession is one which should inspire excellence and innovation, lead the communities in which they serve, and be vigilant of high expectations for all students. The partners envision teachers who are responsible for equity, excellence, and innovation in their classroom as well as for their entire school culture. Our teachers will become leaders hand in hand with their students and families within their surrounding communities. Our teachers will use data and multiple forms of performance assessment as the evidence that this vision is realized with their students, their classrooms, and the whole school. CSULA Charter College of Education’s partners in this endeavor include its sister College of Natural and Social Sciences, the Los Angeles Unified School District (LAUSD), the Center for Collaborative Education (CCE), West Ed Evaluation and Research Program (WestEd), two networks of high need LAUSD schools: the Los Angeles Pilot Schools Network and the Mayor’s Los Angeles Partnership Schools (PLAS), a charter school: the Mark and Eva Stern Math and Science School which is an Alliance for College-Ready School based on the CSULA campus, three community partners: Families in Schools

(FIS), Alliance for a Better Community (ABC), and the Central American Resource Center (CARECEN), the United Teachers of Los Angeles (UTLA), the Local Districts 4, 5, and 6 of LAUSD, Boston Teacher Residency (BTR) and Chicago's Academy of Urban School Leadership. (See Appendix D for partner descriptions, memoranda of agreement and letters of commitment.) CSULA, CCE, and LAUSD will form the core partnership for this initiative.

The partnership proposes to establish a 14-month community and teacher residency program aligned with California state standards for teacher certification and induction, coupled with CSULA's requirements for a master's degree in education, to prepare teachers to enter into high-need Los Angeles public schools. The residency will integrate theory and practice in a blend of graduate-level coursework, project-based experiences, and collaborative professional learning through highly supported cohort communities. Faculty and mentors will be drawn equally from the university and from partner organizations and school practitioners to ensure a balance of best practice and best research-based theory to support that practice. Mentor and faculty teaching styles will model the democratic learning and classrooms that we seek to build. The partnership will build the Los Angeles Urban Teacher Residency to become the program that produces Los Angeles' highest quality teachers who will remain in the system well into the future working to transform schools for equitable and strong student achievement.

Program Need

According to California Department of Education 2006-07 data, the LAUSD student population of 707,626 students is comprised of 73% Latino, 11% Black, 6% Asian, 9% White, and 1% other. The four-year drop-out rate is 25%; 11% of the students receive special education services, 38% are English language learners (ELL), and 74% are eligible for free or reduced lunch.

In Local District 4, in the Belmont neighborhood—a key local district in which the LAUTR will be established—the picture is more serious. The Belmont residential area is comprised of 19 square miles with approximately 353,000 people within its boundaries—the most densely populated urban area in California. The community has one of the highest concentrations of immigrants, non-citizens, low-income families, households with a second-language, and residents without a high school diploma in the nation. Seventy percent of Belmont’s students are English Language Learners (ELL), 93% are Latino, and 79% qualify for free or reduced lunch. The four-year graduation rate is 35%, and the percentage of Latino and African American students who graduate passing state required A-G coursework is a shocking 3.5%. Local districts 5 and 6, other program sites, have similar statistics.

In terms of the requirements of this RFP, Los Angeles qualifies for “High Need LEA eligibility” under both Components A (Poverty/Rural Data) and B (Teacher Need). Within LAUSD, 23.15% (194,010 of 838,081) of children of the relevant ages 5 to 17 are in families in poverty (source: 2007 SAIPE). This qualifies LAUSD under both the A1 and A2 thresholds.

According to the LAUSD LEA Personnel Research and Assessment Office, 2.64% of teachers started the 2007-08 school year with emergency permits, which includes employees serving under emergency credentials, permits, waivers, provisional interns and pre-intern certificates, which is above the B3 threshold of 1.37% stated in the Federal Register. If one looks at the target local districts and their highest need schools, the numbers go up to about 10% of the teachers who are teaching without their full credential.

Across the nation, up to 50% of new teachers leave the school within which they teach and/or the profession entirely within the first five years of their teaching career (Berry, Montgomery, et al, 2008). Attrition rates for new teachers are highest in urban schools with high

percentages of low-income students. In Los Angeles, the overall annual teacher attrition rate has almost doubled since the 2002-2003 school year, and stands at 8.2%.

Large turnover in teaching staff in urban school districts has serious implications. The sheer cost of turnover is high as annual expenses involved with recruitment, hiring, administrative processing, and continued professional development in many urban districts are substantial (Carroll, 2007). As well, novice teachers produce smaller learning gains in their students compared with more seasoned teachers (Murnane & Phillips, 1981).

Research on teacher mobility indicates that the top three reasons teachers move are the opportunity for a better teaching assignment, dissatisfaction with the support from administrators, and dissatisfaction with workplace conditions (Marvel, et al., 2007).

In a recent study conducted by the National Comprehensive Center for Teacher Quality, only 42% of first-year teachers felt “very prepared” for their first year of teaching.

Research indicates that hiring well-prepared teachers and providing them with significant support reduces first-year attrition by 50 percent (Black, Neel, & Benson, 2008). Studies indicate that teachers will stay at a school if they feel they can be effective with the students they serve and when they feel they are provided the support to teach well (Johnson, 2006).

Due to their recent entrance as a model for teacher preparation and support, little research has been conducted on the impact of teacher residency programs. However, there is some initial evidence that these programs are making a difference. For example, most graduates (88%) are rated by their administrators as effective or as more effective than their first-year counterparts. As well, early indicators suggest positive results as 90-95% of teacher residency graduates are still teaching after three years (Berry, Montgomery, & Snyder, 2008).

A Reform-Minded Partnership

As one of the largest school districts in the nation with 680,167 students enrolled in 2007-2008 (LAUSD data)—a drop of almost 20% in one year—LAUSD is a district with challenges to match its size. The partners involved in this program embody the most energetic and authentic in-district school reform movements in Los Angeles. Some would say that they are the only internal reform movements for LAUSD.

The Center for Collaborative Education and Los Angeles Pilot Schools

Based in Boston and Los Angeles, the Center for Collaborative Education's (CCE) mission is to transform schools to ensure that all students succeed. In Boston, CCE provides Pilot Schools, which constitute 22 autonomous, in-district schools, with coaching, network-wide professional development, research, financial management and a principal preparation program.

CCE and the majority of the partners in the Los Angeles program have worked together for the past five years to establish the Pilot School Initiative in LAUSD Local District 4, where the 5,400 students from the overpopulated, troubled, and chronically underperforming Belmont High School and the 4,000 students bussed out of the Belmont catchment area, are being presented with new choices in the form of 10 autonomous, small Pilot high schools that opened beginning in fall 2007 and are continuing to roll-out over the next few years. We anticipate that at least 30 Pilot Schools will be opened by the end of this grant in Local Districts 4, 5, and 6.

Pilot schools are created through union-district partnerships in which both parties agree to give up historical control in exchange for heightened accountability. The school district releases Pilot schools from all mandates, and the teachers union devolves all work rules to the school level. Like charter schools, but within the district, Pilot schools have autonomy over budget, staffing, governance, curriculum and instruction, and schedule. In Boston, these schools have

outperformed the regular, non-exam district schools on every indicator of student achievement across all class, race, and academic subgroups (Tung and Ouimette, 2007).

The Los Angeles Pilot Initiative began five years ago when community partners brought CCE to Los Angeles to begin negotiations with LAUSD and the unions to forge a Pilot school agreement which could serve as a catalyst for change by creating schools which provided students with the quality of education they deserve. The second largest school district in the country, by all accounts LAUSD has been failing its students—almost 45% of its Title I schools are rated as underperforming. In February 2007, the LAUSD superintendent and teachers union president signed an agreement to open Pilot schools in Local District 4. After only one year, both the district and the unions asked CCE to expand the model into other local districts. Beginning in September 2009, Local District 6 will launch its first Pilot School, with a minimum of six additional Pilots scheduled for opening in September 2010. Similar discussions are occurring in Local District 5.

Last year, in partnership with the same community organizations, UTLA, and CSULA, the USDOE granted CCE support to establish the first Los Angeles Principal Residency Network (LAPRN), also based on an apprenticeship model. The LAUTR and the LAPRN will be closely coordinated, providing a steady pipeline of new, innovative principals for LAUSD's schools.

The Mayor's Partnership for Los Angeles Schools

With twelve schools, 18,000 students and 1,500 employees, the Partnership for Los Angeles Schools is the largest non-district school operator in Los Angeles, and given its close relationship with Mayor Antonio Villaraigosa, it is the most visible. The Partnership's goal is to dramatically accelerate student achievement in the schools it serves and catalyze the transformation of LAUSD into a school district in which all students graduate college and career ready. To do this,

the Partnership has implemented a comprehensive school reform model that addresses key instructional, cultural, and policy issues with the power to impact systematic change within LAUSD and improve the quality of education for the thousands of students it currently serves. The Partnership has significant authority, freedom, and flexibility from LAUSD to transform schools—working through LAUSD’s iDesign division.

The Partnership family of schools spans over twelve campuses located in the Watts, Central, and East Los Angeles area. During its first year of operation, the Partnership oversaw four elementary schools, four middle schools, and two high schools located within three families of schools. A family of schools approach to improving schools allows for an integrated preschool through 12th-grade experience for children and enables connected, community-wide strategies to uplift neighborhoods around schools.

All told, Los Angeles’ Pilot and Partnership schools comprise 28,564 students in 19 campuses; many of the large schools will transform to become multiple small schools. (See Appendix D: LAUTR Partnership Schools Information.) While still early in their transformation, both Los Angeles Pilot Schools and Partnership Schools are on an upward trajectory of improved student achievement as compared to their previous large, traditional schools. In addition to the Pilot and Partnership schools, the LAUTR will identify residency sites in our LAPRN program which offer strong, visionary leadership and mentoring capability; and the Alliance for College Ready Schools’ Marc & Eva Stern Math and Science School that resides on the CSULA campus will provide faculty, mentors and a site for the LAUTR.

California State University Los Angeles, Charter College of Education (CCOE), is a unique institution of higher education and one that is particularly well suited for this proposal. Created in 1995, it is committed to leading educators to transform public schools. The College offers a

coordinated, multidisciplinary approach to the education of children and youth. Its mission is to enable educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically diverse urban learners. The campus is located in the heart of metropolitan Los Angeles and its programs reflect concern with the opportunities and challenges of urban education. CSULA programs include a teacher preparation program that leads to a BA in Urban Learning, a Literacy Cluster focusing upon improved teacher preparation in reading and language arts, the LA Accelerated School that implements Henry Levin's model first developed at Stanford University, and the Program Evaluation Research Collaborative, which currently conducts research studies focused on improving STEM (Science, Technology, Engineering and Mathematics) education. In addition, the CCOE offers graduate preparation programs for advanced credentials. In 2000, the Chancellor of the California State University system granted the renewal of its special charter status, establishing it as a center for reform efforts and permitting its faculty flexibility in developing new programs.

I want the LAUTR to change our entire College and the way we prepare teachers now. I want our faculty to participate in a new way of educating future teachers.—Dr. Mary Falvey, Dean, Charter College of Education

In addition, CSULA's two colleges, CCOE and Natural and Social Sciences (NSS), collaborated with the Alliance for College Ready Public Schools (a charter management organization) to create a charter school, the Stern Math and Science School, on campus, serving predominately Latino students from East Los Angeles (CSULA's service area). The school has been recognized as a California Distinguished School after only 2 ½ years of operation.

The Community Partners

Families In Schools (FIS), the Alliance for a Better Community (ABC), and the Central American Resource Center (CARECEN) all understand the need to advocate for the best public education for their families and children. Each community partner has worked with CCE and CSULA on principal leadership preparation programs, and each organization works within LAUSD schools and communities to engage families and teachers in developing training that relies on community assets and in providing support services that bridge community needs.

Boston Teacher Residency and Chicago's Academy of Urban School Leadership

The partnership will draw upon the expertise of the Boston Teacher Residency which has included Boston Pilot schools within its family of training sites and the Chicago-based Academy of Urban School Leadership (AUSL) which has prepared teachers to be highly competent within large, complex, turnaround schools. In particular, BTR and AUSL will provide significant consultation and training to the LAUTR staff and program in planning and implementing our Los Angeles Urban Teacher Residency initiative. This consultation will be crucial as we learn from the wisdom and lessons of those who have pioneered the establishment of teacher residencies.

Description of the Project

The Teacher Residency Model represents a long needed evolution in the process of educating teachers. Teachers today are being trained in the same manner that they were 30 years ago. When teachers attend a traditional university-based preparation program, their field experience of observing teachers and teaching lessons is often brief, with relatively little time to make connections to their planned practice. In the Teacher Residency Model, teachers are paired with Master Teachers who will assist them in their own individual development as they take on the responsibilities of a teacher. This provides the on-the-job training similar to the residency

practice that a medical student experiences before becoming a full-fledged doctor. By giving these potential teachers the genuine pedagogical experience while learning the theoretical underpinnings, better prepared teachers emerge ready to take on the unique challenges of each classroom. According to Urban Teacher Residency United (2009), this methodology has led to as high as 85% of the teachers remaining in classrooms after 5 years.

This partnership has strong coordination of existing LAUSD and CSULA teacher preparation and professional development programs. For example, LAUSD is currently completing Year 2 of a three-year Transition to Teaching Grant for the Apprentice Teacher Program administered out of LAUSD Human Resources' Career Ladder Office. Currently, CSULA is coordinating professional development for math, science and special education teacher apprentices, drawn from the para-professional ranks in LAUSD and funded through the USDOE as part of a multi-year, multi-million dollar Transition to Teacher grant. The grant involves close collaboration with the LAUSD Career Ladder Offices and the CSULA Colleges of Education and Natural & Social Sciences. The Career Ladder Office and the Mid-Career Offices of Human Resources at LAUSD have both participated in the proposal design and have committed to strong collaboration with the LAUTR upon project funding.

The partnership draws heavily from the Boston Teacher Residency (BTR) in its program design. CCE and BTR are closely aligned in the Boston context as the BTR training sites are located in many of the Pilot Schools and Gates-supported small high schools that CCE helped to launch. In addition, we have consulted with the Chicago-based Academy for Urban School Leaders (AUSL) about their teacher preparation programs within turnaround schools that will provide strong guidance for our work within the larger high-need schools in Los Angeles, particularly those within the Mayor's Partnership Network.

Through the Los Angeles Urban Teacher Residency, we hope to create a pipeline of new teachers who are well prepared to teach effectively upon graduation, and well supported through the first 2-3 years of induction to ensure new teacher retention and strong student achievement. LAUTR seeks to have the students taught by newly placed graduates surpass the achievement levels of students who are taught by new teacher graduates of traditional, university-based teacher credentialing programs. The LAUTR program will consist of the following components:

- A teacher residency program that is framed by social justice, equity and opportunity for every student, and an expectation that every student should be prepared upon high school graduation for college, meaningful career, and civic participation in a multicultural world
- Aggressive recruitment of recent college graduates with strong GPAs and demonstrated aptitude and passion for service to children, as well as mid-career professionals, and a rigorous selection process that ensures a strong and diverse class of Residents for each cohort
- Selection of LAUTR site schools and teacher mentors that will provide Residents with master mentor teachers and schools that demonstrate evidence of professional collaboration
- A 10-month residency experience of placement in LAUTR site schools, with Residents placed in cohorts and taking increased responsibility in the classroom and school-wide
- Mentor teachers who provide close, intensive guidance to Residents that builds their skills, knowledge, and capacity to effectively teach by the end of the residency experience
- Site Coordinators who provide support and professional development to mentor teachers
- A curriculum – to be delivered in the first and second summers as well as during the school year on Fridays and a two-week intercession – that combines theory and practice, and is taught by a mix of university faculty, community partners, and school practitioners

- A competency- and portfolio-based approach to graduation, that emphasizes mastery over key competencies, leading to a Preliminary Credential and masters degree in education
- A strong 2-3 year induction programs of cohort inquiry groups, professional development, and consultation to provide intensive support during the first critical years of teaching.

The LAUTR framework will be mapped to the California six standards for effective teaching, the goals of our program components, and our desired outcomes. (See Appendix D: for California Standards for the Teaching Profession). We have drawn from both the existing CSULA teacher education curriculum and the Boston Teacher Residency curriculum as a blended model. We expect to further develop this curriculum with our community partners, consultants, Advisory Board, and the district during the early planning period of the program. Each partner brings particular strength to the curriculum. CSULA's teacher education program was founded specifically to train educators prepared for the needs of urban Los Angeles public schools, with a strong emphasis on special education and English language learners. CCE brings particular expertise in building school-based professional learning communities (PLCs), Critical Friends Groups (CFG) protocols and tools, performance assessment methodologies for exhibitions, portfolio and presentation with valid and reliable measurement, and data-based inquiry methods for improving school and classroom equity, instruction, and learning. As well, CCE has established two school leadership residency programs, including the Greater Boston Principal Residency Network and in partnership with CSULA, the Los Angeles Principal Residency Network. These programs will continue to inform the LAUTR curriculum.

The curriculum map highlights the key content that supports the development of the essential skills and knowledge of an effective urban teacher. (See Appendix D for Preliminary Curriculum Framework: Goals and Outcomes.) This map supports alignment across all areas of

curriculum, and was articulated through dialogue among CSULA, LAUSD, and CCE with strong input from our community partners. Additionally, we will develop a program handbook, which summarizes the curriculum map and details the roles, responsibilities, policies, and support structures for program participants including mentors.

California has recently approved new standards for the Education Specialist (special education) credentials. The Division of Special Education and Counseling at CSULA has completed most of their work on revising the program to meet the new standards and will be shortly submitting them to the California Commission on Teacher Credentialing for approval. Thus, we are planning to add Education Specialist as an urban teacher residency credential beginning Year 2, while focusing on single subject math and science credentials in Year 1. The LAUTR partnership has a goal that 30% of the Residents will be prepared to teach special needs students with disabilities.

California State University College of Natural and Social Sciences will collaborate with the partnership to deliver content curriculum and practice in science and math. As well, all Residents will be required to become competent in teaching limited English proficient students, a great need in LAUSD. Both CSULA and CCE bring particular expertise in this field.

The Goals and Objectives of the Los Angeles Urban Teacher Residency

Goal 1. To establish and sustain a master’s level teacher credentialing residency program to prepare outstanding teachers for high need LAUSD schools.

Objective A. Plan and design the program

- Further develop curriculum with all partners, the advisory board and BTR/AUSL consultants
- Hire program director, curriculum director, and recruitment director
- Additional staff will be hired each subsequent year as program grows

- Coordinate with existing teacher preparation and professional development programs

Outcomes: The LAUTR recruits its first cohort of 25 Residents by April 2010

Objective B. Develop and Implement Marketing Plan for Recruitment

- Recruitment coordinated with LAUSD Human Resources Department and their recruitment services programs and CSULA recruitment and admissions offices, with a goal of recruiting high performing recent college graduates and mid-career professionals
- Advertising and information sessions implemented
- Selection process approved among program selection committee, the university, and LAUSD

Outcomes: Six school sites, 6 school site coordinators, and 25 mentor teachers are recruited; 25 Residents recruited of whom at least 65% are people of color and who will be prepared to teach secondary school level math, science, and/or special education and all in teaching English Language Learners; Increase to 35 Residents in Year 2, 50 Residents in Year 3, 65 Residents in Year 4, and 75 Residents in Year 5.

Objective C. Prepare first cohort of 25 Residents by June 2010

- Provide graduate level coursework that supports the needs for content expertise as well as teaching skills and knowledge development offered through summer 2010
- Train all Mentors and Residents in building strong professional learning communities, including Critical Friends Group strategies and activities
- Convene 3-day Mentor Leadership Institute in August 2010
- Place Residents in peer cohorts in six school sites with 25 mentors
- Begin pre-practicum curriculum of residency period September-November
- Begin practicum curriculum of residency November-June 2010

- All 25 Residents complete final coursework, Resident community projects, defense of portfolios and exhibitions
- In year 2, begin Residency cycle with 35 Residents; in Year 3 with 50 Residents; in Year 4 with 65 Residents, and in Year 5 with 75 Residents
- Develop and implement fundraising plan to support and expand program

Outcomes: By the end of five years, 175 Residents comprising four LAUTR cohorts are credentialed, prepared, and inducted as outstanding teachers for LAUSD high need schools, with another 75 Residents who are engaged in a fifth cohort.

Goal 2. To establish and sustain a two-year teacher induction program

Objective A. Define newly inducted teacher cohorts as professional learning communities

- Coordinate with LAUSD where newly inducted teachers will be placed to optimize cohort support systems
- Provide coaching and ongoing professional development to new teachers and their schools through weekly inquiry and Critical Friends groups
- Coordinate with community partners

Outcomes: All placement schools will support professional learning communities for newly inducted faculty and existing teacher leaders; retention rates of new LAUTR teachers will be 95% over three years.

Objective B. Build a LAUTR Alumni Network

- All LAUTR graduates will become part of a Network that will convene monthly professional development sessions and/or consultancies around common classroom or school dilemmas
- By year 5, the first cohort of alumni will be trained as mentor teachers as appropriate

Outcomes: 95% of LAUTR new teachers will be retained within the LAUSD system after three years; evaluation will demonstrate that student achievement is higher in the classrooms led by LAUTR graduates.

Goal 3. To ensure community engagement in all phases of the program

- Community partners will co-construct coursework and experiences focused on developing community literacy.
- Community literacy will be integrated in all projects and assessments
- Community partners will participate in course delivery and assessments of Resident competencies.

Outcomes: Community literacy is a Residency competency with assessment rubrics; At least 75% of the Residents live in communities with high need schools; Residents complete community projects assessed by community to demonstrate competency in community literacy by graduation.

Goal 4. To assure continuous program improvement for all participants including Residents, inducted teachers, and alumni network

- LAUSD provides the Partnership with annual teacher employment data for placement of all teachers in the program as well as overall teacher retention for the district.
- Performance assessments of new LAUTR teachers will be conducted annually using the Human Resources procedures negotiated by LAUSD and the United Teachers of Los Angeles (UTLA) in their most recent contract
- Teacher reflections will be built into the teacher induction process as well as more qualitative interviews to assess teacher satisfaction and progress

- Student performance in classes taught by the alumni teachers’ will be tracked, both during the teachers’ residencies and when they become teachers’ of record in LAUSD classrooms.

This will be compared to district-wide and school performance levels

The partnership will create an urban teacher residency program to prepare teachers to serve in high-need urban schools. In addition to acquiring the skills and experience they need to be highly effective teachers, the residency sites will be within some of the most “on the move” schools in Los Angeles’ reform efforts—giving the Los Angeles urban teacher Residents an understanding of how a high functioning, high performing, innovative school works. The Los Angeles Urban Teacher Residency will combine a rigorous masters-level coursework sequence, a year-long apprenticeship with a master mentor teacher, a comprehensive professional development curriculum for mentors, and a two–year induction program to prepare and support new teachers. (See Appendix D for LAUTR Course Map.)

The utilization of Resident learning standards is the key to the integration and alignment of theory and practice within the design and implementation of our residency program. These standards guide and unify all program elements, particularly the curriculum for the classroom apprenticeship experience and the master’s coursework. These learning standards define the skills and knowledge a teaching Resident must develop to be effective in the classroom. They provide focus and structure for the observations of classroom practice, mentoring/coaching, and guided teaching practice that occur during the classroom apprenticeship. LAUTR instructors and faculty will design a tailored coursework scope and sequence that specifically teaches to the Resident learning standards and complements the apprenticeship experience. The LAUTR will have a performance based assessment approach that will assess Residents’ mastery of the

learning standards and competencies through exhibitions, portfolios, logs, and video (in addition to coursework grades) that will further integrate practice and theory.

The LAUTR partnership has determined that the program will have four themes that will be woven through the entire curriculum and experience: (1) data-based inquiry, (2) commitment to school-wide reform, (3) literacy for all, and (4) community literacy. All of these themes will be connected and rigorously examined through an equity lens. All Teacher Residents will be required to demonstrate strong competencies in each area. The community partners of this partnership will work with CSULA and CCE—as they have previously in the school leadership residency (LAPRN)—to develop curriculum that includes both coursework and experiences that will lead to a fluent literacy of their students’ communities. For example, Families in Schools (FIS) can lead the partnership with lessons on how teachers can integrate community resources in developing curriculum modules, whether it is social studies, math, or science. Culturally relevant material will engage students far more than material that does not seem to be of their world or relevant to their futures (Deyhle, 1995; Ladson-Billings, 1995; Lee, 1991). All teacher Residents will be required to demonstrate evidence of their community literacy through a completed community project which will be assessed by a panel of community partners.

CSULA has long seen the value in helping teachers understand and implement research methodologies in an effort to modify and improve classroom instruction and has developed specific coursework for building an action research framework. As well, CCE has provided coaching to its Pilot schools in Boston and in Los Angeles on the data inquiry cycle as a means to understanding how well students are learning and what instructional strategies are most effective in raising student engagement and achievement.

The LAUTR will build professional learning communities (PLCs) for each cohort of teacher Residents, as well as content level study groups, that promote teacher collaboration focused on improving instruction and student learning. All PLCs will be required to learn and practice the data inquiry cycle and analytical methods for assessing student work and peer teaching practices to improve the quality of teaching and learning on a continuous basis. Lee, Smith, and Croninger (1995) found that students in schools adopting the PLC model made greater achievement gains in mathematics, science, history, and reading than did their counterparts in other schools, and that achievement gaps by race and income were smaller. Work by Newmann and Wehlage (1995) suggested that the most successful schools functioned as PLCs in which teachers collaborated, took collective responsibility for student learning, and strove for continuous improvement in their practice.

The networks of schools which are partnering with this proposed LAUTR program are all schools that make up LAUSD pre-eminent reform movements: schools within the Mayor's Partnership Los Angeles Schools (PLAS), Los Angeles Pilot Schools, schools with which CSULA is partnering in Local District 4 and on their own campus, and those small, innovative schools with which both CSULA and CCE partner in the LAPRN program. The partnership believes that it is crucial for the Teacher Residents to experience "schools on the move" with innovative practices. As a result, LAUTR strives to have Teacher Residents become agents of change who bring reform and reform-minded practice to their future schools in Los Angeles. The partnership's idea of reform rests on personalized schools with autonomy over decision-making, where teachers collaborate and share best practices, leadership is distributed, and community is highly engaged in all aspects of school life. In addition, the Chicago AUSL and CCE will

collaborate with PLAS to develop curriculum modules to acquire the special competencies required for working in turnaround schools—a great need within LAUSD.

CSULA’s preliminary research done at area high schools reveal exceptionally low reading levels which inhibit students’ abilities to comprehend math and science text books. For example, teachers at Roosevelt High School in East Los Angeles (a PLAS school) revealed that reading levels ranged from a grade level equivalent of 4.2-5.8 on average for its high school students. Clearly, LAUTR Residents will need literacy strategies to become effective teachers. Embedded across the curriculum will be a strong focus on literacy in every content area. Residents will become well versed in multiple forms of data collection and assessment as a key to effective instruction and high student achievement. Specific areas of literacy practices for all students will include embedding critical thinking in reading, writing, speaking, and performing; giving students authentic, meaningful, culturally relevant work in literacy; using ongoing, multiple forms of data collection and assessment; developing a coherent, school-wide approach; teaching literacy through explicit instruction, modeling, and guided practice; and teaching specific literacy strategies appropriate to each academic discipline.

In addition, effective practices for English Language Learners will be a critical theme throughout the coursework and experiences. Theoretical frameworks around cognition, language development, and second language learning are important foundational bodies of knowledge necessary for working with all students and in particular English Language Learners. Residents will understand the relationships across language, academic, and content knowledge as they design learning environments and opportunities for all students.

The 10-month classroom apprenticeship experience will pair teaching Residents with experienced, highly effective Mentor teachers to learn teaching skills and knowledge first hand

from a master practitioner. Teaching Residents work in the mentors' classrooms 4 days a week. During this time, teaching Residents engage in a series of observations of mentor practice, guided practice, and independent lead teaching which helps them develop the skills and knowledge they need to be effective in the classroom. Residents and Mentors have a minimum of 2 hours of sacred meeting time each week, which they use to plan for instruction, provide reflection and coaching around teaching practice, analyze student work and data, and collaborate on projects/assignments from coursework. We use a specific set of tools and protocols to support Mentors and Residents in this work that have been used throughout the country by CCE and the National School Reform Faculty (NSRF) as Critical Friends Groups (CFG). CFG tools and protocols are used by established teams or professional learning communities that stay together over time to build team-level trust as together they analyze student work, teacher practice, peer observation and feedback, and collaborative problem-solving.

Teaching Resident Recruitment and Selection Process

The program will be well marketed to identify the best candidates for the residency slots. The partnership identify pro bono advertising for maximum outreach for the program. CSULA and LAUSD will coordinate recruitment through their recruitment and admissions offices. The partnership is committed to a rigorous selection process. Applicants will apply to the CSULA graduate program in education and will need to fulfill those requirements. For LAUTR, the GPA requirement will be a 3.0 to ensure the rigor of candidate academic background. Sixty percent of the Residents will be selected from highly selective colleges as defined by *Barron's Guide to Colleges*. In addition, the partnership has identified the following as criteria that all Residents must demonstrate through interviews and essays: (1) able to articulate a philosophy of education that is grounded in equity and social justice; (2) evidence of leadership experiences such as

project leadership; (3) evidence of work with community efforts; evidence of working collaboratively with others; (4) understands the importance of data-based decision making; (4) understands urban education from the context of family and community; (5) demonstrates effective communication skills both speaking and writing; (6) completed a Bachelors of Arts Degree with at least a 3.0 GPA; (6) commits to the time-intensive requirements of the LAUTR as a Resident; and commits to 3 years of teaching in LAUSD. The LAUTR selection process is a multi-step selection process:

- Step 1: Initial application and screening to meet minimum requirements
- Step 2: Interviews with Mentor teachers, principals, community reps, and LAUTR staff
- Step 3: Completion of various activities during a Selection Day, including writing and math assessments, response to classroom and school-wide dilemmas, participation in group problem-solving activities, and teaching a mini-lesson to students
- Step 4: Scoring of candidates using approved rubrics and selection of finalist candidates
- Step 5: Reference checks for finalist candidates and confirmation of selected cohort

Prior to selection day, the LAUTR selection committee will participate in a training on how to score the candidates using the rubrics and ensure inter-rater reliability and consensus among the group.

The following timetable summarizes the number of Residents, Mentor teachers, School Sites, and School Coordinators over the life of the grant.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Residents	25	35	50	65	75
Mentors	25	35	50	65	75
LAUTR Schools	6	7	10	13	15
Site Coordinators	6	7	10	13	15

During the first year of the program, a CSULA-CCE Curriculum Committee will review the requirements for research-based course content that covers the needs for meeting learning standards and the four partnership themes. (See Appendix D for list of Curriculum Committee members and their content expertise.) LAUTR teaching Residents will complete a rigorous and tailored master's level coursework sequence while completing the yearlong apprenticeship. The coursework will be co-constructed with the Curriculum Committee and community partners based on the best available research and empirically valid practice. The masters coursework will be tailored to integrate and support the teaching apprenticeship through the use of projects, portfolios, collection and analysis of student work, and community engagement. LAUTR will use university, community, and school practitioner instructors that demonstrate a solid grounding in both the practice of teaching and theory. A weekly seminar will be included during the apprenticeship period, most likely on Fridays, to analyze the links between the knowledge and skills gleaned from coursework and from the apprenticeship. The CSULA liaison will also be the LAUTR curriculum director who will guide the development and implementation of coursework. Collection and analysis of student and instructional data will be a component of all coursework.

Pre-Practicum¹ Residency

Although teaching Residents will assume some teaching responsibility from the start of the school year, the apprenticeship will involve a structured and supported gradual release of responsibility from the mentor to the teaching Resident. This begins with a pre-practicum period during the first months of the academic year. During this time, Residents are in classrooms full-time, collaborating with Mentors on a wide variety of classroom roles and responsibilities. It is critical that all Residents are actively involved in the classroom from the first day of school. This

¹ The pre-practicum and practicum description are derived from the BTR model as outlined in their handbook and through consultation with their staff.

early involvement facilitates their transition to taking over classes later in the year. During this pre-practicum period, Residents will complete assignments which allow them to know their students and their communities, practice effective classroom management, and plan lessons. The pre-practicum period will culminate in a Lead Teaching Week in which Residents will take full responsibility for planning and teaching a series of four continuous lessons in their classroom. This will occur in November of each year. Experiences during Lead Teaching Week will support Residents to develop professional learning goals for the remainder of the school year as they continue to take on increasing levels of responsibility in the classroom and in the school.

Practicum

The practicum is the core component of the residency and involves a steep learning curve in which the Resident works closely with his/her Mentor teacher, the Site Coordinator, and Instructors to develop the skills, knowledge, and stamina to become an effective teacher in LAUSD high-need schools. A significant portion of this work is the focus on the gradual assumption of responsibility in which the Resident increases his/her teaching responsibilities as the year progresses. By the spring of the school year, the Resident is expected to teach 50% of the full teaching load in the classroom and is expected to teach every day. Phases of the practicum might include: The Foundations of Teaching; Establishing a Classroom Culture and Getting to Know Your Students; Lead Teaching Week; Planning and Teaching All Learners; Consistent Lead Teaching; Looking Forward to One's Own Classroom.

The Mentor and Resident will both use observation tools to collect data (including videotaping) about instructional practice and will meet weekly to analyze and utilize the data as they plan for instruction in their weekly meeting time. The LAUTR will develop a set of formative and summative performance-based assessment tools to evaluate Residents' progress

toward meeting the identified Resident learning standards. These will include evaluation of projects, two exhibitions or presentations, a portfolio that includes evidence of data-based inquiry, teaching effectiveness, community literacy and other learning standards, classroom observations by the Mentor, Site Coordinator, and principal.

Mentors, Site Coordinators, and the Residents themselves will be responsible for collecting data about the Residents' teaching to provide feedback using the performance assessment tools. Additionally, the Mentor and Resident will work together to collect and analyze student work to evaluate the effectiveness of instruction and to inform future planning. Mentors will receive on-going support and training so that they are able to articulate and analyze their understanding of teaching practice and student learning in service of the Resident's growth.

The Mentor Program

LAUTR has a rigorous and competitive process for mentors who participate in the residency classroom apprenticeship. Mentors are selected based on their abilities to model effective instructional practice, articulate the rationale for their teaching "moves", evaluate the impact of their instructional choices on student learning, and reflect on their work as a professional.

Additionally, we will seek out mentors who act as teacher-leaders. Mentors will be recruited through a selection process within our partner school networks. The selection criteria include: (1) a philosophy of education that is grounded in equity and social justice; (2) exemplifies data-based instruction that leads to high student achievement; (3) evidence of ability to lead and collaborate with others; recognized as a teacher leader; (4) evidence of work with the local community; (5) demonstrates use of data based decision making in teaching practices; (6) an understanding of urban education from the context of family and community; (7) demonstrates effective communication skills both speaking and writing; (8) a minimum of three years of

teaching experience; (9) completed a Masters Degree and is fully credentialed; (10) has a strong endorsement by his/her school principal; (11) commits to the time intensive requirements of the LAUTR as a mentor; and (12) commits to mentor professional development requirements throughout the Residency.

The selection process will include interviews, classroom observations, and review of lesson plans by the Project Director, a community representative, and a member of the advisory group.

Selected Mentors will receive a [REDACTED] annual stipend. Mentors will be required to participate in a 3-day Mentoring and Leadership course to be convened in the summer before the school year starts with 3-hour monthly follow-up sessions throughout the year. Embedded in this summer course and throughout the year will be an intensive course on Critical Friends Groups that both Mentors and Residents will be required to take. This will develop professional learning communities among the Mentors and the Residents from the very beginning of the program, giving both the same set of tools, resources, and protocols for meetings, consultancies, reviewing student work, teacher practice, and data inquiry. They will have a common language that will serve their work as both teachers and as school change agents.

Mentors will also be grouped in cohorts within their schools or school networks and content areas to build their own professional learning community and support systems to support their own professional growth as mentors and as teachers.

School Sites

Schools will be selected by the advisory board using the following criteria: (1) provides a skilled Site Coordinator who manages the school's LAUTR program; (2) releases Site Coordinators to attend LAUTR professional development; (3) supports the Site Coordinator in supervising the school's Mentors; in collaboration with LAUTR, (4) identifies qualified Mentor teachers; (5)

demonstrates school innovation, professional collaboration, and reform efforts; (6) demonstrates that student achievement is on an upwards trajectory; (7) has accessible channels with the local community and student families; (8) and is willing to assume cohorts of Residents.

Grouping Of Teaching Residents In Cohorts To Build Professional Learning Communities

Throughout the residency experience, teaching Residents are placed in cohorts within their training site. This allows for informal and formal collaboration between both Residents and Mentors. Residents will collaborate in school-based or Network professional learning communities which will meet weekly, focused on problems of practice, looking at student work, and engaging in data-based inquiry leading to instructional improvement. Collaboration will include classroom inter-visitations and paired mentoring experiences. Additionally we will hire a Site Coordinator for each school site who will supervise and support the Mentor and Residents.

The Development Of Admissions Goals And Priorities

LAUTR serves the district by recruiting, selecting, training, and graduating a cohort of teachers specifically picked to serve in the district's high-needs schools and areas. The admissions goals and priorities for the LAUTR have been established in collaboration with the needs identified by LAUSD's Human Resources department and the College. At this time, we are creating a teacher residency program in the context of the most serious economic crisis that Los Angeles has faced since the Depression. As a result, the district has had to lay-off over 16,000 teachers and staff who will continue to have a first option for hire over the next 18 months. Thus, the district has asked us to begin the program with more modest numbers and then bump it up to scale over the course of five years. At this point in time, our target number of Residents in Year 1 will be 25, 35 in Year 2, 50 in Year 3, and 65 in Year 4, and 75 in Year 5. The LAUSD Human Resources Director has informed us that LAUSD (indeed the entire state of California) is "over-resourced"

in elementary teachers, even in special education (V. Ekchian, personal communication, June 10, 2009.) Therefore, the greatest need is for middle school and high school math, science, special education, and English Language Learner (ELL) teachers. In addition, our community and school partners express a strong need for teachers who are either from the communities they will be serving or are highly literate about those communities in which the schools exist. The LAUTR will build its program on a foundation of community literacy with equity as its cornerstone. (See Appendix D for Community Engagement Courses and Experiences Plan.)

The Induction Program

LAUTR will provide a variety of support to teaching Residents once they graduate and are teachers of record. Upon graduation from the residency, the LAUTR partnership will proactively assist graduate placement in cohorts within high-need, reform-minded schools. Utilizing information on vacancies from the district and/or principals from our partner schools, we will steer graduates to specific placement schools where multiple openings are available. We will seek out schools that have a leadership team and promote a culture of shared practice and provide structured opportunities for collaboration among new and experienced teachers.

LAUSD currently operates a Beginning Teacher Support & Assessment (BTSA) program that has been approved by the California Commission on Teacher Credentialing, which assists teachers with a Preliminary Credential to fulfill the requirements for obtaining a Professional Clear Teaching Credential. The program includes a beginning of year orientation; pairing with a Support Provider who provides consultation to beginning teachers; participation in professional development sessions on various aspects of the teaching profession; and preparation of an Induction Portfolio which demonstrates proficiency over California's Induction Standards.

LAUTR will collaborate with LAUSD in strengthening and adapting the BTSA program to provide more intensive support to LAUTR new teachers, assisting them to transition from novice to experienced teacher. We are committed to building a learning community among graduates in a variety of ways, including ongoing training, critical inquiry groups, and networking events. Inquiry groups of new teachers will be formed that operate as Critical Friends Groups, either from within one school or across a group of schools within a LAUSD reform network. The LAUTR Induction Director and Site Coordinators will facilitate these groups as beginning teachers examine data and engage in the inquiry cycle to better understand student learning challenges and effective instructional responses, conduct lesson and unit study planning, problem solve around classroom discipline and other thorny dilemmas, and explore avenues for engagement in school-wide reform work. The coaching tools and modalities used within these sessions will build upon those used in the residency year and include analysis of student work and data to plan instruction; collaborative planning; viewing of videotaped classroom sessions and analysis; and use of formal protocols to examine dilemmas. The emphasis will be placed on developing PLCs to support newly inducted teachers. In this way, school-wide change and improvement will be at the forefront of a LAUTR graduate's work.

In addition, LAUTR will provide a variety of professional and leadership development opportunities for LAUTR graduates who will become part of an established Network (the LAUTRN) which will address dilemmas and areas of need that are raised by beginning teachers during their first and second year. Examples of such professional development focus areas include second language acquisition strategies for English language learners, providing differentiated instruction in an inclusive classroom, specific

literacy strategies for different content areas, and designing formative assessments that match the curriculum objectives being taught.

Currently, LAUSD evaluates probationary teachers using Stull evaluations each year of their probation. The Stull is as an opportunity for introspection by the teacher and should promote a dialogue between the teacher and the administration. At the start of school year, the teacher and administrator establish individual objectives. During the school year, the administrator makes classroom observations and holds conferences to discuss the observations.

The LAUTR Induction Director, along with school principals and the Site Coordinators, will help new teachers prepare for this evaluation process within the inquiry groups of which they are members. LAUTR staff will introduce performance-based evaluation tools and rubrics that will assist new teachers to assess their own progress as a teacher in a formative, ongoing process that will enable them to set improvement targets. In addition, LAUTR will measure the academic progress of students in each LAUTR's inductee, and use this data as a tool of analysis and reflection in order to plan for instructional improvement.

Provision Of Stipends Or Salaries

The partnership will place Residents in our networks of schools, all of which meet high need criteria. The partnership will develop a contract with each Resident that outlines their responsibilities and commitments to the LAUTR. Each Resident will receive a Residency stipend of ██████, representing a livable wage for Los Angeles. This stipend will be treated as a forgivable loan, and shall be given to the Residents in three installments spread across the program to ensure program completion. In return, it will be expected and written into the contract that the Resident is required to teach a minimum of three years in LAUSD upon

graduation from LAUTR. The contract will include language that releases the Resident from the program should they not meet their commitments.

Repayments

The Resident contract for all participants will include repayment obligations should participants fail to complete the program. The contract will be vetted by both the university attorney and LAUSD legal staff. Repayment obligations will require LAUTR graduates to repay LAUTR proportionately to the amount of required teaching time that is not fulfilled, plus interest; for example, if a LAUTR graduate teaches only one year and then leaves the district, she would be responsible for reimbursing LAUTR ██████████, or two-thirds of the forgivable loan, plus accrued interest. CSU already has a similar agreement for the forgivable student loan program for women and minorities to earn doctorates and become part of the CSU faculty.

B. Resource Assessment

The Partnership is committed to developing a broad base of funding over the length of this grant, so that by the end of the grant the initiative will have a sound financial through in-kind match and fundraising. Our biggest challenge is that LAUSD and California public schools have experienced the worst fiscal crisis since the Depression, one that has had a greater impact on public education than almost anywhere else in the nation. This crisis makes meeting match requirements difficult if not impossible in the first two years of the grant; hence, the request for a waiver from the match requirement for Years 1 & 2 of this initiative.

Funds from the US ED Teacher Quality Partnership Grants Program will be used to launch the Los Angeles Urban Teacher Residency. Funds will support the core staffing of the program: LAUTR Program Director, Curriculum Director, Recruitment & Placement Director, Residency Director, and Induction Director. Funds will also be used for contracts to our three

community organization partners to build a strong family and community component into all phases of the residency program, to the Boston Teacher Residency and AUSR for consultation support, and to WestEd to conduct the program evaluation. In Years 1 & 2, funds will also be used to support 100% of the costs for Resident, Mentor, and Site Coordinator stipends. In Years 3-5, an increasing amount of Resident stipend funds will be secured through other sources. Depending on a significantly improved fiscal situation within LAUSD, the district is committed to contributing funding toward Resident stipends if it is determined that the district has the capacity to do so. As well, the Partnership will be seeking to secure foundation support toward these costs. Early, promising discussions have already begun with several foundations

Current match funds for the duration of this five-year initiative include in-kind contribution of CSULA's Dean of the Charter College of Education as co-principal investigator as well as all CSULA faculty who will serve as course instructors. CCE will provide in-kind staffing from its Associate Director, who will focus on building the special education and English Language Learner sections of the program, and our Los Angeles Pilot Schools Director and Coach who will work with the principal, Mentors, Site Coordinator, and Residents of each Pilot school LAUTR site to ensure a strong residency experience and engagement in school-wide reform within each site. LAUSD will provide in-kind staffing resources from its Human Resources Office in participating in all phases of planning and implementation of the initiative, including selection and placement of Residents, selection of Mentors, and placement and induction of LAUTR graduates. Additionally, LAUTR will collaborate with LAUSD's Induction Office to tailor its current two-year induction program to meet the needs of LAUTR's new inductees. The Induction Office's resources will be dedicated toward this induction program, at a contribution of about [REDACTED] per year per inductee.

The Los Angeles Urban Teacher Residency is intended to become a permanent fixture within LAUSD's teacher preparation and credentialing avenues, providing a steady pipeline of new teachers prepared to effectively teach and participate in the life and activities of reform-minded schools within the district. We intend to create the financial base for the program, using multiple and varied city, state, federal, and foundation funds, that enables program sustainability. Each of the three core partner organizations, along with PLAS, UTLA, and our community partners, will continue to provide in-kind staffing support to the continuation of LAUTR activities, even when the grant ends.

C. Accountability and Evaluation

The Evaluation Research Program at WestEd, a research and development agency, will evaluate LAUTR. WestEd's approach to the evaluation will be objective- and performance-driven and mixed-methods, i.e., utilizing both quantitative and qualitative data. We will evaluate the program by collecting and analyzing quantitative data on both the set of program performance measures under GPRA and project performance measures specific to LAUTR, as well as data on the goals and objectives of the proposal. We will collect and analyze qualitative data to explicate quantitative findings. We will report the data and findings to multiple audiences, including ED and program stakeholders via required Annual Performance Reports, participation on and presentations at LAUTR Advisory Board meetings by the evaluation project director, and a final evaluation report. Evaluation of LAUTR goals and objectives will be conducted via document review, interviews with LAUTR staff, and observations of LAUTR activities. Below we present our evaluation plan for collecting and analyzing data on program and project performance measures, which are outcome-oriented.

Under Goals 1 and 3, partners will establish LAUTR and recruit and admit candidates to complete a teaching residency and become certified as teachers. Performance measures developed under Goal 1 address *teacher candidate achievement, graduation, persistence, certification test scores, project quality, candidate self-efficacy, candidate performance, and hiring and placement of underrepresented groups in high-need schools and in high-need areas* by LAUSD. These performance measures and data collection and analysis plans follow.

WestEd will evaluate LAUTR performance using measures of candidate achievement with criteria on undergraduate GPA and institution, measures of graduation with criteria on attainment of initial certification, of passing of certification tests with improved passed rates and scale scores for each cohort, of attainment of a Master's degree, and of persistence. For Project Measure: (1) Achievement for all prospective and new teachers, as measured by the eligible partnership measures are: *annually 100 percent of candidates accepted into the program will have an undergraduate GPA of at least 3.0; and annually 60 percent of candidates accepted into the program will have an undergraduate degree from a college or university rated as selective or higher on the Barron's Selectivity Index.* For each cohort, WestEd will survey LAUTR residents about their GPA and undergraduate institution, verify the data with the CSULA Charter College of Education, determine the percentage that attended a selective institution using the Barron's Profile of American Colleges ratings—a predictor of teacher effectiveness (Rockoff et al., 2008), and report the data as frequencies, i.e. in percentages. We will also assess (A) Performance Measure 1: Graduation—*The percentage of program completers who attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a master's degree within two years* and (C) Performance Measure 3: Improved Scores—*The percentage of grantees that report improved scaled scores for initial state certification or*

licensure of teachers, as well as the Project Measure: Improvement in the pass rates and scaled scores for initial State certification or licensure of teachers, assessing the latter specifically by establishing the following outcome measures: *annually 100 percent of LAUTR residents will pass the requisite California certification tests on the initial administration and the passing rates and average scale scores of LAUTR residents on requisite California certification tests will increase annually*. We will collect directly from CSULA for each LAUTR resident the passing status and scale scores on certification assessments. CSULA collects the information as part of LAUTR resident applications to the California Commission on Teacher Credentialing (CCTC) for a teaching credential. We will report passing rates for each cohort annually (providing both the total number of LAUTR residents and the number and percentage that passed) and average scale scores across all LAUTR residents annually. We will also assess (E) (i) Short-Term Performance Measure 1: Persistence—*The percentage of program participants who did not graduate in the previous reporting period and who persisted in the postsecondary program in the current reporting period* and a project performance measure for graduation (related to Performance Measure 1: Graduation)—*annually 100 percent of candidates admitted into the residency will complete all requirements for certification as a teacher and attain a Master’s degree*. We will collect data on the number of candidates admitted into the residency, the number completing all requirements for teacher certification, and the number attaining a Master’s, as well as the reporting period in which it was attained, and report the data as frequencies by reporting period. We will also collect qualitative data from LAUTR staff (specifically, program, curriculum, and recruitment directors and site coordinators, mentor teachers, faculty) and LAUTR candidates via individual and group interviews to identify specific practices or

circumstances that had an impact on the extent to which LAUTR attained performance measures for improved scores and graduation.

To evaluate *project quality* and use the information for continuous program improvement, we will assess participant perceptions of *effectiveness* of LAUTR residency components, of *self-efficacy*, and of *preparedness*. LAUTR project quality measures are: *annually 80 percent of LAUTR residents will report that each of the following LAUTR components prepared them to a good or great extent (on a five-point scale) to teach: the prepracticum—including learning activities on classroom management, lesson planning, and students and community, observation of teaching, coursework, and Lead Teaching Week—and the practicum—including guided teaching, independent teaching, ongoing mentoring, Critical Friends Groups, professional learning communities, coursework, and feedback from performance-based assessments and annually 100 percent of LAUTR residents will report a strong sense of self-efficacy and preparedness for teaching in a high-need school in LAUSD.* At the end of the residency we will survey all LAUTR residents on their perceptions of project efficacy by component and self-efficacy for teaching in LAUSD and will report data as frequencies. We will conduct group interviews with LAUTR residents to collect additional data on project efficacy and self-efficacy to triangulate, illuminate, and verify findings from quantitative survey data. We will also conduct interviews with LAUTR staff to identify specific practices or circumstances that affected the attainment of project quality measures. We will triangulate these data on project quality with qualitative data on improved scores and graduation measures to identify components that may need improvement.

We will collect and analyze teacher performance assessment results for Project Measure:
(1) Achievement for all prospective and new teachers, specifically, annually 90 percent of

*LAUTR residents will attain a rating of 3 or higher (on a four-point scale, with 1 representing not prepared to graduate) on the performance-based assessment at the end of the practicum. We will collect performance-based assessment ratings for program candidates at the end of the practicum from CSULA and will report these data as frequencies. Additional measures are related to Performance Measure 1: Graduation in the specific area of certification. *Annually 30 percent of LAUTR teachers hired by LAUSD will be prepared to teach secondary school level math, 30 percent to teach secondary school level science, and 30 percent to teach special education as demonstrated by attainment of the appropriate teacher certification and annually 100 percent of LAUTR teachers will be prepared to teach secondary school English learners as demonstrated by attainment of the Crosscultural Language and Academic Development (CLAD) or Bilingual CLAD (BCLAD) certificate. Annually we will collect from CSULA the subject area certification attained by LAUTR teachers and the number of LAUTR teachers attaining the CLAD or BCLAD certificate for instruction of English learners in California as a measure of preparation to teach English learners and report as frequencies. We will also collect qualitative data via group interviews on the extent to which participants believe they are prepared to teach mathematics, science, or special education (as appropriate) and teach English learners at the secondary level and triangulate these data with quantitative and qualitative data on project efficacy to compare how different components prepare participants to teach in specific high-need areas and in high-need schools. We will collect and triangulate data from LAUTR instructional staff on the project components perceived to contribute to attainment of measures on performance assessments and certification.**

WestEd will also assess project measures related to hiring and placement of teachers from underrepresented groups in high-need areas and in high-need schools. These Project

Measures are: for (4) (A) The percentage of highly qualified teachers hired by the high-need local educational agency participating in the eligible partnership—annually 100 percent of LAUTR graduates will be hired by LAUSD and placed as teachers in high-need areas in high-need schools; for (4) (B) The percentage of highly qualified teachers hired by the high-need local educational agency who are members of underrepresented groups—annually, 50 percent of LAUTR teachers hired by LAUSD will be people of color (i.e., from underrepresented groups of Hispanics, African-Americans, Asians and others); (4) (C) The percentage of highly qualified teachers hired by the high-need local educational agency who teach high-need academic subject areas—annually, 30 percent of LAUTR teachers hired by LAUSD will teach secondary school level math and 30 percent will teach secondary school level science; (4) (D) The percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need areas—annually, 30 percent of LAUTR teachers hired by LAUSD will teach secondary school special education; and (4) (E) The percentage of highly qualified teachers hired by the high-need local educational agency who teach in high-need schools, disaggregated by the elementary school and secondary school levels—annually 100 percent of LAUTR candidates completing the residency and hired by LAUSD will teach in high need secondary schools. To assess these measures, WestEd will collect directly from CCE data on LAUTR residents who complete the residency and are hired by LAUSD and will collect directly from the LAUSD Human Resources Division the ethnicity and race designations, the area of teaching, and the school teaching placement of all LAUTR teachers hired by the district and report the proportion of teachers from underrepresented groups who are hired, the proportion teaching in high-need areas in the district, and the proportion teaching in high-need schools. WestEd will obtain publicly available school-level data on the proportion of students receiving free and reduced price school lunches (PRPSL)

from the US ED's primary database on public elementary and secondary education, the Common Core of Data from the National Center for Education Statistics (nces.ed.gov/ccd), to verify the high-need school status of LAUTR teacher placements. We will conduct interviews with LAUTR staff to identify the practices and contextual circumstances affecting the extent to which performance measures related to hiring were attained and identify areas for improvement.

Under Goals 2 and 3, upon program completion, participants complete a two-year induction component providing inquiry groups, mentoring, and monthly network meetings for all inductees. Performance measures under Goal 2 cover *project quality*, *teacher performance* as beginning teachers, *employment retention*, and *teacher self-efficacy*.

To evaluate *project quality* we will assess teacher perceptions of effectiveness of LAUTR induction components, of self-efficacy, and of preparedness. LAUTR project quality measures under Goal 2 are: *annually 80 percent of LAUTR residents will report that LAUTR induction components—including performance-based assessments, professional learning community activities, coaching, and professional development activities—prepared them to a good or great extent to teach* and *annually 80 percent of LAUTR teachers will report a strong sense of self-efficacy and preparedness for teaching in their school*. As under Goals 1 and 3, we will survey LAUTR teachers at the end of each school year on perceptions of project efficacy by project component and self-efficacy for teaching, reporting data as frequencies; conduct group interviews with LAUTR teachers to collect additional project efficacy and self-efficacy data to verify findings from quantitative survey data; interview LAUTR staff to identify specific practices or circumstances that had an impact on the extent to which LAUTR attained project quality measures; and compare these data with qualitative data on practices or circumstances

affecting attainment of improved scores and graduation measures to identify project areas for continuous program improvement.

Related to Project Measure: (1) Achievement for all prospective and new teachers, to evaluate progress of LAUTR teachers on performance-based assessments, we will assess the following measures: *annually 90 percent of LAUTR teachers will obtain a rating of at least 3 (on a 4-point scale) on performance-based assessments at the end of the first year of teaching and induction and annually 95 percent of LAUTR teachers will obtain a rating on the performance-based assessment at the end of the second year of teaching and induction.* WestEd will collect the ratings for all LAUTR teachers by cohort from CSULA to account for teaching experience.

To gauge retention we will assess the following measures: (B) Performance Measure 2: Employment Retention. *The percentage of beginning teachers who are retained in teaching in the partner high-need LEA program three years after initial employment;* (B) (ii) Short-Term Performance Measure 2: Employment Retention. *The percentage of beginning teachers who are retained in teaching in the partner high-need LEA or ECE program one year after initial employment;* (D) Efficiency Measure: Employment Retention. *The cost of a successful outcome where success is defined as retention in the partner high-need LEA program three years after initial employment;* and Project Performance Measures: (3) Teacher retention in the first three years of a teacher's career, specifically, *the percentage of beginning teachers who are retained in teaching in the partner high-need LEA program one and two years after initial employment will be 100 percent and 95 percent three years after initial employment.* We will calculate retention rates using the initial number of LAUTR graduates per cohort, not the number of teachers remaining in the cohort in the prior year. We will collect directly from the LAUSD Human Resources Division for each cohort of LAUTR teachers all school and teaching placements to

determine who is retained in teaching in LAUSD. We will also gather information on which LAUTR teachers resigned a teaching position or obtained a non-teaching position and what new position within or outside the district the former teacher assumed. Analyzing these data will yield findings for all Performance Measures on retention. LAUTR's budget reporting of both grant and in-kind expenditures in Annual Performance Reports will provide the fiscal data necessary to determine the cost per successful outcome, i.e., a per capita cost, of teacher retention for three years after initial employment.

In alignment with Goal 4, we will also evaluate LAUTR effectiveness by measuring student-level outcomes. The specific measures for LAUTR on student achievement and performance and statistical analyses for each measure are detailed below. *Annually the percentage of students taught by LAUTR teachers attaining proficiency or better on the California Standards Tests (CSTs) will be five percentage points greater than the school wide percentage proficiency on similar CSTs.* WestEd will obtain CST percentage proficiency data annually on both students of LAUTR teachers from LAUSD and on all students in the aggregate at each of the schools in which LAUTR teachers work from the California Department of Education DataQuest Web site. We will report the percentage of students attaining proficiency or better, disaggregated by CST and years of experience teaching. These data will provide a descriptive comparison of student outcomes for LAUTR teachers and students as a whole in the same school.

To control for differences in students and teachers we will assess student achievement and performance via the following performance measures and statistical analyses. *Annually average CST scale scores for students taught by LAUTR teachers will be greater than average CST scale scores for students taught by comparison teachers on similar CSTs, disaggregated by years of experience teaching and annually average classroom attendance rates for students taught by*

LAUTR teachers will be greater than average classroom attendance rates for students taught by comparison teachers, disaggregated by years of experience teaching. The difference in average scale scores and average attendance rates will be statistically significant at the $p < .05$ level. We will contrast CST mean scale scores of students of LAUTR teachers against the mean scores on similar CSTs of students taught by comparison teachers, i.e., non-LAUTR teachers with the same number of years of experience teaching, teaching similar courses as LAUTR teachers, and teaching in the same schools as LAUTR teachers (or other comparison schools with similar student demographics). Consistent with past value-added modeling (Goe, 2008), we will compare the mean scores of the treatment and comparison students after each year of instruction after statistically controlling for prior student achievement, student demographics, and teacher demographics. We will also obtain student attendance data from LAUSD and compare the average attendance rates of treatment and comparison students after each year of instruction after statistically controlling for student and teacher demographics. Due to the nested structure of the data (i.e., students nested within classrooms), the modeling will be conducted using hierarchical linear modeling (Bryk & Raudenbush, 1992).

LAUTR preparation of new teachers in multiple subjects and grade levels and the scaling of the various CSTs poses several analytic difficulties. Ideally for analytic purposes all LAUTR participants will have taught the same course and all their students will have taken the same CST. However, due to the diversity of placements, students of LAUTR teachers will take a range of CSTs (e.g., Algebra I, Biology, and Chemistry) because LAUTR teachers will differ from each other in the subjects they teach. California offers nearly 20 mathematics and science CSTs to middle and high school students, as well as a range of tests to middle and high school special education students. Due to scaling differences across the different CSTs, the California

Department of Education advises against combining scaled scores (but not effect sizes derived from them) from different tests into a single analysis. As a feasible and accepted solution we will conduct a number of smaller analyses that group the LAUTR teachers together based on the subject they teach. For instance, if five LAUTR teachers teach geometry, we compare scores for geometry students of LAUTR teachers against those of a comparison group of students also taking geometry. Additional analyses will compare other groups of participants (e.g., Biology students) with different sets of comparison students. The exact number of these analyses depends on LAUTR teacher placements.

We will also evaluate the impact of LAUTR on student achievement over time. Because scores on the CSTs are not designed to be compared at the student-level across grades or years (i.e., year-to-year gain scores cannot be computed), WestEd will employ the “cohort-to-cohort gain” approach for the multi-year analysis. In this approach, we compare the performance of students across successive cohorts; individual students are not tracked over time – rather one cohort of students in a given grade is compared with previous cohorts in the same grade (McCaffrey et al., 2004). California’s Public Schools Accountability Act of 1999 and Title I adequate yearly progress requirements are examples of the cohort-to-cohort gain approach.

To assess overall LAUTR impact on student achievement, we will assess the following performance measure: *annually the effect size of the impact of LAUTR teachers on student achievement as measured by the CST will be 0.2 or greater, disaggregated by years of teaching experience.* We will transform the mean differences in CST scale scores between the student treatment groups and the comparison groups that result from the subject-specific analyses into standardized mean difference effect sizes (Cohen, 1988):

$$d = M_1 - M_2 / \sigma$$

where

$$\sigma = \sqrt{[\sum(X - M)^2 / N]}$$

where X is the raw score,

M is the mean, and

N is the number of cases.

The calculation of these effect sizes (ESs) places the results from the subject-specific analyses on a similar scale that can be combined across the entire program. ESs can be thought of as the average percentile standing of the average treated participant relative to the average untreated participant. An ES of 0.0 indicates that the mean of the treated group is at the 50th percentile of the untreated group; an ES of 0.8 that the mean of the treated group is at the 79th percentile of the untreated group; an ES of 1.7 that the mean of the treated group is at the 95.5 percentile of the untreated group. ESs can also be interpreted in terms of the percent of nonoverlap of the treated group's scores with those of the untreated group. An ES of 0.0 indicates a nonoverlap of 0 percent, i.e., the distribution of scores for the treated group overlaps completely with the distribution of scores for the untreated group; an ES of 0.8 indicates a nonoverlap of 47.4 percent in the two distributions; an ES of 1.7 indicates a nonoverlap of 75.4 percent. We will analyze the average ES using meta-analysis (Lipsey & Wilson, 2001), an analytic technique that can combine findings across studies that use different metrics (e.g., different CSTs). We selected an ES of 0.2 based on recommendations by Hill et al. (2008) for determining appropriate ESs for educational interventions.

In addition to observing successive cohorts of individual teachers' student assessment scores over time, we will use each year's ESs in a regression model to statistically test the growth and consistency of teacher effects on student achievement. Using at least three years of student assessment data, we will model the data using the ES as the dependent variable with year of testing as the independent variable to determine whether any observed changes in ESs are

statistically significant. We can add a teacher certification program variable (LAUTR vs. other) to the model and see if any observed differences between the groups over time are statistically significant. Again, we will use HLM techniques to control for the fact that student data are nested within classrooms and schools.

Our goal for the evaluation is not only to show if there is an association between the LAUTR program, increased teacher effectiveness, and an increase in student achievement but also to delineate which aspects of teacher effectiveness are related to increased student achievement. At program end we will analyze student achievement with various aspects of measured teacher effectiveness using four years of data on 175 teachers (cohorts 1-4). We will use teacher effectiveness measures as predictors of student outcomes and determine which measures of teacher effectiveness have the largest effect on improved student performance.

D. Project Significance

The needs for the target population of teachers and students was determined through stakeholder meetings convened by CSULA and CCE and attended by representatives of the LAUSD human resources department, the dean and faculty of CSULA Charter College, CCE leadership, PLAS leadership, Pilot school principals and teachers, and community partners. From these meetings, we learned that the district has a critical need for middle and high school special education, math, and science teachers. Everyone voiced a need for teachers who are well-prepared to teach English language learners and for teachers who have a deep knowledge of their students' families and community—their assets, resources, and learning experiences.

LAUSD is seeking to dramatically increase student achievement through the launching of ambitious reform initiatives designed to promote innovation and high quality instruction. The Los Angeles Pilot Schools and Partnership for Los Angeles Schools are two of LAUSD's

prominent reform initiatives. However, the partners are keenly aware that these reform initiatives will only succeed if there is a steady pipeline of teachers prepared to effectively teach the district's diverse learners and participate in transforming our schools to provide high expectations and high support for each and every student; hence, the creation of LAUTR.

The design of the LAUTR brings together the leaders of LAUSD's school reform efforts to forge the impact of their separate initiatives into teacher preparation that supports school transformation strategies and best practices supported by sound research methods. LAUTR will prepare teachers who will have a vision and the skills to best serve students in high need but innovative schools. Over five years, the LAUTR will create a pool of 250 teachers who will have both the experience and the knowledge of content specific teaching, ELL teaching, and whole school change. It is anticipated that these will be the best trained teachers in the district.

Given that LAUSD will be devoting in-kind Human Resources staff on this project, it is anticipated that LAUTR will feed into how the district formulates all of its recruitment, preparation, and induction programs so that they become more learner-centered and supportive. We especially anticipate that the introduction of strong PLC work and focus on school-wide reform, in addition to effective instructional practice, into the district teacher preparation and support framework will have significant impact and added value with little added cost.

As well, this project is significant because CSULA leadership has the intent to use it as a lever of change for all of its teacher preparation programs where a greater emphasis on practice and community involvement will become tradition rather than just innovation.

UTLA is a strong collaborator in LAUTR because it believes that new teachers are best trained by experienced practitioners who are working side by side with university faculty and community representatives. UTLA hopes that this model of practitioner professional

development will become a shining example of how LAUSD conducts its professional development for veteran teachers.

All of the participating schools will benefit through the infusion and integration of a strong community lens in the preparation of new teachers, in which family and community become essential partners in the business of educating children.

E. Management Plan

This initiative has multiple partner organizations, including CSULA, LAUSD, and CCE. Each partner brings unique expertise to the initiative, and has made specific commitments that will heighten the initiative's impact and effectiveness. See chart below for detailed plan.

Mary Falvey (20% time), Dean of California State University-Los Angeles Charter College of Education, and **Dan French** (15% time), Executive Director of the Center for Collaborative Education, will serve as Co-Principal Investigators and oversee the entire project coordination. **LAUTR Project Director** (full-time) is an open position to manage program development and implementation, to be filled by a highly qualified candidate who has multiple years experience as an mentor urban teacher and administrator (see Appendix D for job description of all open positions). **A. Dee Williams** (50% time) will serve as Curriculum Director and oversee curriculum development and delivery for the initiative. **LAUTR Recruitment and Placement Director** (full-time) is an open position to manage, along with the LAUSD Human Resources Office, all recruitment and placement activities. **LAUTR Residency Director** (full-time) is an open position to design and manage all aspects of the residency portion of the initiative. **LAUTR Induction Director** (full-time) is an open position to manage all aspects of the induction program, in coordination with the LAUSD Induction Office. **LAUTR Field Director** (full-time) is an open position to manage and supervise the Site Coordinators and

Mentors. **Alberto Heredia** (40% time) will be the Evaluation Director and direct the program's evaluation. **Dania Vazquez** (15% time) is CCE's Associate Director, and will work with the Curriculum and Residency Directors to plan and strengthen the special education and English Language Learner components of the residency. **Rachel Bonkovsky** (25% time) is CCE's Los Angeles Pilot Schools Director, and will coordinate the coaching of Pilot Schools so that it incorporates the Residents, Mentors, and Site Coordinators.

The two Co-Principal Investigators, Mary Falvey and Dan French, along with A. Dee Williams, Alberto Heredia, and the LAUTR Project Director and Residency Director will comprise the Project Management Team. They will meet minimally twice monthly through face-to-face and conference call meetings to plan each project step, check on timelines and deliverables, and refine project activities based on ongoing feedback. In addition, the LAUTR Advisory Board will meet every six weeks to provide oversight guidance on all aspects of the initiative. Representation on the Advisory Board will include the leaders of all partner organizations – CSULA, LAUSD, CCE, FIS, ABC, CARECEN, PLAS, UTLA, Local Districts 4, 5, & 6 – and the entire Management Team. Most of these organizations have a strong history of collaboration. One key task of the Advisory Board will be a quarterly review of the Timeline of Milestones below, ensuring that the project is on schedule, and if roadblocks arise, appropriate adjustments are made while ensuring the quality of the initiative. The external evaluator, WestEd, will provide ongoing documentation and assessment for additional, important feedback.

Los Angeles Urban Teacher Residency Milestones

MILESTONES	TIMELINE	LEAD	BENCHMARKS
Goal I: Establish and sustain a master's level teacher credentialing residency program to prepare outstanding teachers for high need LAUSD schools.			
<i>Objective A: Plan and design the program.</i>			
Establish Advisory Board	By 11/09	Co-PIs	Advisory Bd. formed & meeting
Further develop curriculum with all partners, the advisory board and BTR/AUSL consultants	By 3/10 & revised annually	Curriculum Director	Curriculum completed; course syllabi
Hire program director, curriculum director, recruitment director, and residency director	By 12/09	Project Director	Staff hired
Recruit first cohort of 25 Residents (35 in Year 2, 50 in Year 3, 65 in Year 4, 75 in Year 5)	By 4/10 & annually	Recruitment Director	Full cohort recruited and selected annually
<i>Objective B: Develop and implement marketing plan for recruitment.</i>			
Recruitment coordinated with LAUSD HR Dept. and CSULA recruitment and admissions offices	By 2/10 & annually	Recruitment Director	Evidence of multiple and varied recruitment efforts
Advertising and information sessions implemented	By 2/10 & annually	Recruit. Dir.	# of sessions & participants
Selection process fine-tuned between program selection committee, the university, and LAUSD	By 2/10	Project Director	Written selection process
Select 6 school sites, 25 mentors, and 6 site coordinators for Year 1 (the number of each increases each year)	By 2/10 & annually	Residency Director	Sites, mentors and site coordinators selected
<i>Objective C: Prepare first cohort of 25 Residents by July 2010.</i>			
Provide graduate level coursework that supports content expertise as well as teaching skills and knowledge	6-7/10&11, and during school year	Curriculum Director	Course schedule and syllabi
Train all Mentors and Residents in building strong professional learning communities	7/10 & annually	Residency Director	Course syllabus and institute agendas
Convene 3-day Mentor Leadership Institute in August 2010 and every August thereafter	7/10 & annually	Residency Director	Institute agenda & feedback forms
Place Residents in peer cohorts in six school sites with 25 mentors	By 6/10 & annually	Residency Director	All residents placed; placement sheet
Begin pre-practicum curriculum of residency period	Sept.-Nov. annually	Residency Dr.	Resident and mentor logs
Begin practicum curriculum of residency	Dec.-May annually	Residency Dr.	Resident and mentor logs

All Residents complete final coursework, community projects, defense of portfolios	June-July 2010 & annually	Residency Director	Resident portfolios with reviews indicating completion
Goal II: Establish and sustain a two-year teacher induction program			
<i>Objective A. Define newly inducted teacher cohorts as professional learning communities</i>			
Coordinate with LAUSD where newly inducted teachers will be placed to optimize cohort support systems	By 6/10 & annually	Resid/Induct. Director	Inductees placed in cohorts within schools or reform networks
Develop inquiry groups in schools and across schools for inductees that meet weekly	SY 10-11 & 11-12 (Cohort 1)	Resid/Induct. Director	Schedule and agenda of inquiry groups
All placement schools will support professional learning communities for newly inducted faculty	SY 10-11 & 11-12 (Cohort 1)	Resid/Induct. Director	Evidence of PLCs
<i>Objective B. Build a LAUTR Alumni Network</i>			
All LAUTR graduates will become members of a Network that will convene monthly PD sessions	SY 10-11 & 11-12 (Cohort 1)	Resid/Induct. Director	Network schedule and agendas; feedback forms
By year 5, the first cohort of alumni will be trained as mentor teachers as appropriate	SY 13-14	Resid/Induct. Director	Selection of LAUTR alumnae as Mentors in Year 5
Goal III: Ensure community engagement in all phases of the program			
Community partners will co-construct community literacy coursework, projects, and assessments	By 3/10 & revised annually	Project Director	Evidence of community literacy courses and embedded curriculum
Community partners will participate in course delivery and assessments of Resident competencies.	Annually w/ each cohort	Project Director	Evidence of courses taught by community partners
Goal IV: Assure continuous program improvement for all participants including Residents, inductees, and alumni network			
LAUSD provides the Partnership with annual teacher data on placement and retention of all project teachers	Beginning 9/11	Project Director	Annual teacher data dump given by LAUSD to CCE and WestEd
Performance assessments of new LAUTR teachers will be conducted annually	Beginning 9/11	Evaluation Director	Annual analysis of inductees' performance assessments
Student performance in classes taught by the alumni teachers will be tracked and compared to district-wide and school performance levels	First data available in 6/12	Evaluation Director	Annual analysis of student performance in classes taught by inductees