

California State University, Dominguez Hills – Urban Teacher Residency Program

California State University, Dominguez Hills (CSUDH) proposes the Urban Teacher Residency (UTR) program that will recruit, prepare, place and retain 120 highly qualified new math and science teachers in high-need middle schools (grades 6-8) and high schools (9-12) in the high-need Los Angeles Unified School District (LAUSD) and Green Dot Public Schools, a charter management organization, in Los Angeles County. The seven targeted high-need schools are in low-income South Los Angeles. Community partners include the CSU Center to Close the Achievement Gap and its Just For the Kids—California online data and school improvement system. Other partners are CSUDH’s College of Arts and Humanities, College of Natural and Behavioral Sciences and the CSU Center for Teacher Quality.

The partnership creates a third pathway for the preparation of urban teachers, in addition to the traditional student-teaching and university intern options. This new pathway blends the rigor and theory of a master’s degree in curriculum and instruction with the practice and pragmatism of the single-subject (secondary) credential program in math or science, combined with a year-long residency in our partner schools. The residents will complete a single-subject teaching credential in math or science in 12 months, be hired by LAUSD and Green Dot as probationary teachers, and be awarded a master’s in 18 months. LAUSD and CSUDH will develop a sustainable two-year induction program featuring well-qualified support providers, professional development, and ample support from a professional learning community—resulting in a full credential. CSUDH will incorporate UTR reforms into all teacher preparation programs.

In recruiting, we will leverage two CSUDH programs that provide financial and academic support to undergrads who plan to become secondary math or science teachers, thus creating a pipeline to UTR: the MSTI (Math Science Teacher Initiative) Scholars, funded by the state, and Noyce Scholars, funded by the National Science Foundation. These programs enable CSUDH students, many of whom are low-income, to complete their degrees with math or science focuses and enter UTR to earn their credential. Noyce and MSTI Scholars must teach math or science in high-need schools for four years, which coincides with the three-year UTR requirement.

CSUDH has gained considerable knowledge about recruitment incentives, course scheduling and the accelerated preparation of career-changers and recent graduates so they can become high-quality teachers in low-performing schools from our successful Transition to Teaching programs. We have also developed solid partnerships with districts and schools.

The UTR project will increase the number of highly qualified secondary math and science teachers who have been well-prepared for the challenges of teaching in high-need, hard-to-staff urban schools. These new teachers will increase achievement in math and science for all students. By the end of the grant period, CSUDH and LAUSD will institutionalize UTR reforms in teacher preparation and induction, and will have strategies in place to sustain the project.

(a) PROJECT DESIGN

CSUDH is a fully accredited, four-year public university in Carson in L.A. County. CSUDH is one of 23 California State University campuses, which prepare 70% of California's teachers. CSUDH serves 12,800 students, and it is the most ethnically diverse university west of the Mississippi: 39.5% Hispanic; 30.3% African American; 18.5% white; 11.4% Asian, Pacific Islander or Filipino; and .3% Native American. Thus, CSUDH is well-positioned to recruit teachers who reflect community diversity. CSUDH is a Hispanic-Serving Institution, leads the state in credentialing African-American teachers, and enrolls many first-generation students.

The mission of CSUDH's School of Education is to prepare educational professionals who are successfully engaged in work that supports and promotes public school students in California. CSUDH collaborates with educational professionals in the diverse urban districts and schools it serves, and it has established learning communities inside and outside of the university. The School of Education is accredited by both the National Council for Accreditation of Teacher Education and the California Commission On Teacher Credentialing.

In California, teaching credentials are earned after completion of an undergraduate degree. CSUDH's teacher credential program offers **multiple-subject (K-8)** and **single-subject (middle and high school)** programs. CSUDH offers the traditional student-teaching option and the university intern option. Interns are classroom teachers without a preliminary credential but who

have fulfilled certain state and CSUDH requirements; they are supervised and supported for fieldwork in their own classrooms. The UTR program will create a third residency pathway to a single-subject credential plus master's degree in 18 months.

Because the majority of candidates enrolled in the CSUDH credential program are, or will be, teaching in urban schools with multicultural and multilingual students, coursework and field experiences are designed to address English learners and diverse learning styles. The program provides extensive opportunities for candidates to learn to teach the content of the California academic standards, to use state-adopted instructional materials to assess student progress, and to apply this knowledge. Awards: "Best Practice Award in Support of Teacher Accreditation" in 2000 and "Best Practice Award in Support of Diversity" in 2001 from the American Assn. of Colleges of Teacher Education; LAAMP Star Award from L.A. Annenberg Metropolitan Project.

LAUSD enrolls nearly 688,000 students, and meets the requirements for a high-need LEA with 23% of children ages 5-17 in poverty and in 2008, 2.09% of teachers without appropriate certification—see Appendix A. In LAUSD, 73% of students are Latino, 11% African American, 9% white, 4% Asian, 2% Filipino, and the remainder of other ethnicities. The district has 35% English learners and 12% students with disabilities, who have large performance gaps compared to their peers in the same schools. LAUSD is organized into eight local districts, and our project focuses primarily on Local District 7 and one nearby school in Local District 8.

LAUSD has had a long-term need for highly qualified secondary math and science teachers, particularly in high-need schools, which has not lessened even though the district is laying off teachers due to the economic crisis. In 2008-09, for example, on the Calif. Dept. of Education's Dataquest website, LAUSD projected hiring 190 single-subject math and 184 single-subject science teachers—fully 40.4% of all single-subject teachers needed. For 2009-10, despite layoffs, the LAUSD employment website (www.teachinla.com) says in a posting dated June 2009 that it anticipates openings in secondary science and math and encourages those with a credential to apply for expedited processing. In 2007-08, LAUSD reported that 78.2% of secondary math and 75.5% of secondary science classes were NCLB core and compliant. Thus,

our focus on math and science teachers meets an acute need for LAUSD. It is possible that by year 3 of the project, LAUSD may once again be in need of highly qualified English teachers, as it has in the past. If LAUSD’s needs change, we will work with the district to meet those needs.

Green Dot Public Schools is a charter management organization with 11 Animo high schools in Los Angeles. In 2008-09, LAUSD gave operational control of troubled Locke High to Green Dot to restructure the school as 8 small schools and raise achievement. In 2008-09, Green Dot’s first year at Locke, 13.2% of teachers had emergency or waiver status, and only 36.1% had a full credential. As of July 2009, Green Dot’s employment website indicates that half of the teachers that need to be hired in the Locke cluster for 2009-10 are in math or science. Thus, there is also a compelling need for highly qualified math and science teachers at Locke.

The target middle and high schools are clustered in low-income South L.A., from 0.2 to 4.5 miles apart. All are in LAUSD Local District 7, except for Washington Prep in Local District 8. LAUSD and CSUDH selected these schools because the need for math and science teachers is high, but the retention rates of teachers in these subjects is low. The three middle schools feed into target high schools. They are all high-need schools, exceeding 60% eligible for free or reduced-price lunch. Even compared to LAUSD, these schools have more underserved ethnic groups, English learners, and low-income students—pointing to a need for teachers who are skilled in teaching diverse students. (Data are from the Calif. Dept. of Ed’s Dataquest website.)

Target School Demographics

High School	Enroll	Latino	Afr-Amer	Other	% FRPL*	Engl Learner	Sts w/disab
Fremont	4,641	90%	9%	1%	76%	39%	11%
Jordan	1,799	78%	21%	1%	77%	37%	9%
Locke	2,606	64%	35%	1%	61%	29%	12%
Wash Prep	2,625	45%	53%	2%	64%	16%	14%
Mid Sch							
Bethune	2,430	86%	14%	-	88%	42%	11%
Gompers	1,716	69%	30%	1%	86%	35%	11%
Markham	1,576	71%	28%	1%	82%	35%	12%
LAUSD	687,812	73%	11%	16%	69%	35%	12%

**Eligible for free or reduced-price lunch*

None of the schools made adequate yearly progress, per NCLB, in 2008, and all have been in Program Improvement for 5+ years. There are high dropout rates at the high schools, low proficiency on standardized tests in math and science, and first-time pass rates on the California High School Exit Exam that are below those of LAUSD overall.

Student Achievement at Target Schools

High School	4-Yr Dropout	Calif Standards Tests—aggregate			HS exit exam 1st-time pass	
		Lang Arts % prof+	Math % prof+	Science % prof+	Lang Arts	Math
Fremont	44%	13%	1%	7%	50%	47%
Jordan	44%	14%	5%	5%	53%	49%
Locke	50%	14%	4%	13%	46%	44%
Wash Prep	54%	16%	2%	4%	52%	42%
Middle Sch						
Bethune	--	19%	13%	26%		
Gompers	--	15%	12%	30%		
Markham	--	13%	8%	32%		
LAUSD	35%	35%	35%	18%	70%	66%

California's standardized tests are weighted and calculated to produce an *Academic Performance Index score* for schools and student subgroups, as well as *API growth targets* for improvement. API scores for the target schools in 2008 were well below the goal of 800 for schools in the state. In 2008, illustrating the need for teachers who are adept at differentiating instruction, none achieved growth targets for all student subgroups. The English learner and students with disabilities subgroups show significant gaps versus other students.

Target School Achievement Gaps

School	2008 API Score	2008 English learner	Gap for EL	08 Sts w/ Disab	Gap for Sts w/ Disab
Fremont	516	493	(23)	334	(182)
Jordan	543	521	(22)	Not num sig	n/a
Locke	515	514	(1)	358	(157)
Wash Prep 06**	500	492	(8)	355	(145)
Bethune	598	588	(10)	398	(200)
Gompers	559	561	2	409	(150)
Markham	536	535	(1)	369	(167)

**Did not test sufficient students in 2007 or 2008; test results presented for 2006

All the schools had lower percentages of fully credentialed teachers than LAUSD in 2008-09.

The low percentages of NCLB core and compliant math and science classes in 2007-08 (table below) show the need for more credentialed teachers. The percentages of first- and second-year teachers—a proxy for teacher turnover—were high and exceeded LAUSD rates, indicating that these schools are hard to staff and need better induction and support of teachers.

Teacher Status in Target Schools

School	08-09 Full Credential	07-08 NCLB Core & Compliant Math	07-08 NCLB Core & Compliant Science	08-09 % 1st & 2nd Year Teachers
Fremont	93.9%	83.54	80.28	28%
Jordan	93.9%	77.55	56.67	14%
Locke	36.1%	62.50	70.00	59%
Wash Prep	92.4%	85.25	80.00	26%
Bethune	92.8%	96.63	85.25	27%
Gompers	90.8%	81.82	77.50	54%
Markham	87.7%	72.34	62.16	48%
LAUSD	96.2%	78.20	75.47	12%

Thus, students who are at high risk of failure and dropout are being taught math and science by teachers who too frequently lack the appropriate training. LAUSD has consistently conducted outreach, recruitment and partnership, including with CSUDH, to increase its pool of highly qualified math and science teachers. However, it is very difficult to attract qualified new teachers to very high-need, urban schools in math and science, without targeted programs like UTR.

Resource Analysis: LAUSD and the seven schools clearly need more highly qualified math and science teachers, as well as a more targeted, comprehensive induction and support program to 1) develop new teachers’ skills in teaching their content area and meeting the learning needs of all students; 2) increase retention for math and science teachers; and 3) raise achievement for all students, including subgroups with achievement gaps.

CSUDH has a strong track record in preparing teachers to meet the challenges in urban schools. In 2008-09, 472 people completed our teacher education programs: 116 special ed, 181 multiple-subject (elementary), 156 single-subject (secondary). Of the 156 secondary teachers, 54 were in math and science, due to the success of our Transition to Teaching program, which uses the university intern pathway. The accelerated intern pathway reflects the need to get new teachers into the classroom quickly, particularly in high-need subjects. In our single-subject and

special education programs, 82% and 97% of participants are interns, respectively. In math and science, 90% of teachers were interns—and nearly all are in high-need urban schools. In the multiple-subject program, statistics reverse, with only 19% interns.

CSUDH has a rigorous, supportive program that prepares university interns well, and our five-year retention rate is 84%. However, a university intern program may not be appropriate for all candidates. A third pathway that provides a living stipend during a residency will attract additional candidates to become science or math teachers. Also, we have a divide between student teaching, in which most candidates do their student teaching in suburban schools and then take jobs there, and our intern program in urban schools. The coordinators of student teaching perceive that there are not enough supports and examples of good teaching in high-need schools to provide a successful student-teaching experience. UTR will create a third pathway that will develop supportive apprenticeships in our high-need urban schools, which will increase the quantity and quality of new teachers ready for urban teaching and improve the probability that these new teachers will stay and thrive in these schools. Also important, UTR will build the capacity in the seven schools to support new teachers and demonstrate good teaching.

In addition, CSUDH wants to improve the preparation of our candidates in some areas. CSUDH has done well in CSU's systemwide evaluation from the Center for Teacher Quality, with our candidates scoring above the systemwide average in success working with English learners and in content secondary reading. Frankly, this is not good enough for us or the urban schools that rely on our new teachers. We want to raise this to 80%. Our candidates are slightly below the systemwide average in working with special needs students and in use of technology—we want to reach and surpass the average. Revisions and additions to coursework planned through UTR will enable us to achieve these goals.

All districts have a state-approved, two-year Beginning Teacher Support and Assessment (BTSA) induction program: a series of workshops, coaching and monitoring that culminates in a full credential. However, the BTSA support providers tend to be generalists—there is a dearth of secondary math and science teachers in LAUSD's BTSA program. These content areas have

different vocabularies, issues and strategies, in which beginning teachers need to develop skills. But with so few experienced BTSA support providers in math and science, it is very difficult for new teachers to get appropriate subject-specific support. Green Dot's Locke High uses the LAUSD BTSA program for induction, and so faces the same problem. UTR will alleviate this shortage by recruiting and training support providers who are specialists in math and science.

(i) Project represents exceptional approach to the priority

UTR fulfills all the requirements of Absolute Priority 2 while developing a new pathway that will produce more math and science teachers to address the highest needs in our partner district and schools [Absolute Priority 2 (a)(4)(i)]. (See ii. for project design details.) The pathway blends the rigor and theory of a master's in curriculum and instruction with the practicality of a single-subject credential in a year-long residency in seven urban, high-need, middle and high schools in South L.A. Residents will complete rigorous coursework leading to a credential in 12 months and a master's six months later. Before they begin the residency, participants will do 70 hours of observation to expose them to the challenges of high-need schools. All UTR courses will be enriched with strategies for teaching English learners, students with special needs, content literacy, use of technology, etc., in keeping with district needs. We will recruit career-changing professionals and recent graduates who can demonstrate subject-matter competency (Calif. definition) in math or science [AP2 (c)(1,2)]. We aim to recruit participants who reflect the communities where they will be teaching [AP2 (a)(4)(ii)]. Applicants to UTR may request a [REDACTED] stipend over one year [AP2 (d)(1), (2)], and they will agree to teach in math or science for three years in a high-need school [AP2 (d)(3)]. Except in extenuating circumstances, participants who do not to fulfill the teaching requirement will repay the stipend [AP2 (e)].

Over 18 months, participants will complete rigorous credential and master's coursework [AP2 (a)(2)] that is integrated with increasing levels of experience in a one-year residency [AP2 (a)(1)] in a math or science classroom with an experienced, trained mentor teacher [AP2 (a)(1)] in a high-need school. Cohorts of 30 residents will meet in weekly seminars and twice monthly as a professional learning community with their mentors [AP2 (a)(3)(i,ii)].

18-Month Pathway to Credential and Master's

	Jn	Jl	A	S	O	N	D	Ja	F	Mr	Ap	Ma	Jn	Jl	A	S	O	N	D	
Summer courses																				
Residency & courses																				
Prelim credential													X							
Teaching, induction																				
Master's																				X

We will recruit and train well-qualified mentor teachers who have a full credential, tenure and at least three years of teaching experience in a high-need school, and who are effective based on criteria aligned with the UTR strategies [AP2 (a)(5), AP2 (a)(6)].

After they receive their preliminary credentials each June, beginning teachers will be hired in high-need schools, join a two-year induction program [AP2 (a)(7)] and be assigned to a trained, experienced support provider (their mentor if hired in the same school) for induction. New teachers, support providers and site administrators will form a new track in the professional learning community, attending monthly in-person and online meetings during induction [AP2 (b)]. Participants will complete their master's in their first teaching semester, and the induction program will enable them to earn their full professional credential after two years.

Timing: From Oct. 2009 to May 2010, UTR will recruit and select cohort 1, recruit and train mentors, and gain approval of new teacher education courses that blend a credential and master's. Also, Year 1 will include redesign of current teacher-education courses to include more strategies for English learners, special needs students (including gifted), content literacy, and use of technology. Cohort 1 will begin coursework in June 2010 and their residencies in fall 2010. See table below for the progression of the UTR cohorts through the grant period. CSUDH and LAUSD have developed a plan and are committed to sustaining induction for cohorts 3 and 4 after the grant period.

Milestones and Progression of UTR Cohorts

	Summer Acad	Residency	Prelim Cred	MA	Induction Yr 1	Induction Yr 2	Full Cred
Yr 1	Cohort 1						
Yr 2	Cohort 2	Cohort 1	Cohort 1				
Yr 3	Cohort 3	Cohort 2	Cohort 2	Cohort 1	Cohort 1		
Yr 4	Cohort 4	Cohort 3	Cohort 3	Cohort 2	Cohort 2	Cohort 1	Cohort 1
Yr 5		Cohort 4	Cohort 4	Cohort 3	Cohort 3	Cohort 2	Cohort 2
Yr 6				Cohort 4	Cohort 4	Cohort 3	Cohort 3
Yr 7						Cohort 4	Cohort 4

During the grant period, 120 participants will complete a residency, earn their preliminary single-subject math or science credential, and secure teaching jobs in high-need schools. At the end of year 5, half will have their full credential. Three months following the end of the grant period, all 120 will have their master’s degrees. CSUDH and LAUSD will continue the induction program for two years after the grant period so all can earn a full credential.

Basis in Research & Practice: UTR is based on models for teacher residencies developed at the National-Louis University in Chicago and the Boston Teacher Residency. Residents in these programs had retention rates of 90% to 95% in urban schools after three years, as well as strong ratings of effectiveness by principals (Berry et. al., 2008). The Center for Teaching Quality analyzed the distinctive elements of a residency program, and our proposed project includes them all (Berry et. al., 2008):

MODEL	CSUDH UTR PROJECT
Tightly weave together education theory and classroom practice	Combines theory of master’s coursework with increasing levels of practice in yearlong program
Focus on residents learning alongside an experienced, trained mentor	Residents assigned to a trained mentor teacher who has full credential, tenure and 3+ years’ experience
Group candidates in cohorts to cultivate professional learning community and foster collaboration	Cohort of residents meet weekly for seminars and monthly in professional learning community with mentors and site administrators
Build effective partnerships among school districts, higher education institutions and nonprofit organizations	Partners include LAUSD, Green Dot Public Schools, CSUDH, CSU Center to Close the Achievement Gap (Just for the Kids–Calif.)
Serve school districts by recruiting and training teachers to meet specific district needs	Addresses LAUSD’s demonstrated need for secondary math and science teachers
Support residents once they are hired as	CSUDH and LAUSD collaborate on 2-year

MODEL	CSUDH UTR PROJECT
teachers of record	induction program; each resident assigned an experienced teacher as support provider; professional learning community
Establish and support differentiated career goals for experienced teachers	Opportunities to become mentors, support providers and members of teacher leadership network to sustain project in schools after grant period

Our design aligns credential coursework, clinical preparation and induction to produce better-prepared teachers for urban schools (Howey et al., 2006). Our other strategies have strong bases in research and practice: 1) Lesson Study enables new teachers to develop skills for successful teaching and learning (Lewis, 2000; Choski and Fernandez, 2004). 2) Professional learning communities improve teachers' connections, commitment and gains in student achievement (Hord, 1997). 3) Strategies to help adolescent English learners learn new sophisticated subject matter and English must include the specific language of the discipline, and lessons and curriculum must connect language and content (Short & Fitzsimmons, 2006). Sheltered Instruction Observational Protocol is effective in the preparation of secondary teachers working with English learners (Echevarria, Vogt & Short, 2004). 4) Strategies that engage adolescents in the reading and writing tasks of a discipline in scaffolded ways assist content teachers working with struggling readers (Biancarosa & Snow, 2004). 5) The knowledge and skills that a teacher needs to support special needs students in an inclusive setting in science and math are a) understanding of the characteristics, cognitive and affective needs of these children (including gifted), b) differentiated instruction, c) comprehensive assessment methods, d) communication-collaboration skills, and e) assistive technologies (Leinz, Deshler & Kissam, 2004). 6) The innovations of web 2.0 online tools can help teachers organize and manage their teaching tasks, engage students with different learning styles, create multiple assessments for students with special needs, and collect and analyze data about student performance (Alexander 2006). 7) The use of video case studies in an interactive dialogue can be effective in supporting teachers' acquisition of best practices. (Lundberg et al, 1999; Perry & Talley, 2001; Cannings & Talley, 2002; Jimenez et al, 2006; Kurz, Baterelo & Middleton, 2009). 8) Cognitive coaching improves

teachers' reflection and effectiveness and as a result, student test scores (Edwards, 2005).

(ii) Impact of services on the intended recipients

The four primary goals and related measurable objectives (following section) are:

Goal 1. CSUDH's Urban Teacher Residency project will produce highly qualified math and science teachers with skills matched to the needs of students in the high-need LAUSD.

Goal 2. Participants completing the Urban Teacher Residency project will be hired and remain as teachers in high-need schools

Goal 3. Students of participants in UTR, including English learners, students with special needs and GATE students, will improve achievement as compared to the students of nonparticipating math and science teachers—matched by experience—in comparison secondary schools in LAUSD Local District 7 that do not have recent graduates of the CSUDH credential programs.

Goal 4. CSUDH and LAUSD will develop and sustain the project's partnerships and institutionalize its reforms.

Project Design Linked to Impacts

GOAL 1. CSUDH's Urban Teacher Residency project will produce highly qualified math and science teachers with skills matched to the needs of students in the high-need LAUSD.

- a. Using a rigorous selection process, the project will recruit four cohorts of 30 qualified participants, for a total of 120 over the grant period.
- b. 95% of program completers will attain initial certification by passing all necessary certification assessments.
- c. 90% of program completers will attain a master's within two years of beginning the program.
- d. 95% of program participants who were not scheduled to graduate in the previous reporting period will persist in the postsecondary program in the current reporting period.
- e. Participating CSUDH math and science teacher candidates will attain a 10% improvement over the average CSUDH score on the Performance Assessment for California Teachers (PACT), used for initial state certification of teachers, versus the baseline year 2008-09.
- f. 90% of candidates will pass assessments demonstrating that they are meeting the needs of

English learners, students with special needs, and gifted students, as measured by Teacher Performance Expectation Nos. 4 (engaging all students) and 7 (English learners); Engaging All Students in Learning Inquiry Project; Performance Assessment for California Teachers (PACT) academic language rubrics 11 and 12 (English learners and literacy).

- g. 80% of principals who supervise participating first-year teachers will agree that they meet the needs of students with special needs and English learners, based on results of an annual survey by the Center for Teacher Quality.
- h. 90% of principals who supervise participating first-year teachers will agree that they can 1) integrate technology effectively into curricula and instruction and 2) use technology effectively to collect, manage and analyze data to improve teaching and student achievement, based on results of an annual survey by the Center for Teacher Quality.

Goal 1 Activities

Participant Recruitment and Selection: Approximately 200+ people per year inquire about secondary teaching who meet the qualifications, so we are confident that we can recruit 30 candidates for years 2-5 of UTR. We will recruit:

- Career-changing professionals with strong academic backgrounds and work experience in mathematics and science. Many talented people are out of work, and we will recruit them.
- Recent college graduates (last three years) who have strong academic backgrounds and academic majors or equivalent hours in math and science and can prove subject matter competence (Calif. definition). This group includes Noyce and MSTI Scholars.

Recruiting Strategies: We will use strategies that have been successful in recruiting our target groups into Transition to Teaching. *Recent graduates and career changers* with math or science degrees will be recruited via a) print and online ads. b) job fairs. c) print and electronic publications at CSUDH and other colleges. d) campus-based organizations. e) informational meetings and presentations at colleges in math and science classes. f) CSUDH and other alumni publications. g) outreach to businesses that have announced layoffs. All ads will include the URL for the project's web page, which will also be a link on the web pages of the CSUDH School of

Education, LAUSD and Green Dot. Noyce Scholars and MSTI Scholars are subgroups of recent graduates. Noyce Scholars receive scholarships for their junior and senior years as they complete their degrees. MSTI recruits and supports community college students with strong backgrounds in math or science into our Liberal Studies degree program. Both Noyce and MSTI Scholars have teaching obligations that align with the UTR requirement. Over five years, Noyce will produce 35 new graduates, and we estimate five MSTI Scholars could enter UTR per year.

Underrepresented Groups: [AP2 (a)(4)(ii)] Our recruiting strategies will result in about 70% of UTR teachers being Latino or African American, which matches well with LAUSD, where 84% of students are of these ethnicities. This is based on the recruiting success of our Transition to Teaching program. In the first two cohorts, participants were 53% Latino, 16% African American, 7% Asian or Pacific Islander, 21% white, and 3% other. Also, 40% were male.

Other Recruitment Features include 1) While LAUSD and Green Dot are pursuing strategies to recruit math and science teachers, they do not have the resources for targeted recruitment of the UTR applicant pools. UTR staff will work with district HR staff to integrate our recruitment activities 2) CSUDH's admissions office will offer streamlined admission to UTR.

Criteria: UTR has established rigorous criteria for participants [AP2 (c)]: A) bachelor's from an accredited university. B) an overall undergraduate GPA of at least 3.0, or 2.75 in the last 60 units at the baccalaureate level. C) Subject matter competence: 1) pass the California Subject Examination for Teachers (CSET) OR 2) complete a subject matter preparation program (all major courses plus 3-5 additional courses) approved by the state. CSUDH has state-approved subject-matter preparation programs in math and anticipates approval of our science subject-matter programs in late 2009. D) scoring in the top 75% of the Ventures for Excellence online survey that is aligned with the California Standards for the Teaching Profession and screens out the bottom 25% of teacher candidates. E) proof of writing skills and commitment to the program via an essay. 4) personal interview to assess oral communication skills and aptitude for urban teaching. F) Pass the California Basic Education Skills Test (CBEST). G) Pass a test on the U.S. Constitution. H) Fingerprint and TB clearance. I) 20 hours of observation in classrooms in high-

need schools to inform their decision to apply to become urban teachers, and learn about today's classrooms (important for career-changers). J) mandatory information session before application and mandatory orientation session after acceptance to ensure full grasp of UTR requirements.

Through our experience in Transition to Teaching, we have learned that otherwise qualified candidates often need assistance in preparing for the required state tests and in navigating the process so they do not encounter discouraging roadblocks. The UTR project will offer preparation programs for the CSET, CBEST and Constitution tests, funded by MSTI. This support will increase the yield of UTR applicants from the pool of people who inquire.

Selection Process: Our thorough process will ensure that applicants are well-qualified and aware of the obligation to teach for three years in a high-need school after completing UTR. After prescreening to determine eligibility, applicants will take the Ventures for Excellence online survey that screens out the bottom 25% of teacher candidates. They will attend a mandatory information session and conduct 20 hours of observation in urban math and science classrooms. They will Interview with the selection committee, composed of the UTR director, UTR staff, LAUSD and Green Dot human resources staff, and CSUDH faculty. The 30-minute interviews will use the nationally recognized Star Teacher Selection Interview that reflects Martin Haberman's research-based model for identifying teachers, particularly those who will teach at-risk or low-income students, as in South L.A. The committee will ensure that applicants understand their obligations to teach for three years in a high-need school in the partner districts. Because district HR staff are on the selection committee, applicants will not have to interview again with the district. Applicants will submit an essay about why they want to joint UTR, stipend request [AP2 (d)(2)], CSUDH and credential program applications and supporting documents. The selection committee will determine who will be admitted, conditioned on attending a mandatory UTR orientation session and other requirements.

Stipends, Teaching Obligation and Repayment [AP2 (d)(1) & (d)(3), AP2 (e)]

UTR participants will receive [REDACTED] stipends during the residency. In the summers before and after the residency, we will find them positions as tutors and teaching assistants in our target

schools that operate year-round or offer summer school. Participants will receive the financial support in monthly installments during the residency. Students who receive stipends will sign an agreement that contains all the provisions in Absolute Priority 2 (d)(3), which includes the commitment to teach for three years in a high-need school immediately after the residency. Consistent with Absolute Priority 2 (e), the agreement also will state that those failing to complete the complete the credential, masters or UTR teaching requirements will repay the stipend, pro rata, unless the UTR partnership approves the participant's request to consider extraordinary circumstances. Any returned funds will be used to carry out UTR activities.

California's loan-forgiveness program known as APLE (Assumption Program of Loans for Education) relieves graduates of up to \$19,000 in loans if they teach for four years (overlapping with UTR) in specific subjects or schools, which includes math or science (grades 7-12), low-income-area school, low-performing school, or school with a high percentage of emergency permit teachers—which matches the target schools. Also, UTR participants will be eligible for up to [REDACTED] for their 18 months from the federal TEACH grant program. CSUDH's financial aid office will provide participants with workshops on financial aid at orientation and meetings.

Mentor Selection and Training [AP2 (a)(5) & (6)]

Each resident will be paired with a mentor teacher from one of the seven partner schools so they can learn about teaching one-on-one. We anticipate that most mentor-resident pairings will stay intact for three years as the residents are hired as beginning teachers in the same schools where they were interns. Mentors will transition into being support providers during the two-year induction. UTR will recruit a group of new mentors each year for three years, which will result in more teachers at the partner schools receiving training and increasing skills through UTR, which will have a positive impact on the school. As mentors and then support providers, they will be paid a [REDACTED] stipend per year.

Mentors must have a full credential in math or science, at least three years' teaching experience, and have tenure. The mentor will be nominated by the principal, interviewed by a university-school district team, and observed teaching in the classroom to ensure that the mentor

is an effective teacher and a collaborative, supportive colleague. The recommendation form, analysis of lesson plan, observation protocol and interview protocol are well-aligned with the Absolute Priority 2 (a)(6) selection criteria for mentor teachers. The principal’s recommendation form will ask for the prospective mentor’s ability to collaborate with colleagues to improve instruction, experience and ability to analyze student growth. The classroom observation will require a lesson plan to show ability to plan and prepare, use of strategies to diagnose before instruction, monitor learning and assess after instruction, use of appropriate pedagogical strategies, and strategies to engage and support all students. The observation protocol will measure engaging all students, making content accessible to all, monitoring students during instruction, classroom management, specific pedagogical skills and a set of teaching skills that are particular to math or science. In the mentor interview, we will use the Ventures for Excellence Teacher Selection and Development Interview C. The attributes rated include classroom community, differentiated instruction, accountability for student learning and more.

Mentors will be trained in spring 2010 prior to the start of the residency in fall 2010. Mentors will learn 1) the scope and sequence of the residency and coursework so that they can guide the resident in observation, participation, and practice teaching. 2) cognitive coaching and adult learning theory to assist the resident in reflecting on teacher practice.

Mentor Training Schedule 20 hrs Total			
Topic	Hours	Trainer	Timeline
Scope and Sequence of UTR Program	2	Prog Coord	Spring Year One
Cognitive Coaching	6	Coord Ind	Spring Year One
Adult Learning Theory	3	Coord Ind	Spring Year One
Co-Teaching	6	Lynne Cook	Spring Year One
Technology: web 2.0	3	Tech Coord	
Training will be repeated each year for new mentors. Additional professional development occurs during the residency in the Professional Learning Community			

UTR faculty will plan with the mentors so that what residents are learning in their coursework, seminar and the professional learning community is echoed in the observation, tutoring, co-teaching and practice-teaching in mentors’ classrooms. [AP2 (a)(5) (i)]

Mentor teachers will have responsibilities to [AP2 (a)(5) (ii) & (iii)] A) design classroom

experiences for teachers in collaboration with UTR staff; some may co-teach lesson study. B) guide and support residents using cognitive coaching. C) become a support provider if the resident is hired in the same school. (Note: Any new support providers will be chosen using the criteria for mentors.) D) attend the UTR professional learning community. Some will join the Teacher Leadership Network to conduct teacher action research. E) One mentor teacher from LAUSD and one from Green Dot may be released 50% to serve as liaisons to the UTR project.

Redesign Coursework: To create an accelerated, blended program for the credential and master's, CSUDH is creating five new courses, two for residency and three for induction. The residency classes (TED 458 and TED 459) are weekly seminars that combine the best of the apprentice model from student teaching with the best classroom practices of an intern program. The induction courses are TED 501, lesson study to develop strategies that will engage all students; TED 502, advanced lesson study to use data to improve instruction; and TED 503 teacher action research, which is the heart of our approach to induction. These courses will provide a more intensive, comprehensive induction, and will reflect the context of secondary math and science teaching, rather than a general approach. All the new classes have syllabi that include course outline, curriculum and bibliography, and they will be approved in fall 2009 by the University Curriculum Committee. We also will rewrite TED 420 Computer Literacy for Teachers to move away from web 1.0 (e.g., email, databases, spreadsheets) to web 2.0 (more complex use of technology, e.g., social networking, online materials in instruction, etc.)

Coursework by Semester (Note that courses numbered in the 500s are graduate-level.)

Summer Academy: Participants will complete prerequisites (table below) to establish the theoretical foundations of teaching in diverse urban schools. Participants will spend 50 hours observing in schools in South L.A. For the summer, participants will be placed as tutors or teaching assistants in partner school districts during the day to earn a salary before they begin receiving a stipend in the fall; coursework is scheduled in the evening.

Phase I, Summer 2010			
<i>Summer Academy: theoretical foundations of teaching and learning in diverse urban schools</i>			
GED 501: Seminar in Lrning and Devel	3	TTh/6 wks/ 4:00 - 7:50 pm	6/1–7/10/10
GED 503: Socio-Cultural Issues in Ed.	3	MW/ 6 wks/ 4:00-7:50 pm	6/1–7/10/10
TED 400: Intro. to Education	2	MW / 6 wks/ 4:00-6:29 pm	7/12–8/21/10
TED 411: Class Management	2	MW/ 6 wks/ 6:30-9:00 pm	7/12–8/21/10
TED 420: Computer Literacy	1	Online course or challenge exam	TBD
TED 460: Creating Supportive Envirns	1	2 Saturdays	6/26 & 7/24/10
Seminar: Special Topics		Tues/ ev 2 wks/4:30-6:30 pm	July–Aug
Total registered units, Summer 2010: 12 units			

Special Topics Seminars are cohort meetings every other week—these will continue through the year. Discussions and presentations will include experiences in observation, school policies and procedures, legal and professional responsibilities, etc. Also, these meetings will allow UTR staff to monitor and advise participants, and they will establish a peer-support network.

Fall Semester: Coursework will enhance classroom experiences, giving participants the skills they need to move from observing to co-teaching a lesson by the end of the semester. Four days/week, residents will be in the classroom, and one day (Tuesday in the schedule below) they will be in coursework, located in the partner district. Weekly after school, residents will meet in the residency seminar (TED 458). Meetings of the professional learning community (once per month in person, once online) will count as seminar meetings. In seminar, residents will: 1) discuss their classroom experiences,; 2) learn and practice a collaborative inquiry process (Lesson Study); 3) collaboratively analyze each others’ teaching videotapes; and 4) share and edit an essay about their experiences that is aligned to the Teacher Performance Expectations. Coursework will be taught by CSUDH faculty, and TED 468 will be co-taught with district content specialists.

Phase II, Fall 2010			
GED 500: Research Methods In Educ	3	Tues./15 wks/ 9am-12 pm	Aug. 31–Dec. 14
CUR 510: Process of Curriculum Dev	3	Tues./15 wks/ 1 pm-4 pm	Aug. 31–Dec. 14
TED 468: Sec Teach Methods II Math & Science	3	Tues./15 wks/ 5-8 pm	Aug. 31–Dec. 14
TED 458: Urban Tchr Resid. & Seminar I	6	Wed/15 wks/ 4:30-6:30 pm	Sept. 1–Dec. 15
Total registered units, Fall 2010: 15 units			

Winter Session: LAUSD’s three-week winter break enables us to ease the fall academic load

by offering TED 407 Language Learning, which focuses on teaching English learners, English language development, sheltered teaching strategies, evaluation and research.

Phase II, Winter Intersession 2011			
TED 407: Language Learning	3	T,W,Th /3weeks/ 4:00 - 8:55	Jan 3–Jan 20
Total registered units, Winter Intersession 2011: 3 units			

Spring Semester Candidates will complete their credential coursework by delving more deeply into science and math curriculum development, content literacy, and teaching methods. The 400-level courses will be co-taught with district partners. In the three-week spring intersession, residents will qualify for their credential by passing the Performance Assessment for California Teachers (PACT) Teaching Event. This is a summative assessment that requires credential candidates to *plan* a series of integrated lessons, video tape their *instruction*, *assess* and analyze student work, and *reflect* on their teaching.

Phase III, Spring 2011			
CUR 516: Sem Curr Dev Science Math	3	Tues./15 wks/ 9am-12 pm	Jan. 25–May 17
TED 406: Teaching Secondary Reading	3	Tues./15 wks/ 1 pm-4pm	Jan. 25–May 17
TED 467: Gen'l Secondary Tchng Meth.	3	Tues./15 wks/ 5-8 pm	Jan. 25–May 17
TED 459: Urban Tchr Resdncy & Sem II	6	Wed /15 wks/ 4:30-6:30 pm	Jan 26–May 18
Phase III, Spring Intersession 2011			
TED 488: Teaching Event: SS	2	Wed./9 wks/4:30–9:00 pm	May 24–Jun. 8
Total registered units Spring 2011: 17 units			

Residency: The residency begins in September and ends in June. Residents will attend all the preparatory meetings and experience the complex activities as the school year starts. Residents will be in the school, bell to bell, four days a week, going with their mentors to faculty and department meetings, parent conferences, school professional development, etc.

Residents will begin by observing lessons, tutoring individuals and small groups, and reviewing student work. They will observe types of instruction: establishing community, sheltered instruction for English learners in math or science, differentiated instruction, literacy in the content areas, and technology to teach content. Residents will use the Guiding Questions aligned to the Performance Assessment for California Teachers to analyze their observations. Residents will shadow three students: 1) English learner; 2) student with special needs, e.g.,

GATE, learning disability; 3) at-risk student with poor attendance, achievement or conduct.

Lesson Study: Mentors and residents will be trained in Lesson Study in the first fall meeting of the professional learning community as a technique for collaboratively reflecting on and improving their teaching practice. In weekly seminars, residents will first use Lesson Study to discuss what they are observing in the classroom. When they begin teaching in their mentors' classrooms later in the semester, 10 minutes of the lesson will be videotaped for review using Lesson Study. This approach also will be used in spring semester for peer review of residents' 20-minute teaching videos, as well as the 20-minute video for their culminating Teaching Event.

Fall: Under mentors' guidance, residents will prepare lessons and teach a class, followed by feedback from the mentor. By week 8, residents will teach and videotape a 10-minute sequence that will be reviewed by residents and mentors using Lesson Study. By week 12, residents and mentors will be co-teaching in one class. From week 15 to 18, the end of the semester, residents will assume responsibility for instruction in one class. Residents will maintain a journal in which they reflect on their experiences. Residents will: 1) describe the experience (students, class, content, process, product); 2) explain what they should do to re-teach, extend, or follow-up on the instruction and why; and 3) describe what they would do the same and differently and why.

Spring: Residents will gradually assume more responsibility for teaching. First, they will add a second class, then a third. In these classes, residents will be observed and evaluated by a CSUDH supervisor and mentor as they perform six tasks, aligned with the state Educator Preparation Standards: 1) Analyze students' work samples using evaluation rubric; 2) Create and teach reading/writing lesson plan in content area based on the analysis; 3) Conduct language proficiency assessment, create sheltered lesson plan, teach to plan; 4) Pre-assess students, create differentiated lesson plan, teach to plan; 5) Diagnose students, create unit plan in subject, teach related lesson, assess student learning; 6) Create a lesson and teach it using technology.

Professional Learning Community: The UTR professional learning community will be made up of residents, mentors and site administrators in the partner schools in the first year. In later years, as residents become beginning teachers, we will create first-year and second-year

induction tracks for beginning teachers and their support providers in the PLC. UTR’s PLC will reflect the best practices in PLCs: 1) supportive and shared leadership, 2) collective creativity, 3) shared values and visions, 4) supportive conditions, and 5) shared personal practice (Hord, 1997). Two key barriers often affect the development of a PLC: time set aside, and the ability to develop a shared collaborative environment. UTR will directly address timing by scheduling mandatory monthly in-person meetings Sept.–May excluding Dec. (holidays) and Apr. (testing), at a scheduled time after school at the central location where UTR classes are held. The different tracks will meet on different days after school. Mandatory asynchronous online PLC meetings will be scheduled two weeks after the in-person meetings. To ensure collaboration, mentors will be chosen for their ability to collaborate, and the PLC coordinator will establish strategies that will foster open, collaborative dialogue, such as the ATLAS protocol to look at student work.

Each in-person meeting will feature a speaker on a topic that is matched to what the residents or new teachers are doing in coursework and teaching. The PLC’s second presentation for residents will be on using data to improve instruction, which will be the overarching purpose of the PLC. The PLC will use the *Just for the Kids* Best Practice Inventory to audit school practices and develop strategies and practices that use data to monitor and enhance student learning.

PLC Schedule for Residents			
Mo.	Topic	Presenter	Expertise
Sept.	Context of Teaching: Lesson Study	Richard Gordon, professor and UTR coord. of induction	multicultural education and lesson study
Oct.	Using Data to Improve Instruction	Jim Lanich, dir. of Center for Closing the Achievement Gap	use of data to improve student achievement
Nov.	Cognitive Coaching	Sue Schaar, assoc. professor and UTR coord. of induction	support programs for beginning teachers
Jan.	Building a PLC	Jeff Miller asst. professor	motivation and learning
Feb.	Web 2.0 Tools for Teaching & Learning	Farah Fisher, graduate education chair, professor	technology in education)
Mar.	Preparing for an IEP	Kate Esposito, assoc. professor	special education
May	Teacher Action Research	Jill Aguilar, asst. professor	English learners and academic language

Asynchronous online meetings after the in-person meetings will continue discussion of the

topic. Using the Blackboard learning management system, the PLC coordinator and monthly speaker will post data sets, articles or sample videos and pose questions about the scenarios. Mentors and residents will have two weeks to post their responses in threaded discussions. If a topic warrants, we have the capability to conduct a synchronous online PLC meeting using the Illuminate tool, enabling members to meet together via telephone and their computers.

Targeted Strategies UTR will employ overarching strategies that target certain needs of students in the partner schools. In these topics, CSUDH faculty will receive training in year 1 or 2, as appropriate, in order to revise and enrich coursework in the new credential-master's program. Mentors (residency) and support providers (induction) also will receive training to support participants as they implement these strategies in the classroom.

English Learners: A primary goal of UTR is to significantly improve the preparation of teacher candidates in curricula, instructional strategies, and assessment for English Learners that are aligned with state academic content and achievement standards and English Language Proficiency Standards. The appropriate CSUDH School of Ed faculty will receive training in language development strategies, curriculum and instruction, and assessment methodologies and then will work together as teams to integrate these methodologies into the credential, master's and induction courses. TED 468 Science and Math Content Methods and TED 467 General Secondary Methods will be modified to incorporate current best practice in second-language instruction in the content areas. TED 407 English Learning will be updated, and an online module will be developed. For induction, TED 501 Lesson Study: Engaging all Students will emphasize English learner strategies, and TED 502 Advanced Lesson Study: Using Data to Improve Achievement will focus on using data about English Learners to improve instruction. Main topics for faculty, mentors and support providers will be 1) integrating language development with content instruction; 2) how language is used in math or science and how texts in those subject are written; 3) designing sheltered instruction that combines content and language development; 4) modifying assessments so ELs can demonstrate understanding of content, and using multiple measures of students' understanding (Short & Fitzsimmons, 2006).

Special Needs: A primary goal of UTR is to significantly improve the preparation of participants through redesigned coursework and field experiences to appropriately differentiate instruction, use engaging and effective instructional strategies for students with a variety of learning needs, and use systematic assessment to inform the instructional process and demonstrate student mastery of state academic content standards. The UTR coordinator of induction, who is a specialist in differentiating instruction, will provide professional development to the single-subject faculty, mentors, support providers, and site administrators regarding the characteristics and cognitive and affective needs of children with exceptionalities (including gifted), differentiating instruction, comprehensive assessment, communication and collaboration skills, and use of assistive technologies (Leinz, Deshler & Kissam; 2004). Single-subject faculty and mentors will receive training prior to relevant coursework and residency; administrators and support providers in year 3 in the PLC. Faculty will enrich the courses they teach with additional research-based strategies for differentiating learning for students with special needs, and mentors and support providers will reinforce coursework by providing guidance. Coursework and assignments will integrate materials and resources from the IRIS Center, National Center for Response to Intervention, National Association for Gifted Children, Through Student Eyes, National Center for Educational Achievement/Just for the Kids.

Content Literacy: UTR will focus on how teachers can help their urban students be better readers and writers in science and math. We will provide training to CSUDH faculty, mentors and support providers. CSUDH School of Ed faculty will enhance the literacy practices in the courses they teach. Mentors and support providers will be trained to better guide participants. The instructional strategies that will be incorporated into TED 406 Secondary Reading are: 1) text-based collaborative learning, 2) using texts on the same topic but with varied difficulty, 3) intensive writing in the content area, and 4) using technology as a tool for reading and writing in science and math (Biancarosa & Snow, 2004). The content faculty will demonstrate integration of these literacy techniques into the science and math curricula in TED 468 Science and Math Content Methods and CUR 519 Advanced Studies in Curriculum Research and Instruction.

Technology: UTR participants will see technology integration modeled in their own teacher preparation and use it in the schools to which they are assigned, and they will use web 2.0 technology to communicate in the professional learning community. Particular attention will be given to technology applications for English learners and students with special needs.

Training: The coordinator of technology will rewrite TED 420 Computer Literacy to incorporate the tools of web 2.0. e.g., podcasts, blogs, wikis, VoiceThread, Vokis, Toondoo, Wordle, Flickr, and simulation tools, with a focus on online science simulations and math applications. The coordinator of technology will provide training to the School of Ed faculty (during planning year 1), mentors (during mentor training) and support providers (prior to induction) so they can increase their use of web 2.0 online tools in curriculum and instruction. Also, the coordinator will work with School of Ed faculty to create websites that demonstrate the technological applications in all of the UTR coursework. This will continue through the project.

Tools: The coordinator of technology will set up the online component for the PLC in the year 2 when the residency begins. Prior to the residency, the coordinator of technology and the coordinator of *TaskStream* will develop an *esupervision* protocol. In this procedure, the resident videotapes a lesson and posts it on *Taskstream*. The resident, mentor and CSUDH supervisor review it and participate in a synchronous online dialogue using guiding questions. The video is archived so it can be reviewed for verification of what occurred. This is more complete and accurate than an observational script from an in-classroom observation.

Video case database: UTR will use video cases of exemplary teaching for discussion in the PLC. Annenberg Media has a large video collection of lessons online that demonstrate high-quality, constructivist, and inquiry-based instruction that reflect research-based principles of effective learning. Beginning in year 2 and continuing through the project, UTR staff will review, annotate and index the most applicable video cases in a searchable database for participants, drawing also from collections such as InTime (University of Northern Iowa), PT3 Best Practices videos (Arizona State), and others. Videos created by UTR residents, mentors, support providers, faculty, etc. will be added to the database throughout the project.

GOAL 2. Participants completing the Urban Teacher Residency project will be hired and remain as teachers in high-need schools

- a. 95% of program completers will be hired by LAUSD in high-need schools each year.
- b. 95% of beginning teachers will be retained in teaching in the partner high-need LAUSD one year after being hired by the LEA.
- c. 90% of beginning teachers developed by the project will be retained in teaching in the high-need LAUSD three years after being hired.

Goal 2 Activities

Placement in High-Needs Schools: LAUSD and Green Dot have agreed to hire UTR participants in the target schools, and reps from both will serve on the selection committee. The residency will help participants and school personnel know each other well, which will ensure good hiring decisions and increase retention. Most residents will be hired in the school where they do their residency, which will maintain the mentor-resident pairing into induction. UTR staff will collaborate with principals and work with candidates to ensure a smooth hiring process.

Selection & Training of Support Providers: If residents are hired in the same schools, their mentor will become their support provider during induction. If they are hired in a different partner school where there are no available UTR support providers, we will select support providers using the same criteria as for mentors. Support providers will attend training in the fall. LAUSD will train support providers in the Formative Assessment for California Teachers (FACT), the system of assessment and support for beginning teachers. UTR will provide:

Support Provider Training Schedule 20 Hrs Total			
Topic	Hrs	Trainer	Timeline*
Scope and Sequence of Induction Program	2	Induction coord	Fall
Lesson Study	6	Project coord	Fall
Teacher Action Research	6	Induction coord	Fall
Collaboration	3	Mentor trainer	Fall
Tech: online observ. protocols & Blackboard communities	3	Tech coord	
*Training cannot be done before hiring is completed and the new teacher–support provider match is complete. Training will be repeated each year for new support providers. Additional professional development occurs during induction in the Professional Learning Community.			

Complete Master’s: In fall of their second year, while beginning induction and teaching in partner schools, participants will complete an MA in curriculum and instruction. Coursework:

Fall 2011: Complete Master’s & Begin Induction			
CUR 519: Adv Studies in Curriculum Practices	3	Wed./15 wks/4-6:45 pm	Aug 31-Dec 14
TBE 518: Special Topics: Using Data to Improve Instruction	3	Online	TBD
Comprehensive Exam		November	
PLC Induction Seminars: Special Topics		ev 2 wks/4:30-6:30 pm	Sept 1-Dec 15
Total registered units, Fall 2011: 6 units (Seat Time: 4 units)			

In CUR 519, participants will undertake a teacher action research inquiry project in which they plan an intervention, implement it, and measure the result on student learning. As a complement to this in-depth capstone class, the candidates will also be in TBE 518, an advanced technology class that will assist them in using data to improve instruction. In November, candidates will take the master’s comprehensive exam, the last requirement for the master’s.

The blended credential-master’s program strengthens teacher preparation because it increases the rigor of the theoretical underpinnings of teaching, delving deeply into what constitutes curriculum, and applies this in high-need schools. Participants will study educational research methods early and will consistently use teacher action research, so they will be able to use data to measure and improve student achievement beyond the capacity of most novice teachers. The participants will have a deeper understanding of the research and data that impact teaching and learning than would be the case if they received a credential without graduate coursework.

Induction Coursework: UTR will provide two years of induction, in which new teachers will be coached by support providers and, after two years, be recommended for the professional clear credential by the school district. CSUDH will provide advanced coursework for induction and continue the professional learning community with tracks for those in induction.

LAUSD will provide training in Formative Assessment for California Teachers (FACT), a system of assessment and support that assists beginning teachers in meeting the learning needs of students while growing and gaining confidence as a teacher. In FACT, a new teacher, assisted by a support provider, conducts a formative assessment to identify his or her areas of strength and

areas for additional study in an Individual Induction Plan. Formative assessment is an ongoing process that follows the cycle of plan, teach, reflect and apply—aligned with Lesson Study. The purpose is to improve teaching, as measured by the California Standards of the Teaching Profession, in relation to state academic content standards and performance levels for students.

CSUDH will offer courses that incorporate the induction standards: K-12 Core Academic Content and Subject Specific Pedagogy; Using Technology to Support Student Learning; Supporting Equity, Diversity and Access to Core Curriculum; Creating a Supportive, Healthy Environment for Student Learning; Teaching English Learners; and Teaching Special Populations. Support providers will assist new teachers in completing tasks to demonstrate mastery of these standards, which are job-embedded. New teachers will attend 15 hours of professional growth activities in each of three goals in their Individual Induction Plan. Teachers will collect evidence of their practice in an electronic portfolio, interpret evidence, reflect on their teaching, and attend coursework and professional development that fulfill state requirements. We will continue to use Lesson Study to reflect on teaching and improve achievement. Faculty from CSUDH’s Colleges of Arts & Humanities and Natural and Behavioral Sciences will create master lessons in math and science for Lesson Study each year.

The two-year induction program has a focus and theme for each of the semesters (see below). In the first induction semester, Organizing Your Classroom for Learning and Building Community, UTR teachers are completing their MA (see course list above). CUR 519 and TBE 518 will use teacher action research to build community to support learning.

The second semester of induction (table below) will focus on differentiating instruction for English learners, students with special needs, and GATE students in math and science. In TED 503, which continues for 3 semesters, new teachers will conduct the inquiry essential to FACT with support from their peers, support providers, CSUDH faculty and the induction coordinator.

Spring 2012: Induction Year 1, Semester 2 <i>Differentiating Instruction to Support all Learners</i>			
TED 501: Lesson Study: Engaging all Stdents	3	Wed./15 wks/4-6:45 pm	Jan. 25-May 16
TED 503: Teacher Action Research Project	3	Online	TBD

PLC Induction Seminars: Special Topics		Ev 2 wks/4:30-6:30 pm	Jan. 26-May 17
Total registered units, Spring 2012: 6 units			

The third semester induction classes (table below) will focus on how to use data, using the Center to Close the Achievement Gap's Just For the Kids database to track the progress of their students and school in comparison to high-performing, high-poverty schools.

Fall 2012: Induction Year 2, Semester 1			
<i>Using Data to Support Achievement</i>			
TED 502: Advanced Lesson Study: Using Data to Improve Achievement	3	Wed./15 wks/4-6:45 pm	Aug 29-Dec 12
TED 503: Teacher Action Research Project	3	Online	TBD
PLC Induction Seminars: Special Topics		Ev 2 wks/4:30-6:30 pm	Aug 30-Dec 13
Total registered units, Fall 2012: 6 units			

In fourth and final semester, participants will apply for a [REDACTED] mini-grant to do an in-depth intervention in their classroom that will increase student achievement. They will be paired with a mentor from UTR's Teacher Leadership Network. They will create a multimedia presentation to disseminate their findings at a conference hosted in June by the UTR partners at CSUDH.

Spring 2013: Induction Year 2, Semester 2			
<i>Teaching Across Social, Linguistic, and Cultural Difference</i>			
TED 504: Colloquium	3	Wed./15 wks/4-6:45 pm	Jan. 23-May 15
TED 503: Teacher Action Research Project	3	Online	TBD
PLC Induction Seminars: Special Topics		Every 2 wks/4:30-6:30 pm	Jan. 24-May 16
Total registered units, Fall 2012: 6 units			

Support Providers: Beginning in the fall, support providers will coach the new teachers by observing them, doing lesson demonstrations, and assisting in planning standards-based lessons and units. The process will include a pre-observation conference to prepare, classroom observation, and a post-observation conference for reflection on teaching practice and feedback. Support providers will visit each teacher twice per week. Support providers are not evaluators. Their role is to guide, assist and support candidates in their initial years of teaching, which increases retention. Support providers will submit weekly logs to the UTR program of the services they provide in order to facilitate tracking and ensure support is being delivered. They will attend professional learning community meetings (see below).

Additional Induction Support: During the first week of teaching, UTR staff and faculty will be at UTR schools all day to support the new UTR teachers. The UTR representatives will help teachers with items such as over-enrolled classes, taking attendance, etc.. This ensures that UTR teachers have a successful first day and week of teaching, which helps support long-term retention. In addition, when a struggling UTR teacher asks for assistance or is identified by the school, support provider or other teachers, the UTR coordinator of induction will conduct classroom observations and design a plan for a UTR team to deliver the level of support needed. Another source of support for new UTR math or science teachers will be MSTI or Noyce Scholars assigned to their classrooms as teacher assistants, who will help with classroom management, one-on-one and small-group tutoring, etc., to foster success and retention. TAs from MSTI will be paid by the MSTI grant. For their scholarships, Noyce Scholars are required to do classroom participation such as this.

Teacher Leadership Network: To institutionalize the teacher leadership created by UTR, we will establish a Teacher Leadership Network. Mentors and support providers who have demonstrated leadership and research skills will be invited to apply. They will act as mentors and directors of research projects during the last semester of induction. Members of the network will be asked to join the UTR Coordinating Council and participate in the evaluation and improvement of UTR. They will 1) investigate research-based teaching and learning strategies to help close achievement gaps; 2) actively participate in policy efforts that impact them and their students; and 3) use what they have learned to take leadership roles in LAUSD and Green Dot. They will be members of the PLC and will meet monthly to review participants' research findings, provide feedback, learn more about action research techniques and work on research.

Professional Learning Community Continues: Support providers and beginning teachers will be members of the PLC tracks for first- and second-year induction. They will continue to attend one in-person and one online meetings for seven months from Sept. to May, excluding Dec. and Apr. PLC members will reflectively look at data and student achievement. Through this process, new teachers will feel supported, learn from each other, build community and grow.

PLC First-Year Induction Speaker Topics: Gathering student achievement data, Physical science master lesson, Algebra I master lesson, Literacy master Lesson, Differentiating instruction, Universal design, SDAIE. PLC Second-Year Induction Speaker Topics: Using technology supports, Chemistry master lesson, Geometry master lesson, Expository writing master lesson, Parent & community engagement, AIDS & drugs & alcohol, Colloquium.

Tracking: The UTR office will track hiring and monitor placement to ensure that participants teach for three years in a high-need school. We ask that UTR teachers remain in the same high-need school to fulfill their commitment. During the two years of induction, they will be in UTR induction classes weekly and will attend PLC meetings, allowing UTR staff to learn immediately if there are any problems. We will require residents to provide written proof of employment from the district at the start and end of each school year. [AP 2 (d)(3)(iii)]

Repayment: [AP2 (e) (1),(2),(3)] Participants who receive stipends but do not fulfill the three-year teaching requirement per the agreement they signed will be required to repay the stipend, in accord with any terms and conditions UTR partners set. Participants who complete a portion of their teaching requirement will repay the stipend pro rata. The UTR partners will consider extraordinary circumstances that prevent a participant from fulfilling the teaching obligation, including being called to active military service, health, etc., in determining whether to defer repayment of the stipend. Repayments will be used for UTR activities.

GOAL 3. Students of participants in the Urban Teacher Residency project, including English learners, students with special needs and GATE students, will improve achievement as compared to the students of nonparticipating math and science teachers—matched by experience—in comparison secondary schools in LAUSD Local District 7 that do not have recent graduates of the CSUDH credential programs.

- a. On the relevant California Standards Tests in math and science, students of participating teachers will score higher than students of comparison teachers.
- b. On the California High School Exit Exam, 10th-grade students who have been taught by participating teachers will have first-time pass rates on the math component that exceed those

for students of comparison-group teachers.

- c. On California’s Early Assessment Program in math, higher percentages of 11th-grade students who have been taught by participating teachers will take the voluntary test and will score as “ready for college” or “ready for college—conditional” on the summative high school math component versus students of comparison-group teachers.

Goal 3 Activities: The rigorous preparation, considerable field experience in high-need schools, and high level of support for UTR participants will produce the results outlined above as the goal and objectives for student achievement. The plan to capture results for students of UTR teachers over time and compare them to the achievement results for students of comparison teachers is described in our evaluation plan. To help us achieve Goal 3 objectives, the CSU Center for Teacher Quality will provide student-level data files, including achievement scores and performance on the California Standards Tests, high school exit exam and Early Assessment Program for individual students taught by teachers in the project and for students of comparison teachers who are not in UTR. Student data will be disaggregated by subgroups. The CSU Center to Close the Achievement Gap will provide school-level data for target schools and demographically matched schools, as well as exemplars from the *Just for the Kids* California Best Practices. Data analyses will enable UTR to assess its impact and to continuously improve.

GOAL 4. CSUDH and LAUSD will develop and sustain the project’s partnerships and institutionalize its reforms.

- a. Successful strategies developed in the project for teaching English learners will be incorporated into all CSUDH special-education, single- and multiple-subject credential programs by year 4 of the project.
- b. Successful strategies developed in the project for differentiation and accommodation for students with special needs will be incorporated into all CSUDH single- and multiple-subject credential programs by year 4
- c. Successful technology training for teacher candidates will be incorporated into all CSUDH credential programs—special education, single subject and multiple subject—by year 3

- d. The induction program will be institutionalized through a combination of LAUSD, Beginning Teacher Support and Assessment and CSUDH coursework by year 5 of the project.
- e. New locations for clinical practice in the student-teaching model will be established in least one target high school and one target middle school in South Los Angeles by year 4.
- f. Beginning in year 2, the project will develop an online repository of lessons, materials, video cases, etc. for teacher training that will be assembled throughout the project and used in teacher training during and beyond the grant period.

Goal 4 Activities

Incorporation of Successful Strategies: The training provided to CSUDH faculty in technology, English learner strategies, differentiation and accommodation, literacy in the content areas and lesson study will be incorporated into curriculum in all our teacher training programs: multiple-subject, single-subject, special ed. New strategies will be incorporated into subject matter pedagogy classes. All literacy courses employ new disciplinary literacy strategies. All language acquisition courses will include contemporary strategies in sheltered content. Signature assignments will be modified so that candidates demonstrate their ability to use the strategies.

Institutionalization and Sustainability: After the end of the grant, CSUDH and LAUSD have agreed to support cohort 4 for two years of induction and cohort 3 for their final year of induction. CSUDH will use the tuition and fees paid by participants for induction coursework to pay faculty to provide these courses at the central location in the district. Participants will pay tuition using financial aid and their salaries as teachers. LAUSD will pay support providers from their funds for BTSA. Others who complete CSUDH teacher credential programs and take jobs in LAUSD or Green Dot will be able to join the induction program.

New Clinical Practice Locations: Presently, the schools used for clinical practice in courses in our student teaching pathway for secondary teachers are not in targeted high-need schools. As a result of the capacity built in these schools by UTR through development of mentor teachers and support providers, the professional learning community, and Teacher Leadership Network,

there will be sufficient examples of best practices to support an ongoing clinical site for student teaching in one middle school and one high school from among the UTR partner schools.

Online Training Tools: As described in Goal 1, UTR will build a database of interactive video cases that will be incorporated into coursework throughout CSUDH's teacher education programs and will be disseminated widely via a website. Lessons learned from the development of the online professional learning community will be incorporated into similar projects.

Dissemination: In addition to disseminating video cases, UTR will establish a website detailing the *esupervision* protocol. In years 3-5, UTR will host a dissemination conference highlighting the results of the teacher action research projects, the project's progress toward its goals and objectives, and promising practices. Additional dissemination will occur through papers and publications by CSUDH faculty, some co-authored with the target schools' faculty. Dissemination will ensure that effective teacher recruitment, preparation and retention practices will be transferred to other educational entities. In addition, the Center to Close the Achievement Gap will disseminate effective strategies through its Just for the Kids web site and to the business community through its partner California Business for Education Excellence.

(iii) Services of sufficient quality, intensity & duration to lead to improvements in practice

Quality: UTR is a well-planned model to produce highly qualified math and science teachers who hold master's degrees and are well-prepared for the complexities of teaching in urban schools. The credential-master's coursework is blended, but does not sacrifice any quality in teacher preparation. The residency curriculum has been approved by the CSUDH School of Education and meets all requirements of the California Commission on Teacher Credentialing. As discussed in Goal 1, courses are being redesigned or enhanced to incorporate the latest best practices and research in meeting the needs of English learners, students with special needs, content literacy and use of technology. All courses will be taught by experienced CSUDH faculty and expert practitioners, who incorporate the latest thinking and established concepts, combine theory and practice, and balance fieldwork and classroom instruction. UTR induction coursework will increase quality by focusing on math and science, rather than the more general

induction now offered. Participants will receive guidance from experienced mentors and support providers who will receive considerable training to ensure they deliver support that aligns with coursework and field experiences. The speakers for the PLC all are experts in their topics.

Intensity: UTR will provide aspiring residents with ample time to understand the challenges of urban schools through 20 hours of pre-application observation plus an additional 50 hours during the Summer Academy. As residents, they will be in the classroom four days/week from bell to bell. In residency, their experience will intensify gradually from observation to teaching three classes. Coursework will be rigorous, reiterative and framed by teacher action research and lesson study. To develop lessons, participants will engage repeatedly in an intensive cycle of plan-teach-assess-reflect to enhance student achievement. After gaining experience in the cycle, participants will move to the next level by posing a question and implementing a teacher action research project to gather evidence to answer the question. Most mentor-resident pairs will stay intact for three years. In induction, support providers will meet with new teachers at least twice per week to provide ample support for two years. The intensity of the professional learning community—in-person and online twice/month for 7 months of the school year—is sufficient to develop supportive, collaborative bonds that teachers will draw on for years after the project.

The duration of the credential-master's pathway is 18 months, with participants earning their credential in one year, which will enable them to be employed as teachers while they complete their master's. The Summer Academy allows participants to complete prerequisite courses to establish the foundations of teaching before entering the residency. They remain in cohorts for four years, which will create supportive relationships that they can rely on through their careers. Two years of BTSA induction support will be sufficient to ensure that participants earn their full credential. Integrating the last semester of the master's with BTSA eliminates redundancies.

(iv) Project involves the collaboration of appropriate partners for maximizing effectiveness

The UTR project enjoys the involvement and support of appropriate partners, which will ensure the project's success. Their commitment is shown in letters that accompany this proposal.

In addition to the CSUDH School of Education, which will guarantee the quality of teacher

preparation and the professional learning community, the collaboration includes the College of Arts & Humanities and the College of Natural and Behavioral Sciences, whose faculties will create master lessons for induction curriculum. CSUDH's admissions and financial aid offices will expedite enrollment and assist in accessing financial aid. CSUDH's MSTI and Noyce programs will recruit, advise and prepare students to earn science or math degrees so they are prepared to join UTR. MSTI will provide prep courses for required state tests, and MSTI and Noyce Scholars will be teaching assistants (at no cost to UTR) in the classrooms of new teachers.

LAUSD and Green Dot Public Schools have designated UTR liaisons who will be part of the project team to oversee the project, as well as the selection committee to ensure residents have the skills and background appropriate for their schools. They also will collaborate with CSUDH on recruitment. LAUSD's Beginning Teachers Support and Assessment program is CSUDH's partner in developing, institutionalizing and sustaining a joint induction program.

The CSU Center to Close the Achievement Gap and its Just for the Kids-California online data and school improvement system, plus the CSU Center for Teacher Quality, will provide the project with longitudinal teacher and student achievement data and tools and artifacts of best-practices from high-performing schools. These data will enable longitudinal analysis and continuous project improvement. California Business for Education Excellence is a partner in the Center to Close the Achievement Gap, with which we will share our results in order to gain the support of the business community for teacher residency preparation models.

(b) PROJECT EVALUATION

Evaluation Design: The multi-method longitudinal evaluation plan will be a process and outcome evaluation of the proposed approach to addressing the shortage of quality teachers in high-need LEAs, such as LAUSD, in the high-need math and science areas in secondary schools.

The process evaluation will track the participants from enrollment through at least three years of employment re their demographic characteristics, courses taken, and participation in the PLC. In the first year, participant progress, as rated on the Teacher Performance Expectations, will be tracked for feedback on teaching performance. District and CSUDH program staff responsible

for mentor training will be interviewed to obtain a full understanding of how mentors were selected, trained, and supported each year. Focus groups will be conducted with mentors to learn their perception of the quality and quantity of their preparation and support, their assessment of the quality and progress of the residents, and to obtain their suggestions for improvement. Triangulation of qualitative data from residents, mentors, teaching colleagues, principals, university faculty, and students from across the four cohorts of residents (using interviews, surveys, and focus groups) will help identify the underlying successful program processes, which processes are not working as well as expected, and unexpected outcomes and best practices. These results will be synthesized with other outcomes to enable association of processes and outcomes, and will be used throughout the project to improve program quality.

Table 1. Outcome Evaluation for each goal

Outcomes	Outcome Measures
GOAL 1: OUTCOMES FOR UTR PROJECT PARTICIPANTS	
Short Term Outcomes after Year 1 Residency	
95% of participants will attain initial certification	Participants will earn a preliminary credential Average scores on the Performance Assessment for CA Teachers (PACT) will be 10% higher than our current state average.
90% of participants will pass assessments demonstrating that they are meeting need of English learner, students with special needs, and gifted student	Measured by: Teacher Performance Expectations (TPE): Nos. 4 (engaging all students) and 7 (English learners) Learning Inquiry Project (Engaging all Students) PACT – academic language rubrics 11 and 12 (English learners and literacy)
Meet the instructional needs of English Learners in Grades 7-12: a. Employer rating 75%, 2002-2007 aggregate b. Goal increase to 80% by 2014 Meet the instructional needs of students with special learning needs in inclusive classrooms in grades 7-12: a. Employer rating 68%, 2002-2007 aggregate b. Goal increase to 80% by 2014	Measured by annual survey by the CSU’s Center for Teacher Quality
Use computer-based technology to help students learn subjects of the curriculum	Measured by annual survey by the Center for Teacher Quality

Table 1. Outcome Evaluation for each goal

Outcomes	Outcome Measures
a. Employer rating 82%, 2008 report b. Goal increase to 90% by 2014 Use computer-based technology for instruction, research and record keeping c. Employer rating 85%, 2008 report d. Goal increase to 90% by 2014	
Outcomes after Year 2 as well as Year 3 Induction Phase	
90% will attain a master’s degree within 2 years of beginning the program	Tracked by CSUDH
95% of participants not scheduled to graduate in previous reporting period will persist in the program	Tracked by CSUDH
GOAL 2: OUTCOMES FOR SCHOOLS IN GRANT YEARS 2 TO 5	
95% of participants, completing the first year will be hired by LAUSD & Green Dot Charter in high-need schools each year	Tracked by CSUDH
95% of beginning teachers will be retained in teaching in the partner high-need LAUSD one year after being hired by the LEA	Tracked by CSUDH
90% of beginning teachers will be retained in teaching in the high-need LAUSD after 3 years being hired by the LEA	Tracked by CSUDH
GOAL 3: OUTCOMES FOR STUDENTS IN GRANT YEARS 2 TO 5	
On the relevant California Standards Tests in math and science, students of participating teachers will score higher than students of comparison teachers.	The evaluator will work cooperatively with CSU’s Center for Teacher quality and the Center to Close the Achievement Gap to acquire student level and teacher level data for quantitative analysis. (See narrative for further details on the analysis.)
On the California High School Exit Exam, 10th-grade students who have been taught by participating teachers will have first-time pass rates on the math component that exceed those for students of comparison-group teachers.	
On California’s Early Assessment Program in math, higher percentages of 11th-grade students who have been taught by participating teachers will take the voluntary test and will score as “ready for college” or “ready for college—conditional” on the summative high school math component versus students of comparison-group teachers.	
GOAL 4: OUTCOMES FOR CSUDH AND LAUSD IN GRANT YEARS 2 TO 5	
Successful strategies developed for teaching English learners will be incorporated into all CSUDH special-education, single- and multiple-subject credential programs by year 4 of the project.	<ul style="list-style-type: none"> • CSUDH course syllabi will demonstrate incorporation of successful strategies. • The college catalogue will demonstrate a difference in the description of mentors and
Successful strategies developed in the project for differentiation and accommodation for students with	

Table 1. Outcome Evaluation for each goal

Outcomes	Outcome Measures
special needs will be incorporated into all CSUDH single- and multiple-subject credential programs by year 4.	advanced training opportunities for participants.
Successful technology training for teacher candidates will be incorporated into all CSUDH credential programs by year 3.	
The joint induction program will be institutionalized through a combination of LAUSD, BTSA ¹ , and CSUDH coursework by year 5 of the project.	
New locations for clinical practice in the student-teaching model will be established in at least one target high school and one target middle school in South Los Angeles by year 4.	<ul style="list-style-type: none"> • Student teacher agreements and memoranda of understanding between high-need schools and CSUDH will demonstrate institutionalization of off-site locations for clinical practice.
Beginning in year 2, the project will develop an online repository of lessons, materials, and video cases for teacher training that will be assembled throughout the project and used in teacher training during and beyond the grant period.	<ul style="list-style-type: none"> • Links to the on-line repository of materials and the index to the repository will demonstrate the depth and breadth of materials developed and available.

For Goal 1, the evaluation consists of longitudinal examination of teaching skill achievement, retention, and persistence in program completion and service to high-need schools between successive cohorts. Teaching skill achievement (PACT) will be compared with 1) average state scores in the year prior to program implementation (2008-2009); 2) with a subset of average scores of a relevant comparison group of beginning teachers; and 3) between cohorts in the UTR program. High standards have been set for residents' retention and persistence.

Measuring outcomes for Goal 2 will essentially be a tracking task to determine if participants are being employed and remain employed in the high-need LEA. Year 1 of the grant is a start-up year and should not be confused with the first year of the first cohort of participants.

For Goal 3 regarding student achievement, the evaluation design is quasi-experimental longitudinal and comparative. Individual student achievement data (CST, CAHSEE, and EAP scores) will be obtained, along with demographic information (grade level, free and reduced lunch program, language status, special needs status, gender, and race/ethnicity). Teacher data

¹ Beginning Teacher Support and Assessment

will also be gathered: teacher preparation program, years teaching, grade level in which they are teaching, and subject matter. A set of comparison high need secondary schools in South L.A. in LAUSD Local Districts 7 and 8, matched according to quality measures from the Just for the Kids-California Best Practice Audit Tool, will be identified and recruited as schools from which to acquire teachers matching UTR participants on the teacher characteristics identified above. Their students will serve as a comparison group for longitudinal comparison of their respective students' CST math and science scores, CAHSEE pass rates (10th grade), and EAP participation rate and rating in summative high school math (11th grade). Because students take the 10th grade level CAHSEE and the EAP only once, successive cohort analysis (Haertel, 2005) will be used to analyze differences in these scores and participation rate by group (student has a participating or a comparison group teacher) for each of the four program cohorts, controlling statistically for student demographics and including a factor indicating how many years each student had a program participant as the teacher of record (0-5). This last factor could be important, because it is possible that students exposed more often to high quality teachers will perform better on those tests than those who have only had a high quality teacher once or twice during secondary school.

Ideally we would conduct an individual growth analysis (Haertel, 2005; Linn, 2005) in order to examine a value-added model using individual student CST scores measuring year-to-year change between participant and comparison group students. However, in California, particularly at the secondary level, it is nearly impossible to meet the assumptions of such an analysis. The CSTs were constructed and scaled independently from each other to maximize validity and reliability in alignment with the curriculum. Particularly in the higher grades when content changes dramatically each year (e.g., Algebra I to Geometry), there is little available from which to build the common vertical scale that is necessary for the analysis. Gau and Gemelli's (2008) four element success measures from the Arizona Charter Schools Association also require similar assumptions for two out of its four elements. Thus, successive cohort comparisons will be made between student scores of participating and comparison teachers for grades 8-12 in math and for the specific science CSTs in grades 9-12 (earth science, biology, chemistry, and physics),

again controlling for student demographics. Individual growth analysis will be attempted for general math CSTs administered in grades 6 and 7 (prior to the introduction of Algebra to many 8th graders), and general or integrated science CSTs administered in middle and high school. Again, student demographic variables will serve as covariates and a multivariate analysis that accounts for school, classroom, and selected teaching quality factors from the Just for the Kids audit will be used to describe whether students of participating teachers attain more growth in achievement, and to postulate whether the growth is related to teaching quality.

In order to accomplish the analyses for the student program level, individual scores will be needed for 1) cohorts of students in each grade for each participating and comparison teacher for each program year, and 2) panels of students who will be followed from year-to-year in 6th and 7th grade math and in the relevant grades for general or integrated science CSTs. CSU's Center for Teacher Quality and Center to Close the Achievement Gap will expedite acquisition of the student-level data, teacher level data, and school-level data need to conduct these analyses.

Performance feedback & periodic assessment: Midyear progress reports, annual reports, and an overall program report will be provided to the principal investigator, program staff, and LEAs to regularly monitor the project and facilitate continuous improvement. The evaluator will prepare the Annual Project Accountability Reports with all required performance measures (GPRA) for submission. Additionally, the evaluator and UTR staff will cooperate with the national evaluation contractor selected by ED to evaluate the TQP grants program.

The **independent evaluator** for the UTR project is Vital Research, a consulting firm specializing in research and evaluation. Founded in 1982 and based in Los Angeles, the mission of Vital Research is to empower clients to make optimal data-driven organizational decisions by applying the highest quality quantitative and qualitative research and evaluation methods. Vital Research has extensive experience in scientific evaluation of large-scale educational reform programs with school districts (LAUSD Class Size Reduction Program, 1999; LAUSD 100 Schools Program, 2000), intervention programs for at risk students (City of Los Angeles, Community Development Department, LA Bridges I and II, 19 2000, 2002), as well as programs

with objectives similar to the UTR program such as process and outcome evaluations of professional development schools (Urban Education Partnership-CSUDH-LAUSD, 1999-2001), early childhood educator training (Los Angeles Universal Preschool grantees, 2008 to present; Los Angeles Community College District, 2004-2007; Glendale Unified School District, 2004-2007), and raising the level of professional teaching from good to excellent (Cotsen Family Foundation, 2006-2007). Vital Research has a well-qualified research team with four professional staff who earned doctorates in education from the University of Southern California and have over 65 years of combined experience in evaluation.

(c) SIGNIFICANCE (up to 20 points).

(i) System change or improvement: Creating lasting improvement in math-science instruction in high-poverty schools requires a multifaceted approach, as UTR will provide. UTR will 1) produce 120 highly qualified teachers with a deep theoretical understanding of teaching and commitment to high-need schools; 2) provide veteran teachers in the high-need schools with training in best practices so they can be effective mentors and support providers for years to come; 3) through a professional learning community, develop skills in the use of data to improve achievement and create enduring peer support; 4) build teachers' capacity to improve their practice through lesson study and teacher action research; 5) institutionalize induction that is adapted to the needs of math and science teachers. By intertwining all these elements, UTR will build capacity in both veteran and new teachers and create a sustainable system of support that will improve student achievement and serve as a model in LAUSD and urban school districts.

The project also will build capacity and foster system change by integrating best practices and successful UTR strategies in CSUDH's teacher preparation programs.

The project will create a third pathway to a teaching credential, alongside student teaching and internship. In our high-need urban schools, the default path for the training of math and science teachers is the internship due to the immediate need, the absence of a reliable pipeline and the low retention of teachers prepared in traditional student teaching. If UTR establishes the effectiveness of this third pathway through longitudinal data analysis, it could influence the

system for teacher preparation in the state.

In addition, as discussed, CSUDH and other universities place student teachers in successful suburban schools in the belief that high-need urban schools lack the capacity to provide a quality clinical experience. This often results in suburban schools hiring student-teaching graduates.

UTR will build the capacity to support excellent clinical experiences in one target middle school and one high school, where candidates will then do student teaching. This will provide a much larger pipeline of high-quality teachers for urban schools to raise student achievement.

The Center for Closing the Achievement Gap will develop a longitudinal teacher data set for UTR that will enable us to track teachers credentialed through the project and placed in LAUSD and Green Dot schools. This data will provide critical information on placement, retention, best practice implementation, and student achievement, enabling a comparative evaluation of teachers prepared through the project and those who were not. This will inform the decisions regarding the most effective systems of teacher preparation.

(ii) Capacity that address needs of target pop: UTR will build the capacity in CSUDH to prepare more highly qualified math and science teachers through a third pathway which, via stipends, will enable participants to serve a yearlong residency and gradually assume teaching duties under the close supervision of an expert teacher, rather than becoming a teacher of record with full responsibilities after a summer of preparation, as in an internship. We believe this third pathway will attract additional qualified applicants to CSUDH who will be deeply committed to remain teaching in these high-need schools. The residency program and the new clinical sites to be developed in the target schools will establish pathways to train math and science teachers specifically for the challenges of these high-need urban schools. In particular, UTR will redesign aspects of teacher preparation throughout CSUDH programs that specifically target the needs in these school: English learners, students with special needs, content literacy and use of technology to engage students in learning. Thus, the target schools will have a greater number of qualified math and science teachers who are well-prepared for urban teaching, and achievement in math and science will improve. These benefits will continue long after the project period.

(iii) The importance or magnitude of the results or outcomes likely to be attained

The target schools enroll more than 17,000 students—larger than the enrollment in many whole school districts. Thus, improving student achievement in science and math for these students will be of considerable magnitude. Raising achievement is also of great importance in the target high schools, which have dropout rates of 44% to 54% over four years. This means that unless something changes, about half of the enrolled students will leave school with only rudimentary skills, prepared only for low-wage jobs. The sheer number of dropouts from these schools alone—8,500 over four years—has a debilitating effect on the economic prospects for our region and dooms most of these young people and the children will have to lives of poverty.

The 120 additional math and science teachers that UTR will produce for the target schools will have the skills to engage students in learning these key subjects and to help students overcome barriers to learning. Students also will benefit from the overall changes in teaching in their schools. Lesson study will raise the quality of teaching to engage all students in learning the standards. Dozens of veteran teachers will receive training in new approaches and strategies that they will take into the classroom. The professional learning community will enable hundreds of teachers to use data more effectively to assess individual students' needs and develop strategies to help them achieve to their potential. Through teacher action research, teachers will test their own strategies, which will be disseminated as best practices to improve student achievement.

(iv) Potential for continued support of the project after Federal funding ends

After the grant period, CSUDH and LAUSD are committed to provide induction support to cohorts 3 and 4 and to institutionalizing the joint induction program. CSUDH induction courses will be supported by participants' tuition. LAUSD will train support providers in the FACT system and pay them from the district's BTSA funds. The online learning tools will be available. CSUDH will have an approved credential-masters pathway and will seek additional funding to provide a stipend, using outcomes to show that the pathway produces effective teachers.

The top leadership of all the partners support institutionalization of the comprehensive changes that UTR will produce in CSUDH's teacher preparation programs, ongoing partnership

between CSUDH and the school districts, the new teacher support programs, and professional development activities. There is a clear commitment by partners to continue implementation of teacher preparation reform, as reflected in the support letters.

(d) MANAGEMENT PLAN

(i) Achieve objectives responsibilities, timelines, milestones: CSUDH will be the lead applicant and fiscal agent. CSUDH, LAUSD and Green Dot will formalize their partnership with MOUs documenting roles and responsibilities. The management structure will facilitate day-to-day operational effectiveness and provide a means for all partners to give input and guidance into operations and management. This structure ensures that UTR will achieve its objectives on time and within budget. A coordinating council will be formed to work with the PI and project coordinators to monitor progress, plan long-range implementation and institutionalize activities. The coordinating council will consist of the project manager; project coordinators; coordinators of induction, the professional learning community, and technology; School of Ed. assessment coordinator, chair of the School of Ed. evaluation committee, faculty representatives and deans from the Colleges of Arts & Humanities and Natural and Behavioral Sciences, MSTI and Noyce liaisons, district liaisons, 2 principals, 2 teacher representatives, district BTSA/induction director, and HR reps from LAUSD and Green Dot. The group will meet every other month.

The UTR project manager has fiscal and administrative responsibility. She will meet regularly with project coordinators and report to the coordinating council. She will supervise UTR personnel. The project coordinators, staff and district liaisons will form the project team which will meet weekly. Please see details in the personnel section below. The management structure will ensure that responsibilities and accountability are clearly defined, and will guarantee that financial and human resources are efficiently allocated toward UTR objectives.

Project Timeline

Activity	Primary Responsible Staff	Timeframe
Year 1 2009-2010		
Project Team begins meetings	Proj coords, district liaisons	Oct 09: weekly Aug-Oct & Apr-Jun, monthly other times

Activity	Primary Responsible Staff	Timeframe
Train URT staff	Proj mgr	By Oct 2009
Approve new curricula	Proj coords. & CSUDH faculty	Oct 09-Mar 10
Professional development for SOE faculty in Web 2.0 technology	Tech coord	Oct 09-May 10
Develop online component of PLC	Tech coord	Oct 09-May 10
Develop <i>esupervision</i>	Tech coord & <i>TaskStream</i> Coord	Oct 09-May 10
Coordinating council begins mtgs.	Proj mgr, dir tchr devel, proj coords	Nov 09, quarterly
Recruit recent grads, pre-recruit MSTI & Noyce & career-changers	Dir of tchr dev, recruit coord, prog cords, district HR	Nov 09, year-round
Offer prep: CSET (3x/yr), CBEST (3x/yr) & Constitution (6x/yr)]	Dir tchr dev	Nov 09, ongoing
CSET, CBEST, Constitution tests	Dir tchr dev	Nov 09, ev. oth. mo.
Information meetings 12/year	Proj coords & recruit coord	Nov 09, year-round
Screening & interviews	Selection committee	Nov 09, monthly
Meetings to select 30+ particip/yr	Selection committee	Monthly Nov–May
Identify and select mentor teachers	Proj mgr, proj coords, principals, dir tchr dev	Nov 09–Jan 31, 2010
20 hours observation bf screening	Proj coords	Feb 10, year-round
Train mentor teachers	PLC coord	Feb 2010-May 2010
Credential prog. admits at least 30	Proj coord, recruit coord, app eval	Apr. 30, 2010
Orientation for selected applicants	Proj coords, recruit coord	May 2010
Summer Academy for 30	Proj cords, UTR staff, faculty	Jun – Aug 2010
Coord placement of residents w/ LAUSD & Green Dot	Dir tchr dev, proj coords, district liaisons	Jun 2010 – Aug 2010
Surveys after summer, fall and spring semesters (final)	Eval team	Aug 2010, Dec 2010, Jun 2011
Review of intermed. & annual outcomes; prog. improvement plng	Proj mgr, dir tchr dev, eval team, proj coords	1 month after surveys
Mentors matched with residents	Proj coords & district liaisons	Aug 2010
30 candidates begin residency	Proj mgr, dir tchr dev, proj cords, UTR staff, district reps	Sept 2010
Activities above repeat annually on same schedule except for the curriculum development activities. Activities beginning in Year 2 (2010-2011) :		
Mentoring for residents	Proj coords, PLC coord, district	Sep 2010 – Jun 2011
Prof. Learning Community meets 2x mo (1x in person, 1x online)	Proj coords, PLC coord, district	Sep-Nov; Jan-Mar; May
PD for single subject faculty & mentors re content literacy, EL	Proj mgr, proj coords, Arts & Hum faculty, Sch of Ed faculty	Sept 2010-Jan 2011
PD for single subject faculty & mentors re differentiation strategies	Proj mgr, proj coords, induc coord	Sept-Dec 2010
Record videos of best practice. Build interactive video database	Proj mgr, tech coord, Arts & Hum, sci faculty, district	Sept 2010, ongoing
Develop expert lesson study	Proj mgr, proj coord, College of	Sept 2010-Jun 2011

Activity	Primary Responsible Staff	Timeframe
modules in science & mathematics	Natural & Behavioral Sci faculty	
Coordinate hiring placement w/ LAUSD & Green Dot HR	Dir tchr dev, proj coords, LAUSD & Green Dot HR	May – Aug 2011
At least 29 earn prelim credentials	Proj coords & credential analyst	Jun 2011
Monitor applications & hiring	Proj coords & recruit coord	Jun – Aug 2011
Activities above repeat annually on same schedule. Activities beginning in Year 3 (2011-12):		
At least 29 hired as teachers in high-need partners schools	Dir tchr dev, proj coords, LAUSD & Green Dot HR	Sept. 2011
Identify, train & match support providers with beginning teachers	Dir tchr dev, proj coords, BTSA/induc dir, induc coord	Sept. 2011
Begin induction program	Dir tchr dev, proj coords, BTSA/induc dir, induc coord	Sept. 2011
New PLC track for support providers & beginning teachers	Induc coord, PLC coord, district liaisons	Begin Sept 2011-ongoing
PD for single subject faculty and support providers in Lesson Study	Proj coords, induction coord, arts and sciences faculty	Begin in Sept 2011-monthly
At least 28 complete MA	Proj coords, Grad Ed chair & staff	December 2011
Tech training integrated into all credential programs	Tech coord, proj mgr, proj coords	Jan 2012-May 2012
Dissemination conference	Proj mgr, proj coords, induct coord, PLC coord, tech coord	Begin June 2012, yearly
Activities beginning in Year 4 (2012-13):		
ESL training integrated into all CSUDH credential programs	Proj mgr, proj coords,	Sept 2012-Jan 2013
Establish Teacher Leader Network	Induc coord, PLC coord, dist lias	Sept 2012, ongoing
1 target HS & 1 target MS as sites for student teaching clinical exper	Proj mgr, Teacher Ed chair, CSUDH coord student teaching	Sept 2012-May 2013
Teacher action research mini-grants to second year teachers in induction	Induc coord & PLC coord, district liaisons	Jan -May 2013
Differentiation & accommodation strategies integrated in cred progs	Proj mgr, proj coords,	Jan -May 2013
Conclude recruitment	Proj mgr, dir tchr dev	May 2013
Cohort 1 receives clear credential	Coord of induct, BTSA/induc dir	June 2013
Activities beginning in Year 5 (2013-2014):		
Induction program institutionalized through LAUSD, BTSA & CSUDH	Proj mgr, coord ind, BTSA/induc dir	May 2014
Dissemination of final results	Eval team, proj mgr	May 2014

Key Project Personnel

Project Manager (100% In-kind): Dr. Sharon Russell. Responsibilities: fiscal and administrative management; hire, supervise, evaluate staff; coordinate evaluation; organize training; dissemination; academic calendar. Qualifications: Acting director of the School of Ed.;

former chair of Teacher Education Dept.; published author on school reform policy and adolescent English learners; on board of the Holmes Partnership; director of multiple state intern grants, federal Title VII grants, and private grants; proven ability to collaborate with HR and school districts and induction programs; ability to provide professional development to teachers.

Project Coordinators: Dr. Jim Cantor (50% in-kind): chair of the Teacher Education Dept. and Dr. Richard Gordon (50% in kind, 50% federal). Resp: present at information sessions and orientations, academic coordinator for UTR, academic advisor for UTR participants, implement UTR program, screen and select UTR participants, coordinate project activities, work with district liaisons, develop and deliver training in community building (Cantor) and in lesson study (Gordon). Qualif: Cantor: Chair of secondary and multiple-subject programs, published author on professional development schools, coordinator of a professional development school, proven ability to deliver training to teachers. Gordon: Former chair of the secondary and multiple subject programs, international expert in multicultural education, experience as coordinator of a university intern cohort, proven ability to deliver professional development to teachers.

Coordinator of Technology: Dr. Farah Fisher (50% federal) Chair of Graduate Education Div. and coordinator of Technology-Based Education Program. Resp: Develop and deliver training in web 2.0 tools for Teacher Ed faculty, mentors and support providers; modify technology curriculum in Teacher Ed; develop framework for interactive video case database; develop online communication for PLC. Qualif: Recognized expert in technology education and video case use, expert in ISTE's standards and computer-assisted instruction.

Director of Teacher Development (13% in-kind): Kamal Hamdan. Responsibilities: liaise with HR personnel at LAUSD and Green Dot, coordinate hiring activities, communicate with school principals. Qualifications: Director of multiple Transition to Teaching grants, NASA grant (MASTAP), Noyce grant (NSF), proven ability to collaborate with HR and school districts.

Coordinator of Induction (50% in kind, 50% federal): Dr. Sue Schaar. Resp: coordinate induction, train mentors in cognitive coaching, liaise with BTSA/induction director & support providers, induction schedule, develop PD in differentiation & healthy environments. Qualif:

Coordinator of secondary university intern program, published author on differentiation strategies, prior coord. of a professional development school, ability to deliver PD to teachers.

Coordinator of Professional Learning Community (50% federal): Dr. Jeffrey Miller.

Resp: develop & lead PLC; provide training to Teacher Ed faculty, mentors, support providers on collaboration and on using data to improve achievement; establish & lead the Teacher Leader Network; lead teacher action research projects. Qualif: CSUDH liaison to the LAUSD Leadership Academy, national expert in motivation, proven ability to deliver training to teachers.

Assessment Coordinator (25% in-kind) Gwen Brockman. Resp: collecting performance and exit survey data for outside evaluators. Qualif: background in statistics, research design and eval.

District Liaisons (50% federal): TBA. Resp: assist with mentor-resident match, hiring, teacher-support provider match; help establish PLC and Teacher Leadership Network. Qualif: knowledge of hiring policies & procedures and schools' needs for math and science teachers; working relationships with district & school admin; experience supporting new teachers.

Faculty in Colleges of Arts & Humanities and Natural and Behavioral Sciences (25% federal) TBA: 1 CAH, 2 math, 2 science. Resp: training in content literacy and English learners for Teacher Ed faculty (CAH); for PLC, master lessons in content reading and writing (CAH), in algebra, geometry, biology, chemistry and physical science (NBS) Qualif: expertise in literacy, composition, language acquisition, teaching strategies; experience as coord. of a reading institute for academic prep. (CAH). Published experts in math, biology, physics, geosciences; experience as coord. of a Calif. subject matter proj. (NBS). Ability to provide training to adult learners.

Other project staff: **Resident Fieldwork Coord.** Nada Mach (25% in-kind); **Mentor Trainer** Lynne Cook (25% in-kind); **Admin. Analyst** Kim Barras (75% federal); **Coord. of Recruitment** Metchie Santa Catalina (100% federal); **Application Eval** Jeanette Perez, Maribel Garcia (10% in kind); **Credential Analysts** Karen Carpenter, Carolyn Parker (10% in kind).

(ii) Feedback and continuous improvement: The PI will meet with the project team weekly, and they will meet every other month with the coordinating council to discuss progress and challenges. This information exchange will ensure that any issues are addressed early with a

clear course of action. The PI's quarterly reports to the coordinating council will provide continuous feedback on participants. The project team will use evaluation data to assess progress toward objectives. Data and surveys for continuous improvement will be gathered regularly. We also will assemble feedback through observations, interviews and focus groups with participants, school and district personnel and CSUDH faculty. UTR staff and evaluators consider which, if any, changes should be made immediately and which for the following cohort. Each summer, the UTR project team will formally assess the project's effectiveness and recommend improvements.

(iii) Ensuring high-quality products & services: To ensure quality, the project team will plan, evaluate and report to the coordinating council, which will review project materials to ensure their quality. To ensure institutionalization and dissemination, the project manager will report monthly to the School of Ed. Cabinet and the School of Ed. Evaluation Committee. The project coordinators will present to the faculty of the Teacher and Graduation Education Divisions monthly and the School of Ed. Curriculum Committee each semester. The coordinating council will make a formal report to LAUSD and Green Dot yearly. The project team will review products early in their development to ensure materials will be suitable for web-based dissemination and efficiently use resources. Criteria to be used include a) conformity with state content standards; b) consistency with research on effective instructional practices and best practices; c) disciplinary and grade-level suitability; d) suitability for students with special needs; e) effectiveness for English learners; and f) incorporation content literacy across the curriculum.

The review of services will focus on implementation of reforms in the School of Education, College of Arts & Humanities, College of Natural and Behavioral Sciences and partner districts and schools. The evaluators will report on the quality of services to the coordinating council and project team, which will identify mid-course corrections to ensure effective delivery of services.