Los Angeles

Urban Teacher

Residency Program

Teacher Quality Partnership Grants Program

Lead Partners: University of California, Los Angeles, Los Angeles Unified School District, Los Angeles Small Schools Center

Proposal Submitted to the US Department of Education, Office of Innovation and Improvement

July 23, 2009

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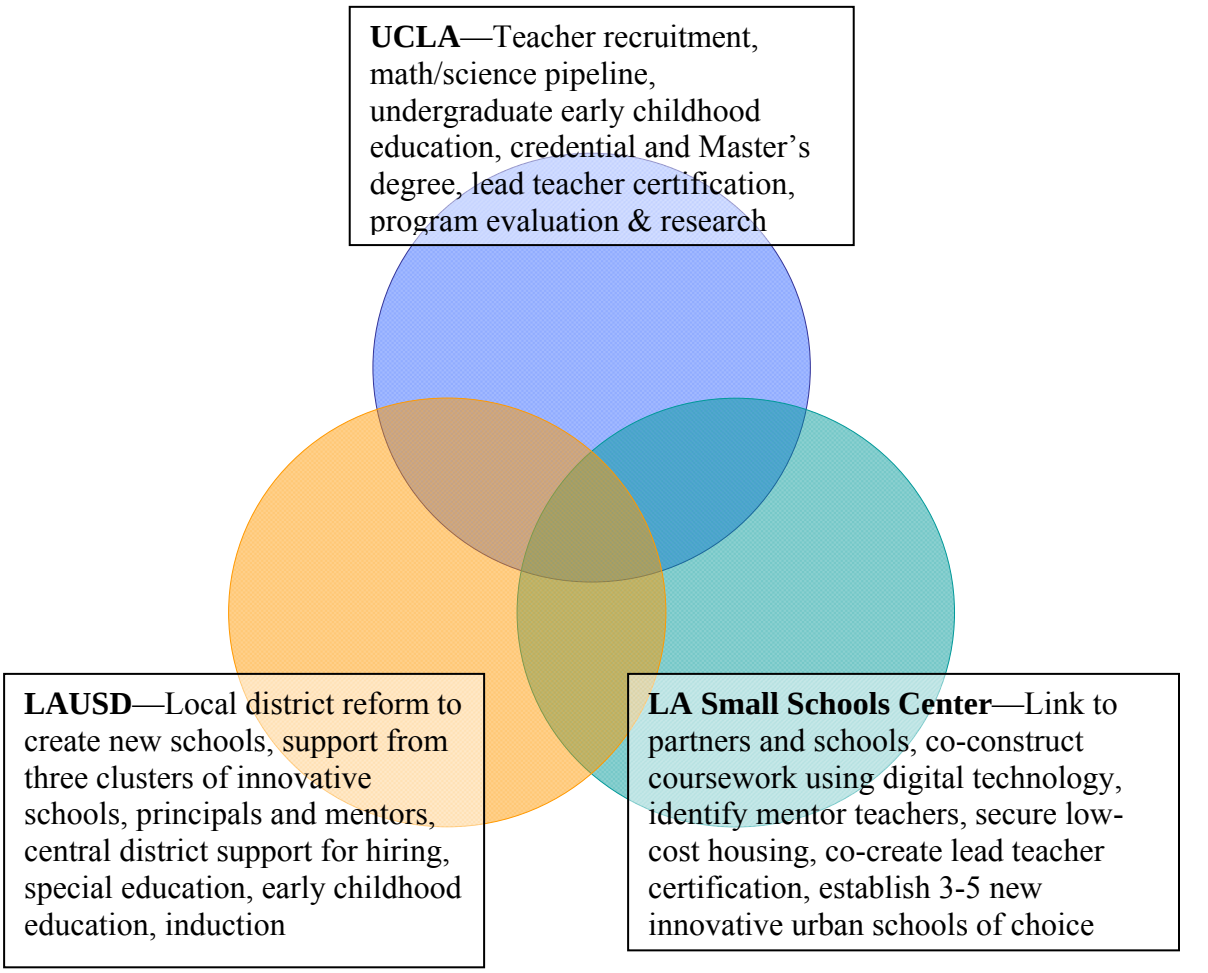
The Los Angeles Teacher Residency Program—Part 1: Project Design

***Introduction*:** Fifteen years ago, UCLA's Center X challenged the status quo of teacher preparation by establishing a new program to recruit hundreds of diverse, high-achieving individuals and support them to work in Los Angeles' hardest to staff urban schools. Building on the strengths of this program, UCLA is poised to advance its mission—in partnership with a high-need LEA, Los Angeles Unified School District, Local District 4 (LAUSD LD 4), and the Los Angeles Small Schools Center, an educational non-profit—to prepare the next generation of urban educators to transform public schooling. The Los Angeles Urban Teacher Residency (LA-UTR) Program will invest in teachers and teacher leaders working in high-need subject areas (math, science, special education, early childhood education) within a consortium of high-need, yet innovative pre-K-12 small autonomous schools and small learning communities—workplaces that are exemplary sites of learning for students and teachers. Building further on these powerful sites of learning, the proposed LA-UTR Program will provide low-cost housing to teachers within the communities they serve. The proposed LA-URT program design, detailed in this narrative, represents an exceptional approach to **Absolute Priority #1 Pre-Baccalaureate for early childhood educators** and **Absolute Priority #2: Teaching Residency Program and Masters Degree in math, science or special education**. The LA-UTR Program also **addresses all four competitive Priorities**, with structures for **(1) Student Achievement and Continuous Program Improvement; (2) Development of Leadership Programs; (3) Rigorous Selection Process; and (4) Broad-based Partners**; the **invitational priority to provide digital educational content** is also addressed through UCLA's iTunes University Initiative and local PBS affiliate KLCS to support improved teacher quality and student achievement in Los Angeles.

A. Reform Partners, Histories, and Capacity/Needs

Three partner organizations are joining forces to support the LA Urban Teacher Residency Program: UCLA Center X, LAUSD Local District 4, and the Los Angeles Small Schools Center. Figure 1 summarizes the strengths of each organization.

Figure 1: The Contributions of Key Partners



Built on a Strong Foundation

Specialized Urban Teacher Education Program in a world-class university with a 15-year track record of success—high achieving and diverse teachers who are in high demand, have lower than average turnover rates, and who transition to leadership roles within education—solid network of teacher leaders and innovative small schools; strong broad-based partnership of university, schools and districts, community organizations and unions.

A1. UCLA Reform History and Capacity/Needs

UCLA's Center X Teacher Education Program was conceived in 1992 as a result of the upheaval and self-examination stemming from Los Angeles' Rodney King verdict uprisings and strives to challenge the status quo that perpetuates inequity and poor educational practice. As a community, Center X works to enact their ideals--"making the rhetoric real," as the center's founder Jeannie Oakes (1996) initially framed the effort. Center Xers believe that transformative work must tackle head on the deep social inequalities manifest in schools as gaps in educational opportunities and achievement. Center X is committed to public schooling as one of the best democratic environments for working to become a better, more just society.

In a recent synthesis of findings from more than 20 articles, papers, books, and dissertations that report on Center X's work (Quartz, Priselac, Franke, 2009), three key activities were cited as necessary to spur change and ensure a high-quality, stable urban teaching workforce:

(1) Recruit and prepare a diverse local workforce of social justice educators for urban schools;

(2) Firmly embed teacher learning and development in the context of urban schools and communities;

(3) Support continuous learning and career development of educators working to make a difference.

Center X has a record of success in recruiting a diverse local workforce of social justice educators. Although most Center X graduates are female (79%), which is similar to national trends, the group's ethnic and racial diversity contrasts sharply with national norms (though it reflects California's increasing diversity): 31% are White, 27% are Latino/a, 6% are African

American, and 31% are Asian (Quartz, et al., 2008). This is significant given the growing "demographic divide" in the United States between increasingly diverse student populations and a still overwhelmingly white, middle class teaching force. Most of the program's teaching candidates are graduates of selective undergraduate institutions and many grew up in the same type of urban communities they seek to serve as educators. In the United States, fewer than six percent of all education graduates express a desire for inner-city placements (The National Partnership for Excellence and Accountability in Teaching, 2000), yet for Center X graduates, teaching in such schools defines their professional identity. The majority of Center X candidates report that they are motivated by activist ideals. For example, nearly 75% of incoming students stated that their belief that "teaching helps change the world and further social justice" was central to their decision to pursue a teaching credential at Center X.

Despite its stellar recruitment record, Center X's Teacher Education Program has struggled over the years to strike the right balance between theory and practice in the preparation of its candidates. Although most of the formal coursework is now held in schools and community organizations, Center X must explore more authentic ways to embed theoretical learning in the context of school and classroom practice. In addition, Center X's commitment to placing candidates in hard-to-staff schools has made finding accomplished mentors an extraordinary challenge. Longitudinal retention research (Quartz, 2009) on the first ten cohorts of Center X graduates has also demonstrated the interest in and need for career ladders that reward accomplished urban teachers. Given these strengths and needs, the proposed LA Urban Teacher Residency Program provides an exceptional opportunity to once again make UCLA's rhetoric real by reforming its 15-year old program to be more rigorous, relevant and responsive to the needs of urban schools and their students.

A2. LAUSD Reform History, Context and Capacity/Needs

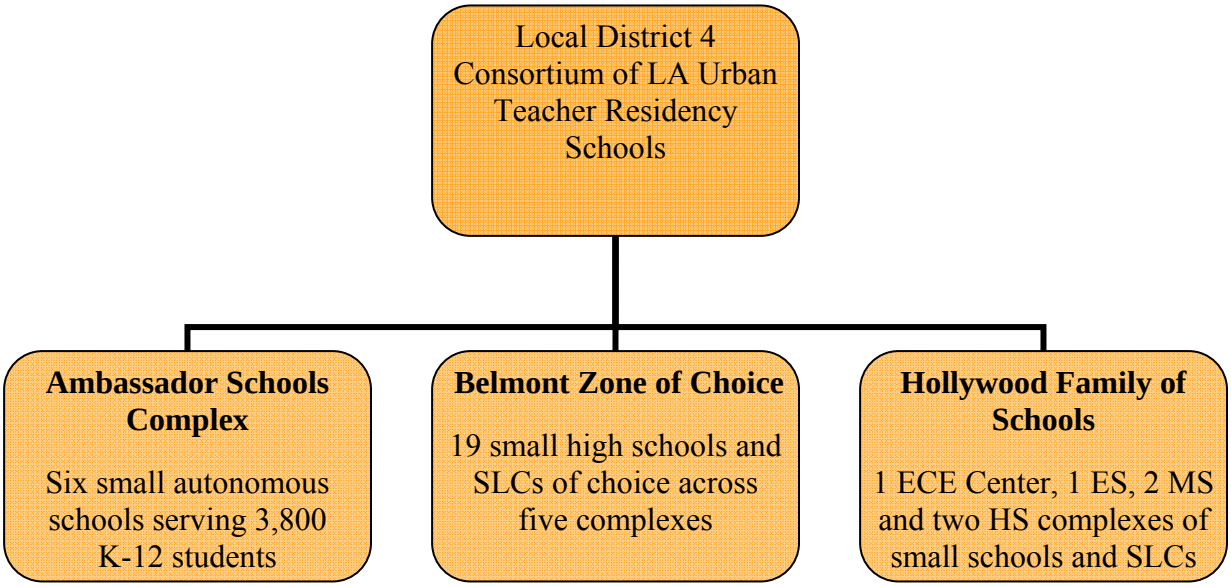
District and community partners are central to urban educational reform. Within the Los Angeles Unified School District—the nation's second largest educational system—there are eight Local Districts, one of which is considered the "cradle of reform" (see Appendix A and Martinez & Quartz, under revision). Local District 4 serves 103 schools with over 87,000 students and their families living in the communities adjacent to downtown Los Angeles and in the northeastern portion of the City of Los Angeles. For the past seven years, Local District 4 has been a leader in pioneering the conditions for small autonomous schools, most notably the Belmont Pilot Schools. Thanks to the support of the Belmont Education Collaborative, in February 2007, a historic agreement was reached between the LAUSD School Board, LAUSD Superintendent and United Teachers of Los Angeles to establish this Belmont Pilot School Network, an in-district innovation of 10 autonomous small schools within LAUSD Local District 4 in one of the most densely populated underserved neighborhoods— Pico Union in downtown Los Angeles. This network of schools is part of the Belmont Zone of Choice—19 neighborhood small autonomous Pilot schools and small learning communities located across five high school complexes, four of which opened within the last three years as part of the nation's largest school building campaign. Belmont Zone of Choice schools will serve as one of three consortium sites for the LA Urban Teacher Residency.

In 2009-2010, Local District 4 will open the next complex of new schools at the former site of the historic Ambassador Hotel where Robert F. Kennedy was assassinated over 40 years ago. The Ambassador site will honor Kennedy's legacy of social justice with the opening of six autonomous Pilot schools, including the UCLA Community School (UCLA-CS). With students from Kindergarten to 12th grade drawn from the surrounding Pico-Union and Koreatown

neighborhoods, the UCLA Community School will leverage the strengths and address the needs of local families and their students. Dual language programs in Spanish/English and Korean/English will ensure that UCLA-CS graduates are bi-lingual and bi-literate; small class sizes, personalized learning plans, and internships will ensure that students are fully prepared for college, career, and civic participation. Five other Pilot schools will join the UCLA Community School to create LAUSD's first "wall to wall" small schools complex. These schools include the K-12 New Open World Academy, the 9-12 School for the Visual Arts and Humanities, the Asia's Society's 6-12 Ambassador School of Global Leaders, one elementary school to be determined this fall, and the Los Angeles High School of the Arts—recently named among the top high schools in the nation by *Newsweek* magazine. These schools will serve as the second consortium site for the LA Urban Teacher Residency Program.

The third consortium cluster of schools lies to the north, in the high-need community of Hollywood. Anchored by Selma Elementary School and its adjacent property that will provide low-cost housing for residency teachers, there are four other schools in this cluster: Bancroft and Le Conte middle schools, Hollywood High School and the Helen Bernstein Educational Complex that hosts three small theme-based Multiple Pathways learning communities, one of which is converting to Pilot school status. This area will be the target of an RFP for Pilot conversions for 3-5 schools that will include Selma Elementary School. Additionally, Selma Elementary plans to house a new LAUSD Early Childhood Education Center that will be the lead site for the early childhood pre-baccalaureate residency. These sites are supported by local businesses intent on connecting the entertainment, media and tourism industry sectors to coursework to ensure that high school graduates are college and career-ready.

Figure 2: LA Urban Teacher Residency Consortium of Schools



The rapid growth of innovative district schools coupled with massive reductions in district personnel is restricting the capacity of the district to support its schools. LAUSD relies on support from outside partners to establish, implement and assess the innovation within its schools. LAUSD must also strive to improve its teacher training and professional development that is often implemented from the top down and disconnected from the real needs of teachers, students and families.

A3. Los Angeles Small Schools Center Reform History, Context and Capacity/Need

Founded in 2003, the Los Angeles Small Schools Center (LASSC) provides leadership in Los Angeles for small public schools that advance equitable student success. Through advocacy, education, and support, LASSC develops and sustains personalized, high performing, learner-centered schools. LASSC is particularly concerned with the City's lowest performing schools that serve predominately Latino and African American students from the poorest neighborhoods. The Center's philosophy is based on the Coalition of Essential Schools (CES), a leading national school reform organization; LASSC is a CES Center.

LASSC is part of the Belmont Education Collaborative (BEC), a coalition of more than 40 community-based organizations that advocate for educational reform and that made the Belmont Zone of Choice and Ambassador Schools Complex a reality. Lead organizations within BEC include the Alliance for a Better Community (ABC), Central American Resource Center (CARECEN), Central City Neighborhood Partners (CCNP) and Families in Schools (FIS).

Given its mission to support innovative teaching and learning across Local District 4's small schools and learning communities, LASSC will serve as the lead community partner for the LA Urban Teacher Residency Program. LASSC will facilitate the involvement of ABC, CARECEN, United Teachers Los Angeles, and other partners in the life of the program as well as work with the portfolio of LAUSD Local District 4 Pilot schools to enlist accomplished mentor teachers.

LASSC has mentored and helped establish five new Pilot schools within the Belmont Zone of Choice. Based on a successful school reform model established in Boston 12 years ago, Pilot schools are places where personalization, equity, and high expectations pervade the school's design, curriculum and pedagogy, decision-making, and systems (Center for Collaborative Education, 2007). LASSC worked to pioneer the district-union agreement that established ten Pilot schools within LAUSD LD 4. The Center leads all facets of the implementation of the Ambassador Pilot schools including the establishment of the RFK Advisory Council that supports and promotes the social justice vision of the Ambassador Complex schools. The challenge for LASSC is tremendous demand coupled with lack of funding due to the economic landscape. The organization has developed a detailed three-year business plan that it needs to enact by seeking private and public funding to sustain its grassroots support for educational change.

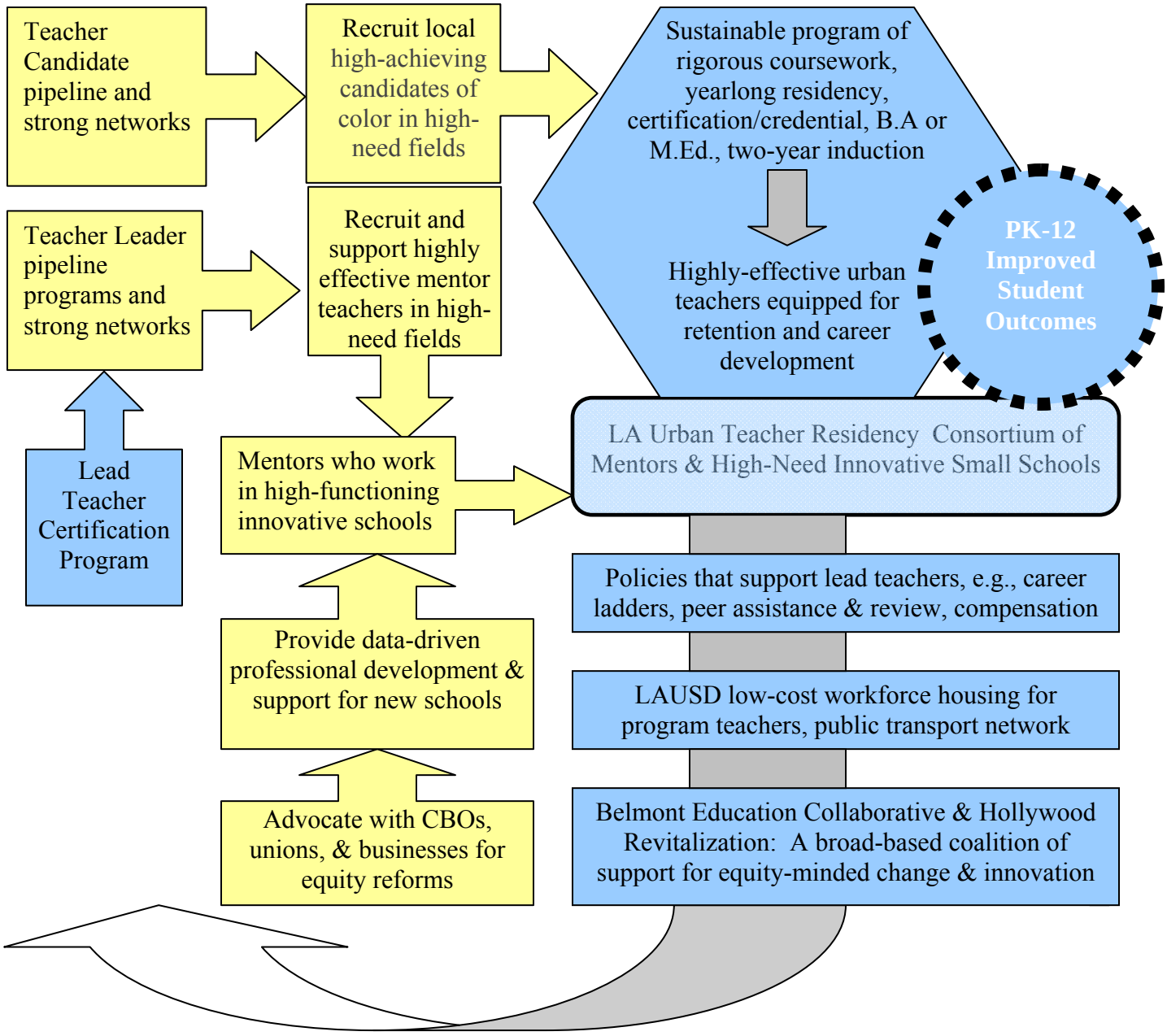
Supported by this grant, LA Small Schools Center will extend its work to support community organizations in Hollywood, including the Hollywood Property Owners Alliance (HPOA), which exists to promote community revitalization efforts, and the Hollywood Chamber of Commerce, two organizations that have partnered to create the "Hollywood U" initiative. This initiative represents a new dialogue and working relationship forged between LAUSD secondary schools and 20+ post-secondary schools in the Hollywood area who are beginning to work collaboratively on housing and transportation needs, resource sharing, joint marketing efforts and related mutually supportive activities. This initiative is a natural fit for the Multiple Pathways work already begun by Local District 4, UCLA and the LA Small Schools Center.

While each partner has an enormous amount of resources, experience, and intellectual capital to contribute to this exceptional project, our needs assessment shows that no partner can do it alone. After analyzing current capacity, organizational structures and services of each organization, we have developed a plan that highlights each partner's strengths and responds to each partner's areas of weakness. (See Needs Assessment Table in Attachment B.)

B. Program Logic Model

The LA Urban Teacher Residency Program is an ambitious effort to create radical improvements in teacher quality. As a guide to the following sections, which explain the main components of this program, Figure 3 outlines the Los Angeles Urban Teacher Residency Program's logic model—the relationships between the various program components (in yellow) and the intended outcomes (in blue).

Figure 3: LA Urban Teacher Residency Program Logic Model



C. Teacher Recruitment, Preparation and Induction

C1: Specialized Recruitment

The LA-UTR Program will focus its recruiting efforts on attracting individuals traditionally underrepresented in the teaching profession, specifically local teachers of color in the high-need areas of math, science, special education and early childhood education.

Recruiting high-achieving pre-service teachers of color represents a significant challenge because high-school students of color are less likely to attend and graduate from college than their white peers and those that do have often overcome educational obstacles – inadequate instruction, limited course options, and a lack of basic resources (Oakes, 2002). Social class clearly plays a role; research demonstrates the correlation between income and educational achievement (Berkner & Chavez, 1997). The LA-UTR Program will ensure that local high-achieving candidates of color pass on their cultural capital—revitalizing their city and giving their students of color one more tool to navigate a system stacked against them.

Recruitment for the LA-UTR Program will be a year-long, seven days-a-week targeted, community-based process conducted alongside the Center X Teacher Education Program and in conjunction with two UCLA pipeline projects, described below. Recruitment tools will include a monthly newsletter distributed to prospective teachers at local community colleges, application writing workshops, and regular attendance at undergraduate education classes. Current Center X students and alumni will work with a UTR recruiter to build on and extend the network of advocates intimately familiar with Center X's program and reputation. Together, these program experts will attend events in and around Los Angeles sponsored by minority advocacy groups, such as the Black College Expo, the Latino Family and Book Fair, and the California Forum on Diversity, an event designed to attract first generation college students interested in graduate school. In addition, recruiters will reach out to local Community Colleges and solicit groups such as the UCLA Club for Pre-Med Students of Color to recruit math and science teachers. Roughly 600 students apply every year to Center X seeking to be one of approximately 180 candidates selected. For this reason, the LA-UTR Masters Program will have a large pool from which to draw. As part of the application process, all UTR applicants are required to write a

statement of purpose in which they will be asked to articulate their reasons for applying to the program. The statements will then be evaluated by an admissions committee based on the applicants' reasons for wanting to teach in urban schools, knowledge of urban communities, and commitment to social justice. Potential candidates will participate in an "interview workshop" where small groups of applicants collaborate to find solutions to common problems that confront educators. Candidates will be evaluated on: 1) their ability to interact with others, 2) knowledge of schooling and urban schools, 3) their commitment to social justice and school reform, and 4) the strength of their academic content knowledge.

C2: Cohort-based Teacher Preparation

The LA-UTR Program will recruit three cohorts of 60 teacher candidates, as displayed in Table 1, and provide three years of teacher preparation and support through cohort-based teams, coursework, residencies, credentialing/certification process, master's inquiry projects, induction, and—for cohorts 2 and 3—low-cost housing.

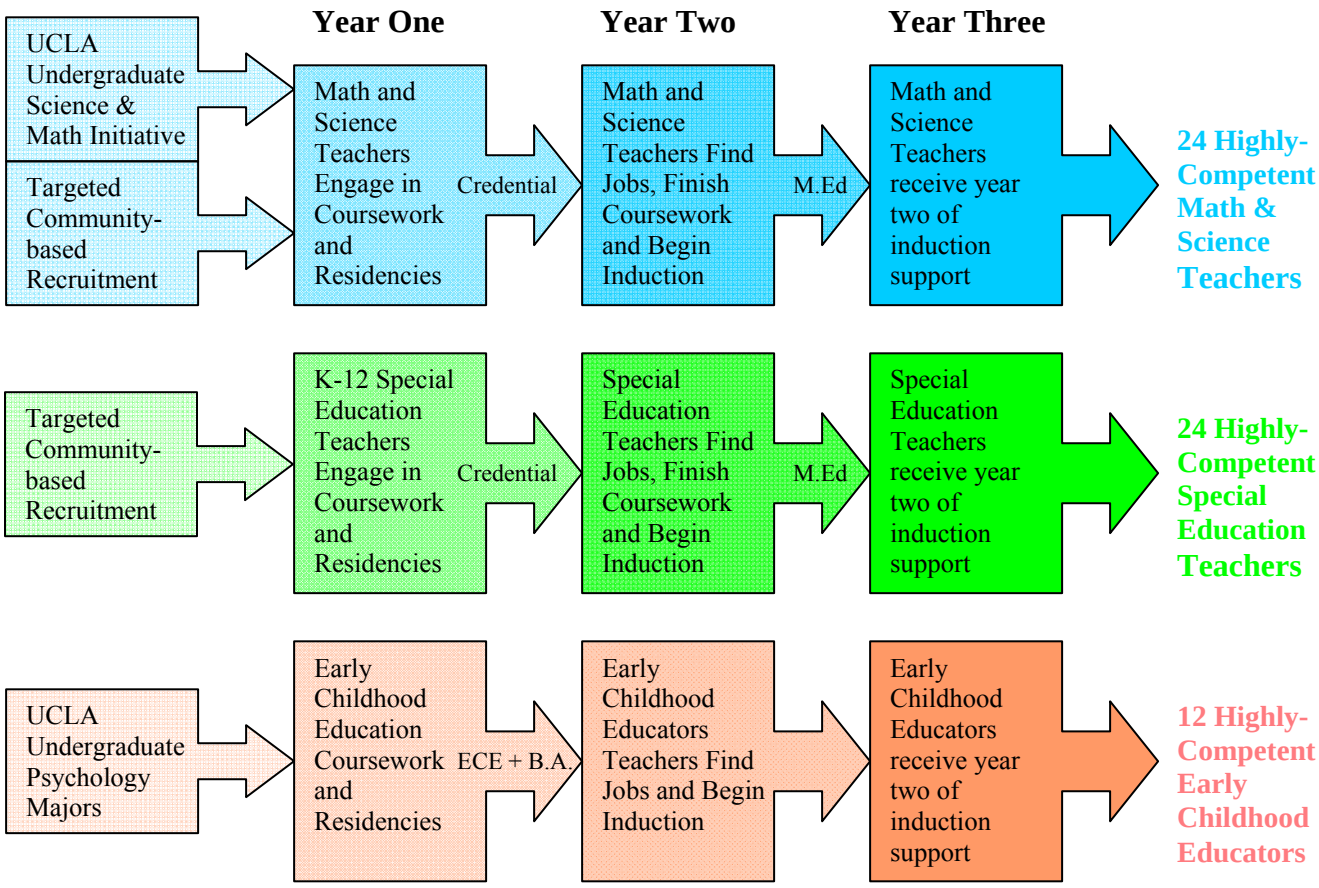
Table 1: Program Cohorts by Years

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	# teachers
Cohort 1	Recruit	Residency/ Cred/Cert*	BA/M.Ed./ Induction	Induction		60
Cohort 2		Recruit	Residency/ Cred/Cert*	BA/M.Ed./ Induction/ Low-cost housing	Induction/ Low-cost housing	60
Cohort 3			Recruit	Residency/ Cred/Cert* Low-cost housing	BA/M.Ed./ Induction/ Low-cost housing	60
**Psychology students enrolled in the ECE pathway receive a certification and B.A.; others receive a credential and then finish their M.Ed. in year 2.*						Total = 180

Each LA-UTR cohort will include 24 teachers for the high-need fields of mathematics and science, 24 K-12 special education teachers, and 12 early childhood educators. Figure 4

illustrates the teacher preparation and induction pathways associated with each of these specializations.

Figure 4: Candidate Recruitment and Residency Pathways



While all UTR candidates will be recruited using the methods described above, UCLA has two pipeline programs that will provide additional recruitment support.

C2.1: Science-Mathematics Initiative: In May 2005, the Governor of California and the University of California Office of the President (UCOP) established the Science Mathematics Initiative (SMI) to significantly increase the number of UC graduates trained to be math and science teachers. This commitment was made in response to California's need for more science and engineering graduates. Empirical research has shown that K–12 achievement in

mathematics and science is tightly correlated to high quality mathematics and science teachers. In response, UCLA created the CAL*Teach* Program—the top-rated mathematics and science research departments' coordinated, comprehensive effort to train high quality undergraduate math and science teachers. The program annually graduates 60 high quality, CA credential program-ready mathematics and science teacher candidates who go on to complete their credential coursework in the UCLA Teacher Education Program or enroll in other credential programs. For additional information: http://www.nslc.ucla.edu/cateach/

C2.2: Psychology Pipeline for Early Childhood Education: The UCLA Psychology Department recently initiated specialized coursework and student teaching placements in the Early Childhood Education Center on campus. The LA-UTR Program will collaborate with the Psychology department in the ECE certification of these undergraduates, their residency placements at Selma Early Childhood Education Center and ongoing induction support.

C3: A Rigorous, Relevant and Responsive Adaptation of a Successful Program

The LA-UTR Program is intended to reform and supplement the current Center X Teacher Education Program—not supplant it. Table 2 provides a detailed comparison of the two programs to describe the significant reforms that are proposed.

Table 2: A Comparison of the Existing and Proposed Programs

UCLA Center X Teacher Education Program	**LA Urban Teacher Residency Program**
Two years	18 months + additional 24 months of induction support
Targeted recruitment of 180 high-achieving, diverse teaching candidates committed to social justice	Targeted recruitment of 60 high-achieving, diverse teaching candidates in high-need areas (math, science, K-12 special education, early childhood education) committed to social justice

UCLA undergraduate pipeline program for prospective math and science teachers	UCLA undergraduate pipeline program for prospective math and science teachers
[redacted] tuition, offset by [redacted] APLE loan that is paid off after three years of urban teaching service	[redacted] tuition, offset by [redacted] APLE loan that is paid off after three years of urban teaching service + [redacted] UTR stipend + opportunity to rent low-cost housing close to placement schools and public transportation
Begins in the fall	Begins in the summer, with foundational coursework needed for residency
Cohort-based teams of 12-15 teachers and UCLA faculty advisor	Cohort-based teams of 12 teachers and UCLA faculty advisor
First year of full-time coursework + short-term student teaching placement	First year of full-time residency + adapted coursework
Placements in high-need urban schools across four local districts	Placements in *innovative* high-need urban schools across a consortium of three school clusters within one local district
Guiding teachers support student teaching yet receive minimal training and stipend	Lead teachers support learning in residency and receive UCLA training, follow up support, [redacted] stipend and certification
CA teaching credential earned at the end of first year—based on innovative statewide PACT (Performance Assessment for California Teachers)	CA teaching credential earned at the end of first year—based on innovative statewide PACT (Performance Assessment for California Teachers)
Support for full-time job placements in high-need urban schools	Support for full-time job placements in *innovative* high-need urban schools—including LAUSD commitment to hire at least 25 teachers per year
Second year as full-time teacher of record + year-long coursework and Master's Project	Second year as full-time teacher of record + summer/fall coursework and Master's Project
UCLA Master's of Education degree earned at the end of the second year (June of Year Two)	UCLA Master's of Education degree earned after 18 months (December of Year Two)
Informal alumni networks to support learning, development and retention over time	Formal two year induction program to support learning, development and retention over time

C4: Providing Teacher Preparation Experiences that Align and Inform State Standards

The current Center X Teacher Education Program is fully accredited by the State of

California and meets or exceeds all State Standards. The adapted LA-UTR Program will also meet these standards through a combination of rigorous coursework and residency experience. Appendix D provides a detailed description of how the current Center X program, coursework, and field experience meets the California Standards for Educator Preparation and Standards for Educator Competence. The State offers an Experimental Program option—designed to encourage innovations in educator preparation, with the aim of increasing the profession's understanding of professional learning and improving professional practice for the benefit of all California students. Given the innovative design of the LA-UTR Program, Center X will submit an application for experimental status to the California Commission on Teacher Credentialing during the program's planning year, describing the role of the residency in teacher learning as well as appropriate adaptations of existing Center X coursework sequence, as outlined in Appendix D.

C5: Year One—Coursework, Content Teams, and the Residency Experience

LA-UTR Candidates will begin their program with a 10-week quarter of intensive summer coursework, team building, and orientation to urban schooling. The current sequence of UCLA Center X foundations courses will be adapted for this summer quarter to introduce students to issues of racial and cultural diversity, gender equity, socio-cultural learning theory, urban teacher identity development, theories of language structure, acquisition, and development, and the historic development of American schooling. Alongside this foundational coursework, candidates will meet weekly in their content-based teams of 12 teachers and one faculty advisor. This team will function as a support network as well as community of practice as candidates learn their craft in the residency context. As illustrated in Table 3, LA-UTR Candidates will have a variety of integrated learning opportunities during their first year in the program.

Table 3: Year One Integrated Learning Opportunities

Summer Quarter	Fall Quarter	Winter Quarter	Spring Quarter
Full-time foundational coursework	Friday coursework that is adapted from the State-approved sequence developed by UCLA's Teacher Education Program (see Appendix D)		
Content team building	After school team seminars with UCLA faculty advisor to integrate theory and practice within a supportive community of practice		Team seminars focus on supporting candidates to complete the Performance Assessment for California Teachers
Matching UTR candidates and mentors	Candidates work alongside mentors in the classroom from Monday to Thursday; focus on innovative instructional methods, balanced literacy, classroom management, integrating theory and practice		Gradual release of responsibility by mentor to allow candidate to design, teach, videotape and reflect upon units as required by PACT Candidates supported to find a job placement for the upcoming school year

Throughout the school year (September-June) LA-UTR candidates will learn through a rich apprenticeship experience in an innovative residency school or early childhood center. As detailed above, residency sites will extend across three clusters of schools and the LA-UTR Program Director will work closely with all partners to recruit, select, and support mentor teachers for program candidates. The LA-UTR candidates will work alongside their mentor teachers for the entire school year from Monday to Thursday. During this time, a UCLA faculty advisor will observe and assess candidates' teaching and convene their content teams one day a week after school to discuss how theory and practice intersect across different sites. On Fridays, candidates will participate in coursework led by their UCLA faculty advisor and other faculty from the university, school, and community. This coursework will be adapted from the current UCLA courses on curriculum, learning, instructional decision making, language development and other key topics outlined in Appendix D.

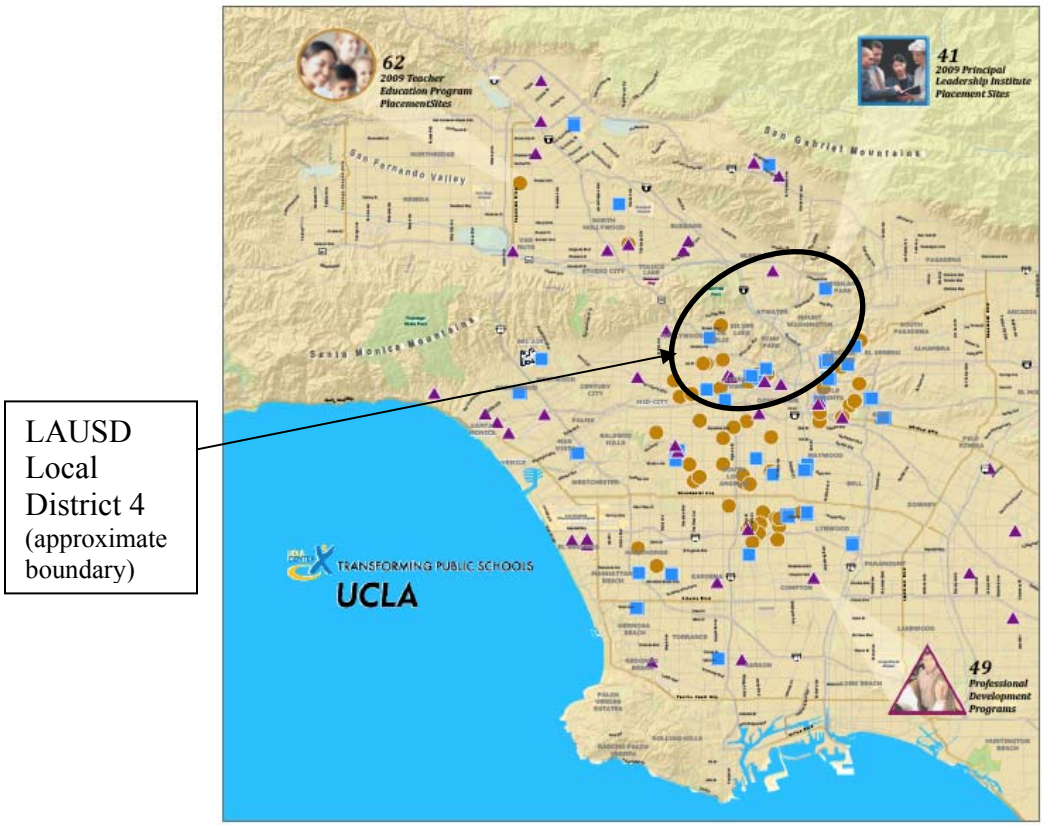
A significant adaptation to the traditional program will be the role of LA-UTR mentor

teachers in the teaching of instructional methods to candidates—teaching that will be embedded in the residency experience, not a set of discrete courses. In addition, LA-UTR mentors will be supported by the program partners to engage candidates in innovative teaching practices that provide students with 21st century skills. Project-based learning and interdisciplinary coursework, for example, will be tools mentors will use to ensure their students know how to work collaboratively, integrate new information and solve real-world problems. Working alongside these innovative mentor teachers and supported in their team and coursework by UCLA faculty advisors, LA-UTR candidates will be constantly integrating theory and practice and learning how to use research and data to modify and improve classroom instruction.

In Spring of the residency year, the candidate will be supported by both the mentor and UCLA faculty advisor to complete the Performance Assessment for California Teachers (PACT)—a required State assessment—to ensure pre-service teaching quality as part of the credentialing process. This innovative new assessment developed by a consortium of 12 universities—including UCLA—demonstrates teacher quality with validity and reliability and is used as a measure to supplement training, course assignments and supervisor evaluations. (For more information on PACT, see http://www.pacttpa.org).

In late spring of year one, the LA-UTR Program Director will work with all partners to secure job placements within LA-UTR Consortium Schools. LAUSD has guaranteed placement for 25 candidates a year; the remaining 35 candidates will be placed using the partners' social networks and capital. Based on Center X's 15-year record of finding job placements for 180 candidates a year, this should pose no problem. Figure 5 displays the 62 job placement sites for the 2008-09 cohort of Center X teachers. Center X's policy is to place two or more of teachers at the same site to provide peer support during the challenging first year in the classroom.

Figure 5: 2008-2009 School Placements for Center X Teacher Education Residents and Principal Leadership Institute Students, and Center X Professional Development Programs



If jobs are not available within the Consortium, every effort will be made to find candidates jobs within Local District 4.

LA-UTR Candidates specializing in Early Childhood Education will have the opportunity to do their residency and find a job at a new pre-school housed within Selma Elementary School in Hollywood. Ten classrooms currently occupied by a charter school will be vacated in February 2010. LAUSD is planning to convert the site to a pre-K facility, which will meet the pre-school facilities shortage in Los Angeles (Advancement Project Los Angeles, 2007). This would address not only the needs of the residents in the Hollywood attendance area, but also the needs of the workforce that commutes into Hollywood. The Hollywood cluster of schools is ideally situated on a main commuter exit off the 101 freeway, allowing easy access to the low-

income workers currently being hired to staff Hollywood's rapidly expanding tourism and hotel industries that surround the schools (see map in Figure 6). Creating an Early Childhood Residency program on Selma's campus would enable the partnership to develop a high-quality system of early care and education linked seamlessly from kindergarten through 12th grade, a model strongly supported in the research (Bellm & Whitebook, 2003; Kipnis & Voisin, 2004). Other early childhood centers located throughout the UTR Consortium of Schools will also serve as residency sites.

C6: Years Two and Three: Induction to Full-time Teaching, Coursework & the Master's Project

After LA-UTR candidates receive their credential at the end of Year One, they will finish their graduate coursework in the summer of Year Two and complete a Master's Inquiry Project by the end of the calendar year—using their position as a full-time teacher of record as the context for their reflection and writing. The Master's Inquiry Project fulfills the examination requirement toward the candidate's Master's of Education degree. It is based on teacher research where teachers determine a question and or topic of interest based on their teaching practice and student observations. The inquiry focuses on a central question and uses a cyclical model in which the teacher investigates a question and then revisits it based on what was learned. Teachers triangulate their data to form conclusions based on their own experience as well as secondary research. Theory, practice, and reflection are key to the Master's Inquiry process.

As illustrated in Table 4, LA-UTR candidates have a variety of integrated learning opportunities during their second year in the program.

Table 4: Year Two Integrated Learning Opportunities

Year 2 Summer Quarter	Year 2 Fall Quarter	Year 2 Winter & Spring Quarter	Year 3
Complete coursework			
Content teams meet weekly to support the transition to full-time teaching and plan the Master's Project.	After-school content team and individual meetings with UCLA faculty advisor to support the completion of the Master's Project		
	Candidates begin induction program with a UTR-BTSA mentor who coordinates with other program partners to support the candidates' learning and practice in the context of the UTR Consortium of innovative schools.		

In the fall of Year Two, LA-UTR Candidates begin their formal induction to full-time teaching. The LA Urban Teacher Residency program is based on the premise that competent teachers develop over time and need support every step of the way. A program goal is to establish a professional culture of teaching in schools where learning is not packaged into stages or programs but instead is viewed as a continuum that lasts throughout a teacher's career (Putnam and Borko, 2000; Wilson and Berne, 1999; Darling-Hammond and Sykes, 1999). As LA-UTR candidates begin their first job as a full-time teacher of record, they are required by the State and LAUSD to participate in a two-year Beginning Teacher Support and Assessment (BTSA) Program in order to earn a California Clear Teaching Credential by year three of their career. Although well motivated and based on substantial research, BTSA has a mixed implementation track record, especially in under-resourced urban schools where there is a dearth of mentor teachers. For this reason, Center X initiated a collaboration with LAUSD to meet the first year requirements of BTSA within the structure of the Teacher Education Program's second year when students are supported as full-time teachers of record while they complete their Master's Project. For the LA-UTR Program, LAUSD's BTSA Office has agreed to

collaboratively design a customized two-year BTSA program that ensures implementation fidelity of BTSA's core principles and assessments while honoring the network of mentor and lead teachers and innovative schools in the LA-UTR program.

The LA-UTR-BTSA program will meet all state standards for new teacher induction including high-quality formative assessments of teaching quality and assigned mentors (ideally located at the candidates' school) who provide support, observe classroom teaching, and offer feedback on professional practice. With support from the BTSA mentor, candidates create an Induction Portfolio—a comprehensive collection of authentic assessment activities that demonstrate and document participating teachers' attainment of State Induction Standards 15-20. LA-UTR candidates will submit completed portfolios for review at the end of Year Three of the program demonstrating their completion of all requirements for a Professional Clear Teaching Credential.

D. Establishing a Powerful Network of Lead Teachers

D1: Defining Lead Teacher Status

A unique feature of the LA-UTR Program is the recruitment, preparation and support of lead teachers who will serve either as mentors to the UTR residents or as BTSA induction mentors to teachers in their first and second years. Based on a longitudinal study of ten cohorts of Center X graduates and other research on teachers' careers, it is clear that the current generation of highly-qualified urban teachers is seeking increased opportunities for career advancement that keep them close to students and instruction—not on their way up the district administrative ladder (Johnson, 2004; Quartz, 2003, 2009; Olson and Anderson, 2007). Moreover, the position of lead teacher is a core component of small autonomous schools—professional workplaces that depend on the expertise and judgment of accomplished

practitioners. There is currently no career ladder or job title within LAUSD that defines the roles and responsibilities of lead teachers. As part of the UTR Program, the UCLA Community School (a LAUSD Pilot school within the Ambassador Schools Complex) will pioneer with United Teachers Los Angeles, the Los Angeles Small Schools Center, and other partners the articulation of a lead teacher position within LAUSD and advocate for State legislation to support this articulation.

D2: Lead Teacher Recruitment

The LA-UTR Program will recruit Lead Teachers to serve as Residency and BTSA Mentors through the partner's established social networks, including the more than 1,500 graduates of UCLA's Center X Teacher Education Program (TEP) as well as its Principal Leadership Institute (PLI). Currently in its tenth year, UCLA's PLI prepares educators to be social justice leaders who advocate for quality learning opportunities, use data to improve teaching and learning, promote educational achievement for all students, create democratic and culturally-responsive learning environments, and build partnerships with parents and community groups. PLI students engage in 15 months of course work and field-based learning experiences, culminating in a master's project that demonstrates candidates' competency to be transformative instructional leaders. To date, PLI has prepared more than 350 such leaders. Based on alumni data collected from these leaders, many choose non-administrative career pathways—including BTSA mentor—within schools and districts in order to remain close to the work of teaching. Along with the TEP alumni, these PLI graduates are a well-established recruitment base for the LA-UTR Program.

D3: Lead Teacher Selection, Certification, and Support

A total of 60 mentor teachers will be selected during the first planning year of the LA-

UTR Program and in subsequent years a pool of BTSA Mentors will be created as needed. The selection process for these mentors will mirror the selection process for teaching candidates, with a rigorous application and interview process. Mentors will receive a [redacted] stipend per year with an initial week of training during the summer before the Residencies and BTSA programs begin and ongoing support by UCLA faculty advisors and other program partners throughout the year.

In addition, Center X will work with UCLA Extension and the other partners to create a year-long Lead Teacher Certification Program that will serve 25 teachers annually who are not able to pursue the intensive graduate level work required by the Principal Leadership Institute or other leadership programs. This certification program will consist of one course per quarter for three quarters (Summer, Fall, Winter) in content areas required by lead teachers; for example, cognitive coaching, induction, data-driven inquiry, instructional leadership, etc. The LA-UTR Program Director will work with United Teachers Los Angeles to attain formal recognition and compensation for this certification within LAUSD. The certification program will serve as a pipeline for future UTR mentors and a training program to develop mentors who need extra support.

The new lead teacher certification program will also provide an opportunity for the LA-UTR to document exemplary teaching practice using the latest technology. As part of the lead teacher certification, mentor teachers will be required to plan and document a lesson that they use with their students that focuses on innovative teaching strategies in urban preschools, elementary or high schools. For example, a mentor teacher might document a student project that links diverse subject area content around a main theme or a teacher and a business mentor could show how they have developed coursework linked to real-world learning or a preschool mentor

teacher might document the innovative development of decoding skills. These documented lessons allow lead teachers to reflect on their own practice as well develop a series of 20 minute to ½ hour segments on accomplished teaching and learning that improves student outcomes.

There are two types of support and media outlets for these documented lessons. UCLA is participating in the iTunes University initiative and as such has structures in place to develop digital content that features the work of teachers participating UCLA programs—content that can be streamed as podcasts or through other media. In addition, the LA Small Schools Center will work with the local PBS affiliate, KLCS, to develop a yearly series of shows on accomplished educational practice in innovative schools (as detailed in Competitive Preference Priorities).

E. Professional Development: Creating and Supporting Innovative Data-driven Small Schools

The long-term success of the LA-UTR Program will require a strong network of highly effective professional workplaces. Working within the UTR Consortium of Schools, the program will support the development of whole faculties as well as 3-5 new small school design teams in the Hollywood cluster of schools. During the planning year, the program leads will carefully assess the capacity of each school in the Consortium and develop an overall professional development plan in collaboration with all the partners. The LA Small Schools Center and UCLA bring extensive resources to this task. LASSC has supported monthly Pilot School Network meetings for the past two years that bring together administrators and teachers as well as students and parents to share best practices and solve dilemmas and challenges unique to small, innovative, autonomous schools. Additionally, LASSC works with Pilot schools and other public and charter schools on whole school professional development including Small School Development, Creating Learner-Centered School Culture, Project-Based Learning,

Advisory Program Design and Implementation, Authentic Assessment by Portfolio and Exhibition. In addition, Center X engages thousands of practicing and accomplished educators through a portfolio of professional development opportunities: five California Subject Matter Projects (Writing, Reading and Literature, Mathematics, Science, and History-Geography), the UCLA Parent Project, a National Boards Project, and a School Transformation Project that brings together multiple teacher learning and coaching opportunities at a school site. Since its founding, the Center's professional development work has achieved significant success with district partnerships that support teachers serving the lowest achieving students (Priselac and Truscott, 2007; Jacobs et al, 2007).

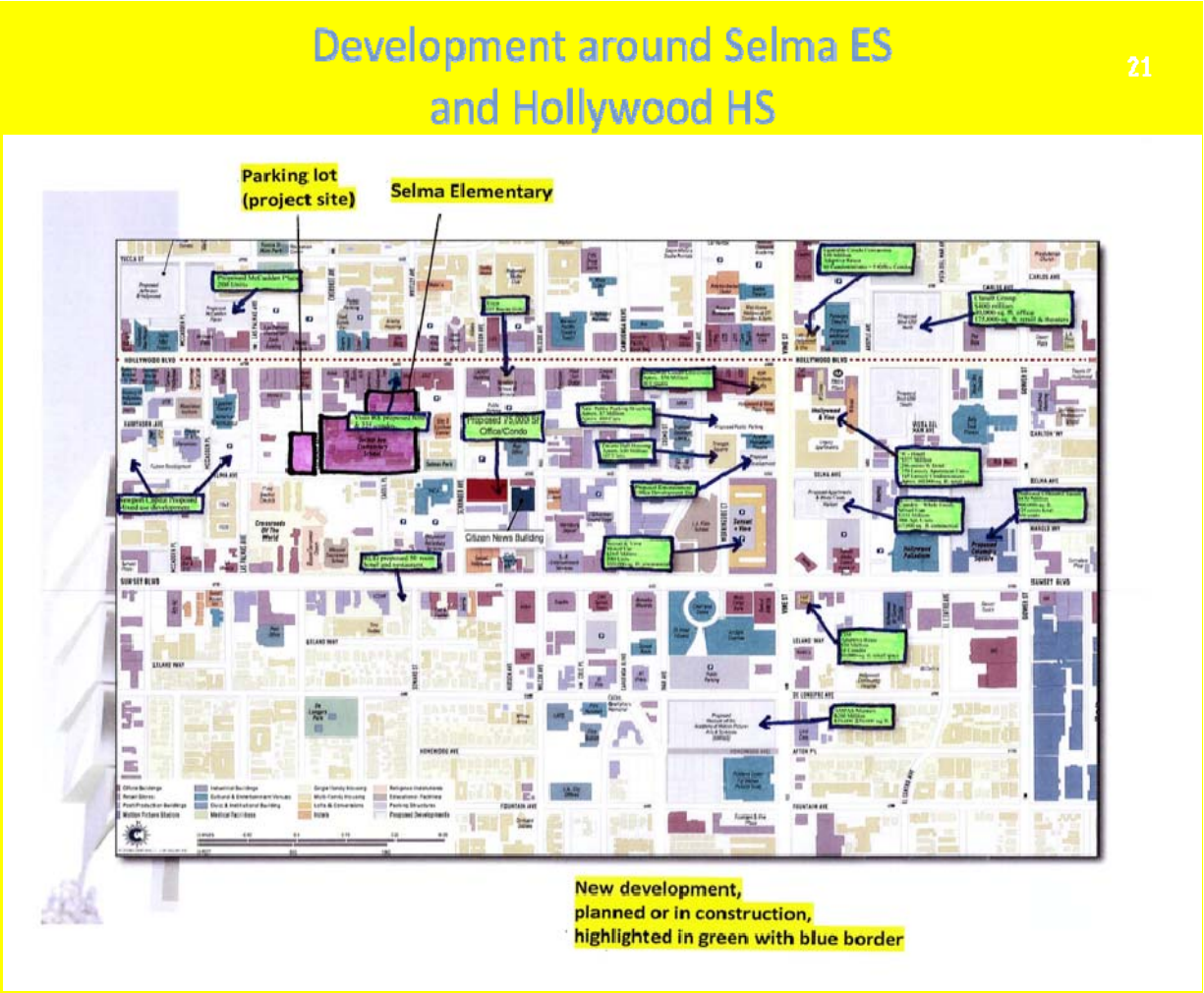
The LA-UTR professional development efforts will help teachers deepen their capacity in content knowledge and pedagogical skills, all for the purpose of increasing and enriching student learning. We believe that all professional development should be embedded in student learning and we will contextualize the professional development within the study of student learning as it is occurring in their classrooms. Professional development activities will include:

- Needs assessment – working with teachers to develop a PD plan based on real needs;
- Inquiry practicum: teacher/researchers continuously study their own practice to improve;
- Data driven decision making with the aid of data coaches;
- Collaboration with individual teachers through co-planning, co-teaching, and coaching;
- Facilitating teachers' use of successful instructional strategies including methods for working with a diverse student body, English language learners and special ed students;
- Linking school and home--with the support of community partners, teachers understand the importance of parent engagement in their practice;
- Ensuring that the curriculum is aligned with the federal and state standards.

F. Housing: Building Low-cost Community-based Apartments for Teachers

The LA-UTR Program provides a unique housing opportunity for residents and new teachers, which will help attract students to Los Angeles despite the high cost of living. LA-UTR candidates earning a stipend will qualify for this housing as well as first year teachers. The apartment building will be in walking distance to Selma Elementary, Hollywood High School, and Bancroft Middle School, as well as walking distance to the Metro Red Line, which is six stops away from the Ambassador site as well as close to dozens of other LAUSD schools in LD4, including the Belmont Zone of Choice schools. This not only saves residents and new teachers in rent, but also in the cost of transportation and gas. Additionally, it contributes to the Hollywood Business Improvement District's and the Community Redevelopment Agency's 10-year blueprint for increased walk to work opportunities in Hollywood and to cleaner air. Teacher learning and development is, however, perhaps the most compelling reason to facilitate teachers living within the communities that they serve. Figure 5 is a map that indicates the housing development that will serve LA-UTR teachers.

Figure 5: Map of Low-Cost Workforce Housing



Embedded in these neighborhoods—living and buying groceries alongside the families of the students they teach—creates an extraordinary opportunity to learn about and build on the strengths and needs of urban students.

Part 2: Program Evaluation

The LA Urban Teacher Residency will be evaluated by the National Center for Research and Evaluation on Standards and Student Testing (CRESST) at UCLA. The evaluation will incorporate quantitative and qualitative data across all five years of the project. Although the major focus of the evaluation will be on quantitative indicators, such as student test data, we also plan to include a qualitative data component to provide deeper information about the student teachers' educational practice. The evaluation is designed to serve both summative and formative purposes; that is, it will provide results pertinent to overall program effectiveness as well as information that the program can use on an on-going basis for program improvement and refinement.

A. Research Questions

Because this grant is intended to fund improvements to the existing UCLA Center X Teacher Education Program (TEP), the evaluation component of this project is designed to answer specific questions about whether teachers trained in the LA-UTR program are better prepared to teach than those being trained in the traditional TEP program. Nearly a dozen measurable outcomes are tracked for the study, drawing from the GPRA measures and other key factors from relevant literature. In order to maximize statistical power, these outcomes are categorized *a priori*, as primary and secondary focuses of the study. A quasi-experimental study will test the following primary hypotheses about rigorously validated, reliable achievement measures of student and teacher aptitude:

H1: LA-UTR teachers will outperform TEP teachers on the PACT.

H2: Students in LA-UTR teachers' classrooms will outperform the students of TEP teachers on the CST.

Because these standardized measures are relatively blunt instruments for detecting change in teacher practice, secondary hypotheses will test for more subtle differences in multiple measures of student and teacher performance as well as provide richer formative and summative information about the program implementation and effectiveness. These include several GPRA measures, CAHSEE scores, graduation rates, student and teacher persistence, and a number of constructs gleaned from teacher surveys, mentor surveys, and the analysis of classroom assignments.

B. Research Design

The major aim of the proposed project is to test the effectiveness of the LA-UTR program on teacher practices and student learning. A *quasi-experimental design* will be used to control threats to validity to the greatest extent possible in the context of the LA-UTR and TEP programs (Cook & Campbell 1979, Murray 1998). A propensity-matched comparison group design – based on 3 cohorts of teachers – is used to assess program impacts on teacher outcomes. The same design is used to track effects on student academic performance, except student achievement growth is only tracked for two years from the time Cohort I teachers reach the classroom until the end of the grant period. Sixty LA-UTR teachers will constitute the treatment group in each cohort. A group of 60 comparison teachers will be drawn from 120 teachers/year in the TEP program, matched for demographic characteristics. Matching will not attempt to account for baseline teacher aptitude, since recruiting high quality teachers is a central goal of the program (and is therefore intended to be higher among LA-UTR participants). Before attrition, each cohort is designed to include 60 teachers in each condition, with an average of approximately 50 students

per teacher. Table 2 (on page 14) summarizes the differences in resources and training between the comparison group (TEP teachers and their students) and the treatment group (teachers and students in the LA-UTR intervention). Treatment and control teachers will be matched based on at least 6 factors: (1) ethnicity, (2) gender, (3) content area, (4) prior experience, (5) grade level taught, and (6) school (or, if untenable, similar schools index). Students will be matched based on baseline achievement, ethnicity, grade, school, EL and SPED status. Each participating teacher will be located in multidimensional space defined by these factors, and matched with one other teacher.

PACT data will be collected beginning the latter part of Funding Year 2, when the first Cohort of teachers will be tested. We will collect baseline test score data from LAUSD in Year 3, and begin analyzing student outcome data at the end of Funding Year 4 – when program impacts on annual growth in CST scores can first be assessed. The maximal student-level treatment contrast is expected two years after teacher placement, when the impact of the LA-UTR-specific 24-month classroom support can be established. Mixed-modeling procedures (see Statistical Analysis Section below) will be used to detect treatment effects on teacher- and student outcomes.

C. Data Collection Procedures and Measures

The evaluation for the proposed project will incorporate the collection of both teacher data and K-12 student data. As noted, the information collected through the measures listed below are intended to serve both formative and summative purposes.

C1: Student Outcome Measures

California Standards Tests. To assess student reading comprehension, we rely on the state mandated California Standards Test (CST) in Mathematics, Reading and Science, and the

Mathematics and Reading scores on the California High School Exit Exam (CAHSEE). In examining how LA-UTR is related to students achievement in these subjects, we will control for pre-existing achievement differences between students by including baseline measures of student achievement in Reading and Mathematics (using CST scores from the year prior to enrollment in the LA-UTR/TEP teacher classrooms) as covariates in our regression models. (See Attachment B for technical information about these tests.)

In addition to analysis of CST scores, parallel analyses will test secondary hypotheses using more stringent standards of statistical significance to account for multiple comparisons (Benjamini and Hochberg, 1995).

GPRA measures. As described above, program enrollment and completion information, teacher education student demographics and composition, and other program descriptive information will be collected and tracked as part of the regular program organizational processes consistent with the grant requirements (i.e., GPRA measures). This information will be summarized in annual reports, but also used in the comprehensive evaluation to shed further light on the extent to which the program is meeting its core objectives.

C2: Teacher Measures

PACT scores. All teacher candidates at UCLA, and at all UC campuses, must pass the Performance Assessment for California Teachers in order to receive their credential. The PACT is a performance based rating of teachers' skills/knowledge including multiple data sources such as videotapes of classroom practice, classroom artifacts, personal commentaries/notes, and student work. There is support for the instruments reliability as well as validity as a measure of teacher skill/competency (i.e. Pecheone & Chung, 2006).

Given the PACT is already institutionalized in the UC teacher education system, we plan to draw on this existing data resource as part of the evaluation plan. Specifically, as one indicator of program impact we will compare the LA-UTR cohort students' PACT scores and subscale score to those of previous UCLA teacher education cohorts, controlling for student background characteristics, as well as to TEP students in the LA-UTR students' graduation year.

Analysis of teacher assignments. The use of teacher assignments as an indicator of teacher practice is a methodology developed and validated by CRESST researchers (Clare & Aschbacher, 2001; Matsumura, 2003; Matsumura & Slater, 2006). This strand of CRESST research employs validated rubrics/scoring methodologies to rate teacher assignments, supplemented with a short background cover sheet and examples of student work, as a measure of the academic rigor and overall instructional quality. This technique has the added benefit of reducing the burden on teachers of other methods, such as teacher logs, while at the same time eliminating some of the practical constraints of regular classroom observations.

CRESST plans to use the teacher assignment rating methodology as a source of qualitative information about the instructional quality of LA-UTR participants. For each program cohort, we will select a representative subset of teachers (20-25) to submit example assignments for analysis during their first and second years of teaching. These findings will both provide information about the overall quality of the program graduates' practice and identify relative strengths and weakness in practice that can be used for on-going program improvement. We also plan to use the assignment methodology to investigate the practice of the mentor teacher who the teacher education candidates work with in their first year of the program; that is, the mentor teachers will be asked to provide exemplar assignment when first applying for the mentor position and then during each year of their employment in the program.

Teacher/teacher candidate surveys. Teacher candidates will be surveyed at several points in the evaluation process about their program participation, knowledge, and instructional practice. The survey will be based on a survey currently employed by all UC teacher education programs to assess program quality. This survey includes two major constructs: perceptions of program quality (i.e., teachers' direct ratings of their credential program) and teacher efficacy/expertise. Each of the constructs includes items addressing a core set of skill domains (i.e., subconstructs) that are represented in the California standards for teaching. The survey also includes items about the quality/utility of various structural components of the teacher education program. Reliability for survey scales is in the acceptable range (all alpha = .80 or greater).

The LA-UTR students will be asked to complete the survey at the beginning of their education program, end of their credential program, and each subsequent of the evaluation that they are a classroom teacher. Results of key items on the UC system-wide survey will be compared to those of the TEP program students at the end of credential program as well.

Mentor surveys. The program mentors will be asked to complete surveys about the knowledge/practice of each of their supervisees twice during each school year – mid-year and end of the school year. These surveys will both provide formative information for program improvement and track teacher education student growth across the school year. As with the teacher survey, the items for this survey will be drawn from existing surveys designed for the UC-wide evaluation of teacher education programs.

D. Data Analysis Plan

Standard data cleaning procedures will be used, including preliminary descriptive checks for outliers, univariate, and cross-tabular analyses to check out-of-bounds and illogical values,

and analyses of missing data patterns. Moderate to highly skewed variables will be transformed to closely approximate a normal distribution.

Missing Data. Because simple listwise deletion of cases with missing values adversely affects the efficiency of estimates and can lead to misleading inferences about program effectiveness (King, Honaker, Joseph & Scheve 2000; Little & Rubin 1987; Schafer 1997), Schafer's (1997) multiple imputation methodology to impute missing values will be used. Schafer's approach is flexible and produces estimates that are unbiased and efficient when data values are missing at random, conditional on observed variables in the data set (Schafer & Olsen 1998). Schafer's approach involves imputing missing values by using a prediction model that includes predictors and response variables from the substantive model as well as other variables. To incorporate random variation in the imputations of variables in the substantive model, a Bayesian method (data augmentation) is used to iterate between random imputations under a specified set of parameter values and random draws from the posterior distribution of the parameters (Allison 2000).

Baseline Subject Differences. Since teacher selection is not intended to be a random process, propensity-score matching will be used at both levels of analysis address baseline treatment/control differences due to teacher selection and student assignment. The probit regression approach to matching introduced by Rosenbaum and Rubin (1983, 1984) will be used to predict probabilities of treatment (expressed as an inverse Mill's ratio) and will then be used as a fixed effect in the analytic models (see below). Variables included in the model will include teacher characteristics collected by the state, and, at the student level, demographic and baseline achievement characteristics available in the CST dataset. To the extent that matching is

imperfect, these same variables will be used as covariates in regression analysis (to account for important baseline differences of more than 0.05 standard deviations.)

Power Analysis. In order to estimate statistical power for analyses, we used the procedures described by Cohen (1986) and those described by Murray (1998) and Raudenbush (1997) for two-level, nested designs. Cohen defines small, medium, and large effect sizes as group differences of .2, .5, and .8 standard deviation units, respectively. As discussed above, 60 teachers per year per condition will participate in the study, with approximately 20 students per teacher, per class. We anticipate a teacher attrition rate of about 10% a year as teachers transfer to other areas or leave the profession. We conservatively estimate that (a) approximately 50 students per teacher will be tested; (b) 85% of these students will have valid test score data from the year prior to exposure to participating teachers, and (c) student attrition will be about 15% per year as students drop out of school or transfer. For the purposes of the power analyses, we assume a Type I error rate of .05, and student and teacher intraclass correlations of .08 and .09, respectively (Agodini, Dynarski, Honey, & Leven, 2003; Bryk & Driscoll, 1988). When pretests are available, we assume that the correlation between the pretest and posttest measure is .60. We assume statistical power levels of .80 when calculating minimum detectable effect sizes (see Bloom 2003).

Power to detect teacher effects**.** With 60 teachers per condition, power to detect small, medium, and large effects will be .55, .78, and .99+, respectively, with a minimum detectable effect size (MDES) of .60. Overall, adequate statistical power is available for detecting medium-sized impact estimates on the teacher outcomes.

Power to detect student effects. With an average of 51 (60*.85) students per teacher with valid test score data across two years, power to detect small and medium effects will be .75 and

.99+, with an MDES of .25. These estimates assume the most restrictive case, without accounting for improvements in power due to the imputation of missing values (see above) or the use of more complete data when we do not control for baseline test scores. The MDES only rises to .28 with as few as 15 students per school – suggesting that more than adequate power is available for conducting analyses of student subgroups. Although relatively small, effect sizes of this magnitude are typical in educational interventions and are of sufficient magnitude to close achievement gaps across subpopulation groups (Agodini et al, 2003, Finn & Achilles,1999).

Impact of TQP on Student Performance. The nesting of students within teachers biases standard errors used in OLS regression, (e.g., see Murray, 1998). For more precise tests of primary hypotheses, therefore, tests of primary hypotheses will involve fitting linear mixed effects ANCOVA models (HLM or multilevel models), with additional term(s) to account for the nesting of subjects within units of aggregation (e.g., see Goldstein, 1987; Raudenbush & Bryk, 2002; Murray, 1998). Random effects include teacher to account for within-site clustering. Potential fixed effects include treatment group, baseline (pretest) measures of outcome variables, and other observed covariates. As an illustrative example of the types of analyses we plan to perform after follow-up data have been collected from teachers, consider the following model:

$$CST_{:t:j} = a_0 + b_1{*}Pretest_{it:j} + b_2{*}Tx_j + b_3{*}Controls_{it:j} + g_1{*}\mathbf{Student}_{:j} + g_2{*}\mathbf{Teacher_j} + \mathbf{e}_{i:t:j} \quad \textbf{[1]}$$

where subscripts *i* and *j* denote student and teacher, respectively; *CST* represents the student outcome variable; *Tx* is a dichotomous variable indicating treatment group (LA-UTR vs. TEP); *Controls* represent a set of control variables (i.e., teacher experience, fixed effects for matching strata); and ***student and teacher*** represent random variables (bolded) for the clustering group. In this model, the intervention effects are represented by β_2, which captures treatment/control differences in changes in *CST* between baseline and the post-test. γ_1 and γ_2 capture random effects

of *Student* and *Teacher* by *Treatment* interactions, which account for positive intraclass correlations in the data. Simple extensions to model **[1]** will allow us to examine differential effectiveness by implementation fidelity and across different population groups by including interaction terms between *Tx* and other variables. Models such as [1] will be used to examine Hypothesis H2 – which focuses on student impacts. To investigate Hypothesis H1, an OLS model is appropriate, since teachers are the sole level of analysis.

Variations in Impact. Mixed effects models will also be used to examine variation in program impacts on student achievement in intervention schools. Using teacher questionnaire and teacher assignment data, CRESST will examine how factors such as teachers' knowledge and skills, and quality of instruction are related to gains in students' academic performance. Models analogous to **[1]** will be estimated, with random effects included for measures of implementation fidelity, teacher knowledge and skills, and teacher practices.

Teacher-level OLS models will also be extended to explore questions such as whether efficacy or program satisfaction effect teacher performance on the PACT, or the secondary outcome measures.

Secondary Outcome Measures**.** As noted above, secondary outcome measures will be analyzed for both students and teachers. Secondary student outcome measures include persistence, graduation rates, and CAHSEE scores. Secondary teacher outcomes include certification, retention, perception of program quality (survey) and efficacy (survey).

Part 3: Significance

> "*Providing every child in America with a good education is both a moral imperative and an economic imperative. It's also a matter of social justice. It is the civil rights issue of our generation—the one and only way to overcome the differences of wealth, background and race that divide us and deny us our future.*"
>
> Secretary of Education Arne Duncan
> 91st Annual Meeting of the American Council on Education, 2009

The LA Urban Teacher Residency program will address this imperative through a multi-level approach to A) Create systemic change; B) Build local capacity to address needs of the LAUSD Local District 4 target population; C) Improve teacher recruitment, training and retention; D) Improve student achievement; and, E) Demonstrate program sustainability.

A. Create Systemic Change

The partners in this project have long track records of working within the educational system to effect change. UCLA's Center X has prepared thousands of highly-qualified teachers to be change agents within hard to staff schools. Local District 4 has been a reform leader within LAUSD, creating the Belmont Zone of Choice, an initiative to promote Multiple Pathways to College, Career, and Civic Participation, and the district's first-ever complex of small autonomous Pilot schools at the Ambassador Schools Complex. The LA Small Schools Center has served as the local intermediary for Local District 4's reform efforts—supporting the creation of new Pilot schools, serving as the lead and fiscal agent for the Multiple Pathways Initiative, and assembling the community-based leadership needed to create the Ambassador Schools Complex. Based on these experiences, the partners believe that there are three essential components to leveraging change within the educational system:

- Powerful partnership of multiple stakeholders who are committed to;
- High expectations and accountability as measured by;
- District, school, student data and benchmarks for program implementation.

A1: Powerful Partnership of Multiple Stakeholders

Broad-based partnerships depend on the strength of the relationships between people and organizations—the social capital they generate for change. As Oakes, Rogers and Lipton (2006) document, the social capital created when community-based organizations join forces with educators in and outside the system can be enormously powerful and can effect significant change. For example, the history of the Belmont Zone of Choice (Martinez and Quartz, under revision) is a story of community organizing that began in the 1980s with the fight for new school facilities and will continue this fall with the opening of the fourth new educational complex—the Ambassador Schools Complex—within central Los Angeles. The Belmont Education Collaborative and its lead organizations—the Alliance for a Better Community (ABC), CARECEN, Families in Schools, and the Mexican American Legal Defense and Education Fund (MALDEF)—along with hundreds of parents and students have worked tirelessly to advocate for the new schools' completion. Joining forces with K-12 and university-based educators has strengthened this community-led movement for new schools and sparked a small schools movement across Los Angeles. The proposed LA Urban Teacher Residency Program builds on the strength of this history and recognizes the value of community organizing for social change.

The LA-UTR is a local, grassroots program. Its leaders have lived, worked and fought hard for educational equity in Los Angeles for many years. As evidenced by the letters of support attached, the program has the support of leaders from the schools, community, teachers' union, all levels of the district, local businesses, media, government, school board, and the university.

A2: High Expectations and Accountability

Significant research demonstrates the link between student achievement, high expectations, and high-quality instruction. (Bridgeland, Dilulio and Balfanz, 2009). The partners in this project recognize that creating new schools and programs without high expectations and measurable outcomes for students is reform folly. It was for this reason that UCLA, the LA Small Schools Center, the Belmont Education Collaborative, and Local District 4 fought hard five years ago to pass the "A-G for All" LAUSD school board resolution. Put into motion for the 2008-2009 ninth grade class, this resolution ensures that every LAUSD student is enrolled in a college-prep sequence of courses—the "A-G curriculum" required for admission to the University of California/California State University system. Now in effect, students must pass this rigorous default curriculum with a "C" or better to graduate from high school.

One challenge of ambitious resolutions like "A-G for All" is the need to fight against the persistent beliefs and institutional racism that sustains low expectations for urban students. In this first year of implementation, district schools are struggling to make sense of what to do with students who are failing the new curriculum and on their way to dropping out of school. The most successful schools are realizing that radical improvements and changes in school policies and practices will be needed to make the rhetoric of "A-G for All" a reality. For example, the Los Angeles High School of the Arts—a Pilot school within the LA-UTR Consortium of Schools—has instituted a new set of summer courses and instructional strategies to make sure that no 9th grader advances to the 10th grade without passing their A-G courses. By personalizing learning for their students through a robust advisory program and taking extra measures so that no student falls through the cracks, LAHSA has achieved notable success—as documented in a recent *Newsweek* ranking that placed them among the top high schools in the nation. LA-UTR

candidates will have the opportunity to learn alongside the master teachers at LAHSA and other innovative small schools that hold themselves accountable for high levels of student achievement.

As a program, the LA Urban Teacher Residency will hold itself accountable for meeting the program milestones detailed in the project timeline in Part 4. The program will also rely on an expert Advisory Board to oversee the program's functioning and progress.

A3: District, school, student data and benchmarks for program implementation

Crucial to the success of the LA-UTR program is the establishment of baseline district, school and student data and the annual collection of data to determine that yearly benchmarks for the program, teachers and students are being met. In collaboration with CRESST, the LA-UTR Director of Research will maintain a database with program enrollment and completion information, teacher education student demographics and composition, and other program descriptive information that will be collected and tracked as part of the regular program organizational processes consistent with the grant requirements (i.e., GPRA measures). This information will be summarized in annual reports, but also used in the comprehensive evaluation to shed further light on the extent to which the program is meeting its core objectives.

B. Build Local Capacity to Address LAUSD Local District 4 Needs

The LA Urban Teacher Residency will build the capacity of LAUSD Local District 4 to meet the needs of its teachers and students. Teachers will have coursework and residency "real world learning" that addresses the diverse needs of LD 4 students as shown in Table 5.

Table 5: LAUSD 2007-2008 School Year Data

Student Indicators	Ambassador Feeder Schools	Belmont Zone of Choice Schools	Hollywood Family of Schools
Economically Disadvantaged	87%	84%	83%
English Learners	49%	38%	36%
Special Education	9%	9%	11%
Student Attendance	94%	90%	93%
Proficient on State Tests	29%	20%	33%
Graduation Rates	30%	38%	44%
College Readiness	16%	22%	16%

Source: LAUSD 2007-2008 School Report Cards

As shown above, the LA-UTR Consortium of Schools faces a challenging history of low performance on these common student indicators. The LA-UTR program will provide highly-qualified new teachers who are trained to meet the needs of the significant English Learner population in these schools. Moreover, these teachers will be prepared and supported for innovative teaching and learning that will disrupt this dismal pattern of underachievement represented in these statistics.

Preschool statistics: The State of Preschool 2008 published by the National Institute for Early Education Research shows that California ranks 27th among all states in access to preschool programs for 4-year-olds and 9th in access to 3-year-olds. Within Los Angeles dozens of Early Childhood Education Centers still need to be established in order to serve the needs of local families. Available space at the Selma Elementary School campus presents the ideal opportunity to create a new Center to serve children from low-income families in the Hollywood area and serve as a residency site for early childhood educators.

C. Improve LAUSD Teacher Recruitment, Training, and Retention

C1: Recruitment

The LA-UTR program will create a pipeline of qualified teachers in four high-need subject areas as identified by LAUSD Human Resources: mathematics, science, special

education and early childhood education as well as develop teachers who are skilled in addressing the needs of limited English proficient students. These high-need areas were the only jobs spared in the recent and massive reduction in force of LAUSD due to increased class size and the state budget crisis.

In the areas of math and science, there is clear need throughout the state for high-quality teachers. California's children are among the worst in the U.S. in their knowledge and abilities in both mathematics and science. California's 8th graders, scored last in the country in science and seventh from the bottom in mathematics. Moreover, only 4% of 9th graders in California schools now go on to complete a bachelor's degree in science, mathematics, or engineering. Statewide, 25% to 35% of California's science and mathematics teachers either have no credentials or are not qualified. The State has a shortage of more than 2,000 mathematics teachers, 1,000 life science teachers, and 1,000 physical science teachers and projections indicate that more than 30% of California's teacher workforce will be eligible to retire in the next decade. (University of California Science and Math Initiative, 2008). Working closely with the UCLA Science and Math Initiative, the LA-UTR will prepare 72 highly-qualified math and science teachers to help meet this need within five years.

The situation is similar in special education and early childhood education. For example, within the next four months, LAUSD will be hiring approximately 100 early childhood educators as well as an additional 100 teachers for State Preschool and Head Start programs. In this hiring process, the district will give preference to early childhood educators who also hold a B.A.

C2: Training

As detailed in Part 1 on the program's design, the LA-UTR will provide three years of high-quality integrated learning opportunities for candidates that will prepare them to become

highly-effective urban teachers. The significance of these opportunities cannot be overstated in a profession that has historically underprepared educators to face the challenges of urban schools. Although the existing UCLA Center X Teacher Education Program does a good job of preparing teachers to understand and build upon the strengths and needs of urban students, its practice of placing teachers in hard-to-staff schools has in many cases left candidates without an exemplary field-based learning context. The LA-UTR will address this shortcoming by grounding candidates' learning in innovative pedagogical contexts. In these contexts as well as in their coursework, UTR candidates will learn how to connect disciplinary knowledge and real-world learning contexts so students can develop 21st century learning skills including:

1. Learn-on-demand. The ability to construct and apply new knowledge from work activities.
2. Expert thinking. The ability to generate solutions that are not rules-based using technical knowledge.
3. Complex communication. The ability to adapt communication skills to multiple situations and cultures.
4. Interdisciplinary design. The ability to integrate content from multiple disciplines, including both the arts and sciences.
5. Mobility. The ability to transition across projects, firms, disciplines, and work/learning experiences. (Levy and Murnane, 2004)

In addition, a primary focus of the LA-UTR's preparation of teachers will be research-based methods for supporting the literacy of English Learners as well as special education students. Each candidate will learn about all the major categories of disabilities identified under IDEA, the Individual with Disabilities Education Act, including characteristics, causes, appropriate classroom interventions, life-span and developmental issues, where to find useful resources in each area of special needs. Each candidate will develop a broad knowledge of disabling conditions and the effects these conditions have on students' learning. The topic of gifted and talented will also be covered in like manner. Ability differences will be presented as a

natural part of life and another wonderful aspect of diversity that should be embraced in all classrooms.

C3: Retention

LA-UTR candidates will be placed in schools where distributive leadership is the norm, student loads are manageable, class sizes are lower than average, and teachers play an important role in curricular decision-making and in the life of the school. These are schools that have or are working to create high functioning professional workplaces for teachers. Johnson and Birkeland (2003), in their qualitative study of teacher retention, found that many teachers move around voluntarily in search of "schools that make good teaching possible" (p. 21). This is often a search for supportive principals and colleagues, reasonable teaching assignments and workloads, and sufficient resources. Given the scarcity of these conditions in high-poverty schools, teacher migration patterns typically flow from less affluent to more affluent school contexts.

The LA Urban Teacher Residency program will reverse this trend by contributing to the professional culture of schools as workplaces where teachers want to stay. The National Commission for Teaching and America's Future (NCTAF) has framed the key to solving the teacher retention crisis as "finding a way for school systems to organize the work of qualified teachers so they can collaborate with their colleagues in developing strong learning communities that will sustain them as they become more accomplished teachers" (NCTAF 2003, p. 7). The LA-UTR—with its support of new as well as lead teacher learning—will help create and sustain the professional communities and collegial networks and thereby contribute to workplace retention.

D. Improve Student Achievement

Research has established with a rare clarity the link between quality teaching and student

achievement (Darling-Hammond, 1997). Moreover, what counts as teacher quality is becoming increasingly clear and well-articulated (Darling-Hammond and Bransford, 2007). As documented in Appendix D, the LA Urban Teacher Residency will prepare all teachers to meet the current standards of teacher quality and deliver innovative and personalized instruction designed to improve student achievement. In order to track the impact of teaching quality on student achievement, the UCLA Center for Research on Standards and Student Testing (CRESST) will conduct a rigorous quasi-experimental evaluation using several measures of both teacher quality and student achievement (as detailed in Part 2). These measures include the GPRA measures, CAHSEE scores, graduation rates, student and teacher persistence, and a number of constructs gleaned from teacher surveys, mentor surveys, and the analysis of classroom assignments.

E. Demonstrate Project Sustainability

The Teacher Quality Partnership grant will provide the initial funding that will allow the partners to realize increased capacity to establish a robust Urban Teacher Residency program during this time of increased economic stress. During the duration of the grant, LA-UTR will have matching funds from a variety of resources including: the State of California (through the UCLA Teacher Education Program and Science and Math Initiative); LAUSD, LA Small Schools Center, Adobe Communities, and other sources. UCLA's Fiscal Team will oversee the partnership's financial health and develop multi-year financial projections with realistic, achievable cost and revenue targets. The Program Director and key staff will attend the Urban Teacher Residency United's Residency for Residencies Training to learn best practices for sustainability. In addition the Program Director will review and recommit financial contributions from all partners annually and work with the Development Director to build a

diversified funding base, with contributions from local philanthropy and local, state, and federal public sources, as outlined in Table 6.

Table 6: Potential Funding Sources for Program Sustainability

Years 1-2	**Years 3 - 5**	**Years 6 +**
TQP grant UCLA TEP State funds Apply for "Race to the Top" funds Apply for Teacher Incentive Fund Seek philanthropic support (Broad Foundation, Gates Foundation, create venture capital fund, etc.)	TQP grant [redacted]/ year from Selma Elementary [redacted]/year potential from Abode Communities UCLA TEP State funds "Race to the Top" funds Teacher Incentive Fund Philanthropic support	[redacted]/year potential from Abode Communities UCLA TEP State funds Race to the Top funds Teacher Incentive Fund Potential legislation that provides funding streams for lead teacher certification, residency training model Philanthropic support

Part 4:Project Management Plan

A. Project Leadership Team—Roles and Responsibilities

The LA Urban Teacher Residency Program will be managed by UCLA as lead partner, in close collaboration with the LA Small Schools Center and LAUSD Local District 4. A leadership team comprised of these partners is responsible for building a professional staff, delivering an effective residency program, achieving financial sustainability, and investing in assessment and evaluation. The Leadership Team will consist of the following individuals:

- Karen Hunter Quartz, PI and LA-UTR Director of Research, UCLA's Center X
- Eloise Lopez Metcalfe, Co-PI, Director of UCLA's Teacher Education Program
- Annamarie Francois, Center X Director of Professional Learning and Assessment
- Jeanne Fauci, Co-PI, Executive Director of the LA Small Schools Center
- Julie Kane, LA-UTR Program Director

Karen Hunter Quartz: As the project's Principal Investigator and Director of Research, Dr. Quartz will work 20% in year one and 50% in years 2-5 to oversee all facets of the program and lead the work—in collaboration with CRESST—related to research and evaluation, including but not limited to: data collection, database maintenance, human subjects approval, district data access and agreements, annual reporting of GRPA measures, presentation of findings, professional development for data-driven inquiry, etc. A graduate student researcher will work 49% in years 2-5 to assist Dr. Quartz with these activities.

Eloise Lopez Metcalfe: As the project's Co-Principal Investigator and the Director of UCLA's Teacher Education Program, Dr. Metcalfe will contribute (in-kind) 10% of her time planning and overseeing the programmatic aspects of the LA-UTR Program.

Annamarie Francois: As UCLA Center X's Director of Professional Learning and Assessment, Dr. Francois will spend 20% of her time (10% in kind) each year working directly with the five LA-UTR faculty advisors and other partners to adapt coursework and develop a rigorous residency program and teacher assessments aligned with State standards. Dr. Francois will also help create the Lead Teacher Certification Program.

Jeanne Fauci: As the Executive Director of the Los Angeles Small Schools Center (LASSC), Ms. Fauci is nationally recognized for her leadership in creating small progressive schools and will spend 35% of her time in the first year leading the planning process and 20% in years 2-5 leading the professional and new school development efforts across the LA-UTR Consortium of Schools as well as the collaboration among the project's broad based coalition of partners. In year two, a full-time school development coach will be hired to assist her in these efforts and a half-time development specialist will be hired to ensure the program's sustainability over time.

Julie Kane: As the LA-UTR Program Director, Ms. Kane will work full-time on detached service from LAUSD as part of the LA Small Schools Center to manage the day-to-day workings of the project including but not limited to: the recruitment of candidates as well as mentors for the residency and induction years; coordination with LAUSD schools and departments (e.g., BTSA, Early Childhood, Special Education, Human Resources); the construction of low-cost workforce housing; and the development of the Lead Teacher Certification process. With 18 years of experience working as a teacher, coordinator, and principal in Los Angeles, Ms. Kane brings a wealth of knowledge and social capital to this position.

This leadership team will meet weekly to coordinate all aspects of the program's management. Although working with multiple partners is an asset to the work—bringing enormous resources to leverage school transformation—partnerships present coordination and management challenges. The leadership team will ensure that the program is well-run and that all partners participate in meaningful ways. As outlined in Appendix A, each partner has agreed to collaborate with the others to create this program and a system of checks and balances that provide the lead partner with necessary guidance and support and ensure the success of the model. During the planning year, a detailed MOU will be created and signed by each partner to clearly define the roles and responsibilities of each.

B. Project Milestones and Timeline

The LA-UTR Program seeks to recruit, prepare, and retain 60 highly competent urban teachers each year in the high-need areas of mathematics, science, special education and early childhood education. In addition, the program is premised on the value of novices learning alongside lead teachers and strives to develop, support and certify these lead teachers as highly

skilled mentors. Finally, the LA-UTR also seeks to create retention-oriented professional workplaces that allow good teachers and teaching to flourish. The project milestones associated with these three sets of goals are displayed in Table 7. As detailed above, the Director of Research will maintain a database that will track the program's progress in meeting these milestones as well as the GPRA and other outcome measures.

Table 7. LA-UTR Program Milestones and Timeline

Program & Fiscal Year	Year ONE			Year TWO				Year THREE				Year FOUR				Year FIVE				Y 6
Project Activities	Oct 09	Jan 10	Apr 10	Jul 10	Oct 10	Jan 11	Apr 11	Jul 11	Oct 11	Jan 12	Apr 12	Jul 12	Oct 12	Jan 13	Apr 13	Jul 13	Oct 13	Jan 14	Apr 14	Jul 14
Teacher Candidates																				
Recruit	Cohort 1			Cohort 2				Cohort 3												
Coursework				PACT																
								PACT												
												PACT								
Residency					Prel. Credential/ EC certification															
									Prel. Credential/ EC certification											
													Prel. Credential/ EC certification							
Masters Project							M.Ed.													
											M.Ed.									
															M.Ed.					
BTSA Induction									Clear Credential											
													Clear Credential							
Low-Cost Housing																				

Project Activities	Oct 09	Jan 10	Apr 10	Jul 10	Oct 10	Jan 11	Apr 11	Jul 11	Oct 11	Jan 12	Apr 12	Jul 12	Oct 12	Jan 13	Apr 13	Jul 13	Oct 13	Jan 14	Apr 14	Jul 14
Mentors and Lead Teachers																				
Recruit Residency Mentors																				
Recruit BTSA Mentors																				
Summer Mentor Institutes																				
Mentor Support																				
Lead Teacher Certification								Lead Teacher Cohort 1 LT Cert.				Lead Teacher Cohort 2 LT Cert.				Lead Teacher Cohort 3 LT Cert.				
LA-UTR Consortium of Schools																				
PD Needs Assessment																				
Ongoing PD support																				
Pilot School RFP Process																				
New School Coaching																				

C. Project Management Structures

C1: Leadership Team Meetings and Capacity-building

In order to ensure communication and efficient workflow, the leadership team will meet weekly to discuss all facets of the program's planning, start up, and ongoing functioning. In addition, the Program Director and two other members of the leadership team will participate in the Urban Teacher Residency United's (UTRU) Residency for Residencies program. This intensive learning experience extends over two years and will provide resources and support for

implementing the reforms proposed to the UCLA Teacher Education Program.

C2: Quarterly Advisory Board Meetings

An Advisory Board will be created in the first planning year to oversee the work of the leadership team and provide advice as the program progresses. The Advisory Board will be comprised of five representatives from the three partner organizations: UCLA (e.g., Dr. Arlene Russell, Director of the UCLA Science and Math Initiative); LAUSD Local District 4 (Superintendent Byron Maltez); LA Small Schools Center; United Teachers Los Angeles (President A.J. Duffy), and one other organization chosen from among the Alliance for a Better Community, CARECEN, RFK/Ambassador Schools Complex Advisory Council, Hollywood Property Owners Alliance, the Hollywood Chamber of Commerce. Board members will meet quarterly to review implementation plans, measure program progress against project milestones and provide programmatic support.

C3: Transparent, Legally Binding Agreements between LA-UTR and All Residency Participants

UCLA's Center X will oversee contracts with all residency partners. Residents will be paid a [redacted] stipend for their residency year and have access to housing at below market rates for the term of their service in exchange for a commitment to teach in a high-needs subject area in a high-needs LAUSD school for a minimum of 3 years. Service will be verified with a copy of a LAUSD contract and quality of teaching will be assessed by the faculty advisor, mentor teacher, and principal, using the induction assessments as well as the teacher's annual Stull evaluation. First and second year teachers are considered probationary, and if given a below-standard evaluation either year, they will be released from their LAUSD contract and counseled out of the profession. Any resident who does not complete the service obligation (for reasons other than illness, poor evaluation, or other extraordinary circumstance) will be required to repay

the stipend with interest to LA-UTR and relinquish housing. These recovered funds will be put into the budget supporting improved recruitment strategies for the new year's cohort. All mentors will be paid a [redacted] stipend and will have the opportunity to apply to serve as a TEP instructor for an additional amount ([redacted] per class taught). Any mentor teachers who do not meet their obligations will be released from their mentor teacher duties and asked to repay the stipend.

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Narrative Attachment B: Needs Assessment of the Partners

Partner	Program Component	Strengths	Weaknesses	Goals
UCLA Center X	**Teacher Preparation**	Established Teacher recruitment, math/science pipeline, undergraduate early childhood education, credential and Master's degree, Program evaluation & research	Lacks strong Special Education instructors Needs to develop Early Childhood Ed program with psychology department	Work with UCLA psychology dept. to identify coursework and program leads for Early Childhood and SPED ID accomplished Spec. Ed teachers in residency schools to develop strong mentor cohort
	On-going training	Customized induction program	Does not include year 2 program, collaboration with LAUSD was strained	Develop year 2 program Create clear mechanism to collaborate with LAUSD BTSA unit
	Professional Development (PD)	Portfolio of PD opportunities: five California Subject Matter Projects (Writing, Reading and Literature, Mathematics, Science, and History-Geography), UCLA Parent Project, National Boards Project, and School Transformation Project		Tie PD strengths into comprehensive support program for induction teachers
	Retention	Lead teacher certification	Need to get lead teacher certification approval and salary points	Work with UTLA legal department and CA DOE to get certification Work with LAUSD HR dept. to approve salary points for lead teachers

Partner	Program Component	Strengths	Weaknesses	Goals
Los Angeles Unified School District (LAUSD)	**Preparation**	97.7% credentialed general ed teachers, 0.5% provisional District Intern (DI) program prepares teachers in high-need subject areas	88.9% credentialed special ed teachers, 2.8% provisional Not connected to induction program, some duplication of efforts, demands on participants not always aligned to work in schools Early Childhood Education teachers not required to have BA	Identify LD 4 director to serve as LA-UTR coordinator Early Ed Dept. Director support ECE program design Connect BTSA to residency program Support UTR ECE BA residency program
	On-going training	Beginning Teacher Support and Assessment (BTSA) program is CA Commission on Teacher Credentialing (CTC) certified induction program	BTSA support is uneven due to lack of enough qualified mentor teachers. BTSA not connected to pre-service program	Work with UCLA to develop coordinated BTSA program that better serves new teachers Early Ed Dept. director supports Center X ECE induction program
	Professional Development	Local District 4 has created clusters of innovative pilot schools where PD is highly developed. Excellent trainers for Special Ed, Response to Intervention, Math, Literacy, Technology	PD is not highly developed at ALL Local District 4 Schools No standardized measure to identify, coordinate, support, recognize, or compensate excellent mentor teachers	Use mentor teachers as school based coaches and compensate them Work with partners and LAUSD HR to develop lead teacher job description and salary level
	Retention	Downward economy and Reduction in force has more teachers stay in current assignments	Early Childhood Ed: 83.2% General Education: 65%	Work with LAUSD HR dept. to approve salary points for lead teachers

Partner	Program Component	Strengths	Weaknesses	Goals
Los Angeles Small Schools Center (LASSC)	**Preparation**	Community engagement, developing professional learning communities	Not involved in pre-service training of teachers.	Work with Center X to train new LASSC UTR program staff to support mentor and new teacher preparation
	On-going training	Co-leads Pilot school network Experience with Critical Friends training	Not involved in BTSA or UCLA customized induction programs	Work with Center X and BTSA to co-construct new teacher program Train new LASSC UTR program staff to support induction program and mentor and new teacher preparation
	Professional Development	Provides training to schools in creating innovative small schools, advisory programs, K-12 scope and sequence, Pilot school development, Multiple Pathway PD including project-based learning, real world learning, integrated curriculum develops mentor/lead teachers	Small staff size more demand than staff can handle but no funding available from district and reduced funding from foundations and private sources Need to hire and train new staff	Continue to work on private and public fundraising and grant submissions Secure additional fee for service contracts from LAUSD
	Retention	Ongoing work with schools to develop professional learning communities and distributive leadership that supports teacher retention	Need to hire and train new staff	Work with UTLA legal department and CA DOE to get certification Work with LAUSD HR dept. to approve salary points for lead teachers

Narrative Attachment C: Psychometric Properties of CST Tests

The psychometric information on the CST, below, is taken from Attachment S, a letter to Richard Diaz of the California Department of Education from ETS. The letter can be found on the California Department of Education website **www.cde.ca.gov**.

The California Standards Tests (CST) were developed by the Educational Testing Service with the intent that each test would cover the content standards for English language arts, mathematics, history/social science, and science for grades 9 through 11. Independent groups of content experts reviewed the test items to ensure content alignment. Content experts in each subject were recruited to assure that the new CST test items were developed in accordance with the rationale for establishing a sound content validity foundation as specified in the *Standards for Educational and Psychological Testing*. The final CSTs meet professionally accepted criteria for content validity.

Reliability evidence for previous CST forms was established in two ways. First, the Kuder-Richardson Formula 20 (KR-20), and inex of internal consistency, was calculated for each test. Next, asymptotic conditional standard errors of measurement (CSEM) were calculated via item response theory to supplement the KR-20 reliabilities. The CSEM provides an indication of measurement precision at various levels along the ability continuum. CST forms developed for 2003 have been constructed to similar statistical specifications as forms developed in the past. It is anticipated that CST KR-20 coefficients will range in the high .80s and low .90s, which is a generally acceptable level of reliability for tests of these lengths, and comparable to the values observed for previous CST forms. The CSEMs will be lowest in the intervals of the reported score scale where the majority of the test-takers are located. It is expected that the KR-20s and

CSEM for the CSTs will meet the intended statistical specifications, and that the CSTs will set an example for desirable psychometric properties.

A key goal of the State's assessment program is determining how California students compare with students throughout the nation in terms of basic academic skills. This objective is accomplished through the inclusion of the California Achievement Tests, Sixth Edition (CAT-6) in the assessment battery. The CAT/6, the new normative component of California's standardized assessment system, is published by CTB/McGraw-Hill. Also known as the Terra Nova, Second Edition, the CAT-6 is a well established norm-referenced test battery that has "survived the test of time". The content- and construct-validity of the battery are described in the *CAT-6 Technical Report*. Reliabilities for the Survey forms used in California are described in the Technical Report as typical for tests of this type. A complete report of the item development, field testing, and research verifying that the test meets the highest standards of psychometric and technical excellence in the assessment industry is available in a report on *Technical Quality* available on the CTB McGraw-Hill website, **www.ctb.com**.

Narrative Attachment D: Project Leaders' Vitae (Abbreviated versions)

- Karen Hunter Quartz, Principal Investigator

- Jeanne Fauci, Co-Principal Investigator

- Joan Herman, Lead Evaluator, Director of CRESST

- Julie Kane, Project Director