



SCHOOL BOARD ACTION REPORT

DATE: March 15, 2019
FROM: Dr. Larry Nyland, Superintendent
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For Introduction: March 21, 2018
For Action: April 4, 2018

1. TITLE

Seattle Teacher Residency Program Funding

2. PURPOSE

This Board Action Report provides authority for the Superintendent to dedicate \$251,000 for the purposes of the Seattle Teacher Residency (STR) Program in the 2018-2019 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to dedicate \$251,000 in the 2018-2019 school year budget for the purpose of the Seattle Teacher Residency Program.

4. BACKGROUND INFORMATION

a. Background

In order to ensure educational excellence and equity for every student, Seattle Public Schools (SPS) Human Resources' strategic plan is centered on making sure there is a high quality teacher in every classroom on the first day of school. In addition, despite our best efforts to recruit a diverse teaching corps, only 20% of our typical recruiting class identify as a person of color. On the first day of school in the fall of 2017, SPS had 75 unfilled teaching positions. While Title I schools make up 29% of our schools, they accounted for 41% of the unfilled classrooms on the first day of school. Unfilled classrooms disproportionately affect our students living in poverty, and our students of color. This creates an opportunity gap – all students deserve the opportunity to have access to high quality teachers each and every day they are in school. Strategies to mitigate this are underway, and the Seattle Teacher Residency Program is one of our most promising practices to eliminate this opportunity gap.

The theory of change rests on the assumption that teacher preparation is not just a university endeavor, but instead requires partnership and collaboration in all aspects of the recruitment, preparation and retention of high quality teachers. All four partners (Seattle Public Schools, Seattle Education Association, University of Washington and the Alliance for Education) have aligned goals to recruit a diverse workforce, to ensure that preparation is integrated, rigorous and context specific and ensure residents commitment to teach for five years in SPS. Because we know that having a high-quality teacher in the

classroom is the single most important in-school factor to improving student outcomes, our theory of action rests on the assumption that STR graduates are well prepared to assume the lead role of teaching on the very first day of employment in SPS. Research also provides insight into the importance of having teachers of color who represent the student population. STR's commitment to recruiting candidates from diverse backgrounds is demonstrated by the results from each of the five recruiting classes to date.

The conception of this program began six years ago. Seattle Public Schools partnered with the University of Washington, the Seattle Education Association, and the Alliance for Education to create an innovative new teacher preparation program model – the Seattle Teacher Residency. Our shared commitment to closing opportunity and achievement gaps for students of Seattle Public Schools led us to seek new strategies to develop excellent teachers for our most challenged schools. Our collective vision was to develop a program that would recruit, train, place and retain a diverse group of high quality teachers prepared specifically to serve in Seattle's Title I environment.

In the original vision, participants in the Residency would spend a year learning through observation and practice, as medical residents do, alongside a seasoned mentor teacher in a Title I school. Coursework taught by both University of Washington instructors, as well as SPS staff, would complement their practicum-based learning experience, and upon graduation, all residents would receive both a UW Master's in Teaching, as well as a Washington State teaching certificate. Participants would reflect the diversity of the students they would serve, and would commit to teaching in Title I schools in Seattle for at least 5 years after their residency year, addressing the teacher retention challenges that often impact our Title I schools.

Six years later, the program is delivering on every aspect of that vision. 40% of our STR graduates identify as teachers of color – double the average diversity of SPS teachers. They are trained in culturally responsive and trauma-informed practices, and work with families in the community in an intentional and focused effort to be better prepared to meet the needs of the students they serve. Residents learn alongside mentor teachers for the entire school year (as compared to average student teaching requirements of 6-8 weeks), so when they begin their work as teachers-of-record, their principals report they perform as though they already have multiple years of experience. To date, 91% of STR graduates are still teaching in Title I schools in SPS. This compares to a 60% three-year retention rate for other teachers in SPS Title I schools. Currently, a total of 90 STR graduates are teaching in 30 Seattle high-needs schools. We have 19 more in their residency year, ready to be placed for the 2018-2019 school year.

Over the last three years, our STR graduates have made up between 24% and 37% of all Title I new-to-profession elementary hires for the district. STR is enriching the teacher pool for SPS in significant and meaningful ways, and ultimately will ensure stronger outcomes for our students in our most challenged schools.

SPS has worked closely with our partners to ensure there is alignment between teacher preparation, developing mentors for Resident teachers, and focusing on practices that explicitly train on race and equity in education. The positive impact STR has on mentor

teachers cannot be overlooked. The Residency provides professional development in teacher mentoring, co-planning, and co-teaching, pedagogical practice, and exploration of race and equity in the classroom. This monthly professional development provides experienced mentors with an experience that not only quips them to effectively mentor residents, but that also positively impacts their own practice. Monthly mentor cohort meetings provide mid-career educators leadership and networking opportunities, strengthening our teacher communities in our highest impacted schools.

Additionally, mentors who support residents for the year-long internship attend a 3-day workshop in the summer and monthly professional development specifically designed to develop their skills as mentors, collaborate with them on program curriculum, and provide time to review processes and tools for resident evaluation. By intentionally integrating STR curricular content into mentor professional development, mentors have the ability to learn alongside their residents and to grow their own professional practice, while allowing the STR staff to calibrate the program based on their feedback. Throughout the year in these targeted professional development sessions, mentors are provided tools that position them as teacher educators and prepare them for the responsibility of delivering content and instruction to residents.

The Seattle Teacher Residency Program plays a meaningful role in supporting Seattle Public Schools in addressing the existing opportunity gap for our students. The partnership we have built is the only one in the country that includes the educators association as a formal partner. The Seattle Teacher Residency is seen as a model program for residencies across the nation.

A draft Partnership Responsibilities and Scope of Work agreement is attached, which will replace the prior Memorandum of Agreement between The Alliance, UW, SEA, and SPS.

b. Alternatives

We could rely on existing teacher preparation programs to provide the candidates for our Title I elementary positions, but given that each year more than half of our new-to-profession elementary teachers end up in Title I schools, this is a passive effort that perpetuates the issues we are trying to address through the Residency (diverse, well-prepared teachers who stay in these positions).

c. Research

According to National Center for Teacher Residencies research (2015 Network Impact Overview – see attachment), “Teacher residency programs prepare new teachers with the skills and mindsets that enable them to start out as highly effective teachers of record, thereby reducing turnover, creating teacher leader opportunities and providing comprehensive induction services and ongoing professional learning to support both new and experienced educators.”

Their 2015 Network Impact Overview reports that Teacher Residencies are:
Preparing teachers who are ready for the rigors of teaching in high-need schools

- An overwhelming majority of principals who hire residency program graduates say graduates are well prepared to enter the classroom as teachers of record. Percentage of principals who report residency program graduates are well prepared for the following classroom activities and practices:
 - 100% use positive reinforcement strategies to respond to student behavior
 - 94% develop and/or use assessments to track student performance and standards mastery
 - 94% utilize student performance data to plan standards-based lessons
 - 91% check student understanding to adjust or differentiate instruction in real time

Preparing teachers who are more effective than the typical new teacher

- Hiring principals report that residency program graduates are more effective than other new teachers. Percentage of principals who rated residency graduates as more or much more effective than the typical new teacher:
 - 74% in classroom instruction and pedagogy
 - 74% in using data to inform instruction
 - 70% in establishing a positive learning environment
 - 70% in demonstrating professionalism and leadership qualities

Preparing teachers who are effective in raising student achievement

- Students taught by graduates of Network partner programs outscore either students taught by non-residency trained comparison-group teachers or the remainder of district students in the same tested subjects and grade levels.

The Network Impact Overview concludes:

“Longitudinal residency impact data shows that the residency model decreases teacher attrition and extends the reach of excellent teachers so that students in our neediest schools have the effective, prepared educators they deserve.”

Our own district data demonstrates the particular impact of the STR in SPS:

- 3-Year Title I Retention: 91% Residency retention rate vs. 60% retention rate for non-Residency teachers.
- Diversity Impact: 40% of Residency graduates are teachers of color, compared to 20% of SPS teachers overall.

[NCTR 2015 Network Impact Overview \(https://www.nctresidencies.org/wp-content/uploads/2016/04/NCTR-2015-Network-Impact-Overview.pdf\)](https://www.nctresidencies.org/wp-content/uploads/2016/04/NCTR-2015-Network-Impact-Overview.pdf)

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$251,000 for the 2018-2019 school year, which represents SPS’s share of the cost of the program. The Alliance for Education is the operational owner of the STR Program. Should this motion pass, our contribution will be about 25% of the total cost of the program (see attached budget). The Alliance for Education raises the additional 75% of the STR Program costs through philanthropy. There is no expectation that the District meet a certain percentage of the overall cost of the entire program, but that we make a contribution of \$251,000

for the 2018-2019 school year. In outgoing years, the ideal cost structure would have the SPS contribution be 1/3 of the total cost of the program, with the Alliance for Education responsible for the remaining 2/3. The assumption is that the cohort size remains the same. This BAR is requesting one time funding for the 2018-2019 school year. Any conversations regarding 2019-2020 and beyond would come back to the Board for approval.

The district's share of the cost of the program (\$251,000 in the 2018-2019 school year) pays for:

- 30 mentor teacher Stipends @ \$2,500 per stipend + 25.52% for benefits = \$94,140
- The remaining amount of the \$251,000 is provided to the Alliance via Personal Service Contract, estimated to be \$154,860

The revenue source for this motion is funding from school year 2017-2018 that is uncommitted and has not been included in any budget scenario or estimate when considering the 2018-2019 budget.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

During the design and launch years of the Seattle Teacher Residency (first 3 years), the Program Director convened an Advisory Council comprised of individuals from community-based organizations (City Year, Reading Partners, SESEC, ERAC and others), non-partner schools within SPS (teachers and school leaders), SPS central office administrators, WEA/SEA representatives, and additional Seattle community members, including parents. This group represented a broad range of experience and community insight that could counsel and guide the development of the residency program. The STR Advisory Council met quarterly to discuss the process and progress of design and launch, providing guidance and input on the planning of STR and the experience of implementation.

There is currently an STR Steering Committee that meets quarterly to provide oversight. The Committee is made up of the Superintendent, Deputy Superintendent, Assistant Superintendent

of HR, CEO of the Alliance, STR Director, University of Washington Dean for the College of Education.

7. EQUITY ANALYSIS

STR was created to specifically address the opportunity and achievement gaps that exist in schools for students of color and students impacted by poverty. The residency model is centered around rigorous preparation of a diverse cohort of high quality educators who are trained in and understand the contexts in which they will be hired – Seattle Title I schools.

STR Residents are immersed in SPS Title I schools that are rich in culture and diversity, and are also impacted by poverty. Residents engage in deep exploration of their own identities and how power and privilege impact the biases and assumptions that individuals make about others. They specifically explore and experience what this means in the classroom. As an example, as part of the residency year, they visit the Monroe Correctional Complex to engage in conversations with the Black Prisoners’ Caucus and reflect on the school-to-prison pipeline with men who have experienced it, in order to better understand how to interrupt that pipeline in their own classrooms. Residents are charged with challenging their own assumptions and are supported to leave STR with the belief that not only can all children learn and be held to high expectations, but that our students, their families, and their communities are partners in that education, bringing rich resources and assets to the classroom.

The driving purpose of the Seattle Teacher Residency is to impact the experience of students in Seattle’s Title I schools. We see the STR impact in a broad and deep range of ways:

- Residents focus specifically throughout the residency year on issues of racial equity and racial identity, deepening their understanding of their own racial identities in relation to the students, their students’ families, and their school communities.
- Residents more closely represent the racial diversity of the students they serve (as compared to the district overall, and to the entering cohort of new teachers each year)
- Each year more than half of new-to-profession elementary teachers in SPS are hired into Title I schools. The intentionally-equipped STR graduates have represented between 24%-37% of those new teachers in the last 3 years.

8. STUDENT BENEFIT

By equipping culturally responsive teachers, who more closely reflect the diversity of the students they serve, we will positively impact the experience and learning of students in Seattle’s Title I schools and accelerate closing the opportunity gap

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of SPS contribution exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: ___ While the total allocation for STR would be \$251,000, the actual Personal Service Contract amount with the Alliance for Education will be \$156,860 (total allocation – mentor stipends)

10. POLICY IMPLICATION

Board Policy 6114 requires that any grant that exceeds \$250,000 needs Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on March 15. The Committee reviewed the motion and moved it forward for approval.

12. TIMELINE FOR IMPLEMENTATION

The 30 residents of Cohort 6 of the Seattle Teacher Residency will begin August/September of 2018. Residents will be placed as teachers in SPS in the fall of 2019.

13. ATTACHMENTS

- One-Page STR 2017
- STR Line Item Budget (Alliance for Education)
- Draft Partnership Responsibilities and Scope of Work (for reference)



Having a high quality teacher in the classroom is the single most important in-school factor correlated to student success.

The Need

- ⇒ The SPS Human Resources strategic plan is centered on making sure there is a high quality teacher in every classroom on the first day of school.
- ⇒ SPS had 75 unfilled teaching positions the first day of school in fall of 2017.
- ⇒ Title I schools made up 29% of our schools, but accounted for 41% of unfilled classrooms on the first day.
- ⇒ SPS is working to ensure the educator workforce reflects the diversity of our student population. STR is an important pipeline of high quality teachers that support that effort.



TARGETED RECRUITMENT + RIGOROUS PREPARATION + EFFECTIVENESS AND RETENTION



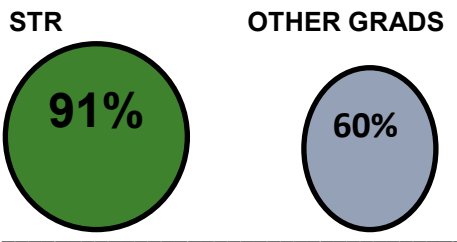
WHERE WE ARE



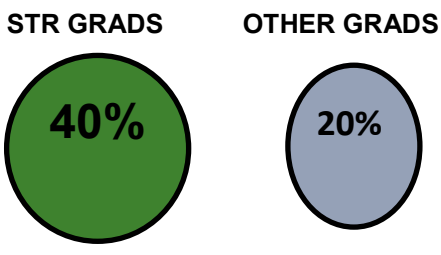
90
graduates
working in
30
high needs
Schools
19
training
now

GREATER RETENTION RATES

(3 year retention rate at Title I schools)



GREATER DIVERSITY



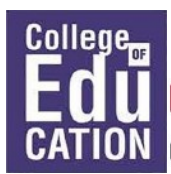
PERCENT OF NEW TEACHER HIRES IN SPS TITLE I SCHOOLS

2014-15	2015-16	2016-17
24%	31%	37%

“STR graduates have more confidence than other new teachers. Their lessons are well thought out and they engage students in a variety of ways. They are quick learners, willing to put in the hours to be great at this work.”

STR Hiring Principal

A UNIQUE PARTNERSHIP



Seattle Teacher Residency

Budget by Cohort

Cohort 6
(2018-19)

DIRECT EXPENSES	# of Residents	30
Salaries & Benefits (3.95 fte)	See Note 1	\$408,500
Resident Stipends	See Note 2	\$450,000
Mentor Stipends & Benefits	See Note 3	\$93,000
Tuition Reimbursement	For qualifying Cohort 1 residents only - See Note 4	\$75,000
Dues, Memberships	NCTR annual membership fee	\$13,000
Meetings (space rental, hospitality)	Facility rental & hospitality for Resident & Mentor retreats, trainings, stakeholder meetings, etc.	\$6,800
Induction PD for STR Grads	For trainers and sub-teachers for STR grads attending Induction PD.	\$3,090
Mentor PD	For trainers and sub-teachers for STR mentors attending Mentor PD.	\$6,000
Out of State Travel, Lodging, Meals	For NCTR Institutes, site visits, PD travel	\$3,700
Printing & Copying		\$1,500
Supplies		\$2,600
Local Travel (Mileage & Parking)	STR staff local travel to school sites, etc,	\$3,100
Conference Registration/Staff PD		\$1,600
Miscellaneous		\$1,000
TOTAL DIRECT EXPENSES	Does not include expenses paid directly by partners	\$1,068,890
INDIRECT EXPENSES		
Occupancy and other program support	Office space, phones, copiers, equipment, IT and administrative support at 15% & central office coordination	\$220,334
TOTAL PROJECT BUDGET		\$1,289,224

NOTES

- Salaries include STR Director, Field Manager, Curriculum & Induction Coordinator, Recruitment & Admissions Coordinator, Research/Data analyst; 28% benefits.
- C6: 30 resident stipends at \$15,000.
- 30 mentors at \$2,500 and SPS benefits of 24%
- STR made commitment to Cohort One members to reimburse tuition paid to UW in 2013-14 at rate of 20% per year subject to the STR graduate fulfilling commitment to teach in SPS high-need school for 5 years.



Partnership Responsibilities and Scope of Work

THE PARTNERS

This Scope of Work (“SOW” or “Agreement”) outlines the responsibilities by the Alliance for Education (“Alliance” or “AFE”), Seattle Public Schools (“SPS”), University of Washington College of Education (“UW”), and the Seattle Education Association (“SEA”), herein-after known as the Partners.

PURPOSE

1. The Partners share a common goal of improving academic achievement for all students, particularly addressing the needs of students from diverse socioeconomic, racial, cultural and linguistic backgrounds. To that end, the Seattle Teacher Residency (STR) Program, herein-after known as the Program, is established to recruit, prepare, and support the retention of teachers effective in teaching these students. The Mission of the STR is to accelerate student achievement through the preparation, support, and retention of a group of exceptional teachers in SPS whose diversity reflects the demographics of their students. The Partners have collectively established 5 Impact Goals as follows:
 - Impact Goal #1 - STR design responds to SPS’ identified student needs (academic, social, cultural, etc.) in order to positively and meaningfully impact student achievement. The design and rationale can change over time based on needs revealed by data. STR will pursue a strategic focus and deploy resources in high-needs schools that have demonstrated a school-wide commitment to improvement.
 - Impact Goal #2 - STR has a coherent and shared curricula and pedagogies (across partners and programs) for mentoring and clinical practice, including:
 - Common mentoring practices
 - Mechanisms to make practices public and to collectively develop practices
 - Clinical Higher Ed methods developed and enacted with residency schools
 - Concentration of residents and rationale
 - Linked use of funding, community resources, leadership resources
 - Linked school-wide improvement work
 - Impact Goal #3 - STR recruitment strategies will contribute to the diversity of SPS teachers by recruiting residents that reflect the demographics of SPS students and families.
 - Impact Goal #4 - STR will contribute to the development, support and sustainability of diverse resident and mentor teachers who demonstrate a commitment to instructional leadership, reflective practice and culturally responsive teaching as measured by student growth, retention data (teachers and mentors) and school classroom climate data (new teacher evaluation).
 - Impact Goal #5 - STR will be an anchor element of a coherent human capital strategy for SPS. This includes HR use of data systems to organize meaningful and relevant data and produces reports that are accessible and customizable as related to: student achievement, teacher performance (PG&E), and hiring trends.

2. The purpose of this SOW is to establish the framework for the implementation and support of the Program and to clarify the responsibilities of each Partner and of the Partners jointly. The Partners acknowledge that the guidelines set forth in the SOW may be modified from time to time, in writing, signed by all Partners, as the Program develops and evolves to meet SPS needs and to fulfill its mission.

SUMMARY OF THE PROGRAM

3. STR will focus on developing a diverse pipeline of teachers specifically for SPS. Applicants to the STR will be recruited and accepted based on selection criteria established by the Partners. Residents will complete a full-year residency alongside a mentor teacher while taking coursework that is aligned to and/or incorporates district initiatives, standards, and curriculum. Residents will be certified upon completion of Year 1 and become teacher of record in Year 2, post-residency experience. Upon acceptance, they will commit to 5 years teaching in SPS as well as to completing a second endorsement in SPED or ELL during the post-residency year.

Residency Eligibility Criteria:

STR seeks residents who have the following qualifications:

Experience

- Have strong content area knowledge and successful academic achievement as evidenced by:
 - Bachelor's Degree
 - Demonstrated academic success
 - Meeting UW admissions requirements
 - Meeting endorsement standards as defined by UW transcript review and state required competencies
 - Successful completion of West B (prior to acceptance) and West E (Elementary – prior to completion of the Program)
<http://www.west.nesinc.com/>
- Commit to teach in Seattle Public Schools for a minimum of **5 years** in schools (such as Title 1) serving low income communities/diverse student populations (post-residency year)
- Have volunteered in, have prior work experience in, and/or make commitments to – a) organizations that serve the academic, emotional, physical, social need of urban students, b) in urban schools, as evidenced by:
 - Sustained engagement with children, families, and communities in urban settings
 - Successful work with diverse student populations (linguistic, cultural, social, economic)
 - In both public school as well as youth and family support programs, pre-school, social agencies
 - Family, community &/or work experiences reflective of intentional commitments to access & equity

Skills

- Demonstrate strong leadership ability
 - Evidence of successful leadership experience in multiple contexts
- Demonstrate commitment to ongoing learning
 - Ability to receive feedback and listen to/learn from others (including youth)
 - Understand the value of feedback and collaboration and have strong desire to improve & grow
 - Reflective about experiences and have ability to put knowledge into practice
- Demonstrate superior communication skills

- Strong interpersonal/relationship-building skills
- Ability to collaborate
- Possess superior organizational skills
 - Time management, planning, scheduling, coordinating resources, meeting deadlines
- Have ability to speak or interest in learning a second language

Personality Profile

- Demonstrate passion for serving urban students from diverse backgrounds, commitment to social justice and equity as evidenced by:
 - Knowledge of opportunity gaps that exist for students who are impacted by race, culture, language, poverty
 - Particularly with regard to access to quality education
 - Deep belief that all students can learn
 - Sense of agency + responsibility for student learning
 - Openness & willingness to engage w/the toughest questions re: equity, race, gender, socio-economics, as well as privilege & entitlement
- Demonstrate resilience and perseverance, especially when faced with challenges
 - Risk takers, seek challenges and ask provoking questions
 - Able to reflect on the past and learn from struggles and successes
 - Have a history of making good choices & learning from poor choices
 - Hard working

Resident Commitment:

STR residents will commit to:

- 14-month preparation in a school identified as high-need Title I school
- Internship year with mentor teacher in an assigned SPS school
 - Courses 1 day + 1 evening/week
 - 1 Saturday/month (possible)
- 5 years teaching in SPS post-residency year
- Pursuit of either ELL or SPED endorsement during first induction year (determined by district need)

Resident Support Information:

It is anticipated that STR residents will receive:

- Stipend during the Residency year - \$15,000
- In-state tuition
- Initial certification + Masters in Teaching from University of Washington
- Teaching position in SPS, beginning in year 2 of the program implementation, upon successful reference and background checks and completing the Program.

4. Decisions regarding hiring and supervision of Program staff will rest with the Partner that constitutes the legal employer for that Program staff person; however, the Partners will consult with one another regarding all hiring decisions for the Program and will jointly evaluate employee performance. Teaching Faculty will be jointly selected as well and then subject to the University's policies and procedures for appointment.

5. The Program will be jointly managed by the Steering Committee. Each Partner will have roles and responsibilities within their respective institutions as outlined in the Roles and Responsibilities section of this Scope of Work.

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TERMINATION

Any Partner may terminate this SOW for any reason upon written notice to the other Partners by November 30th. In the event of such notice, termination of the Agreement shall take effect at the beginning of the following academic year. For purposes of this SOW, “academic year” is defined as August-June. Notwithstanding any notice to terminate, all Parties must complete their commitment to each existing cohort of Residents and must remain active in implementation of the Program through the academic year and funding cycle. All Partners understand that a lack of funding may terminate or significantly reduce the Program in future years.

RESPONSIBILITIES OF THE PARTIES

11. *The Partners will share the following joint responsibilities:*

- a. Stewardship of the Mission, Vision, and Impact Goals of STR jointly created by its Partners
- b. Shared ownership of program design and implementation
- c. Make available directors and other appropriate personnel to serve on the Program’s Launch Team, in order that each Partner shall have equal representation and equal say in all decisions reached for the Program
- d. Work collaboratively on Program design and implementation of curriculum and instruction for the Program
- e. Work collaboratively on Program research design, implementation and dissemination
- f. Jointly pursue fundraising opportunities for the Program
- g. Jointly oversee implementation of the Program in alignment with the agreed upon Program design and budget
- h. Identify prospective adjunct faculty who will be subject to the “University Approval and Appointment process”
- i. Collaborate on Program evaluation design
- j. Participate in recruitment and selection process of all resident in conjunction with University requirements for admission
- k. Participate in mentor and site recruitment and selection process
- l. Participate in search process for all Program faculty and staff
- m. Market and advertise the Program through respective websites, publications, and network of professional contacts, including communication with local and national media

12. *The Alliance for Education will:*

- a. Hold all Partners accountable to the terms of the Agreement to ensure alignment across all aspects of the STR

- b. Convene meetings with decision-makers of the partnership
- c. Initiate and facilitate an effective and streamlined decision-making process
- d. Secure private funds and fund the Program to supplement the District's yearly contribution.
- e. "House" the Program Director (PD) and Residency staff: Serve as employer of the Program Director and all staff; provide office space and materials as required, provide day to day supervision of PD and staff
- f. Be the grant applicant and sponsor. As such, it will provide the organizational structure for at least the first planning year
- g. Lead outreach and engagement with potential funders, budget development and proposal writing, with significant contributions from the College, SEA, and SPS
- h. Be responsible for grant management, accounting and other obligations, including progress reports to which all partners will contribute.
- i. Supervise development of materials such as Program logo, website, and tagline.

13. *SPS will:*

- a. Work with Program Director and other Program representatives to select and support mentors for all Residents
- b. Work with Program Director and other Program representatives to identify needs of SPS schools so that Program will support school sites in which Residents will work
- c. Provide a full-time teaching position in a high priority school (Title 1) for each satisfactorily performing Seattle Teacher Resident
- d. Provide induction program support and mentoring for first and second year STR teachers as outlined by district mentoring standards
- e. Work collaboratively with the Program to provide data for evaluation and the design, implementation, and dissemination of research with the purpose of knowledge generation
- f. Make available to Partners updates on district budget projections, high need position openings, and other relevant information as may be necessary for Program planning
- g. Make available to Partners annual data on student achievement, student attendance, teacher attendance and other relevant data as needed
- h. Identify financial resources to support the Program, including but not limited to tuition reimbursement, mentor stipend and support, curriculum development, and induction support
- i. Provide opportunities to work with District directors and principals to clarify the collaborative nature of the Program, including, but not limited to defining roles and responsibilities, hiring expectations, and school based needs
- j. Identify potential opportunities for teachers to hold district jobs that support the STR.
- k. Provide meeting spaces for classes, seminars, and retreats
- l. Provide substitute teachers to release STR Program Residents and Mentors for the following, but not limited to: professional development, national program representation, assistance in interviewing, and program assistance as agreed upon on an annual basis
- m. Make available to the Partners retention data on teachers who are graduates of the Program
- n. Provide a \$2,500 mentor stipend to teachers who support Residents during the Residency year.
- o. Grant permission to AFE to fundraise, submit grants, and perform grant sponsorship on behalf of SPS for the sole purpose of supporting the STR program. SPS grants permission for AFE to use the SPS name and logo when soliciting donations or grant funds for the STR program for SPS schools. AFE agrees that it will provide a copy to SPS of all grant proposals and reports that AFE uses that has the SPS name or logo.

AFE must obtain written permission prior to the use of videos or photographs involving SPS schools or programs.

- p. SPS may make a financial commitment to AFE to support STR. For the 2018-19 school year, SPS will make a \$156,860 financial commitment to AFE through a separate personal service agreement.

14. *The University of Washington College of Education will:*

- a. Collaborate with program partners to develop the program of study
- b. Provide a state-approved teacher preparation program to STR residents, recommend those who successfully complete the certification program for Washington State Residency Teacher licensure and additional endorsements; and award a Masters in Teaching degree to all Seattle Teacher Residents who successfully complete the Program
- c. Collaborate with partners to identify fundraising opportunities.
- d. Provide all residents access to standard student benefits and services
- e. Deliver the program of study agreed upon by the partners; including hiring and managing course instructors
- f. Provide access to library services to all adjunct instructors and SPS certificated staff associated with the STR to assist with curriculum development and research
- g. Ensure that University services are coordinated to support Program success, including: admissions, financial aid, budgeting, curriculum, adjunct faculty hiring, and faculty support.
- h. Facilitate the University Adjunct Faculty “Approval and Reappointment Process” for all Program faculty
- i. Provide the STR budget projections on actual costs, tuition, and University revenue by November for the following academic year.

15. *The Seattle Education Association will:*

- a. Provide direct communication with NEA regarding development of STR in broader context of UTRs nationally and promote STR as a potential site to highlight and contribute resources; identify and pursue NEA-related grant opportunities.
- b. Provide insight into schools with a strong culture and climate whose teachers are both highly qualified (innovative) and have strong mentorship potential
- c. Identify its support and participation in the development of the STR, and seek to generate member support through ongoing communication about the program and engagement of members in the development process.
- d. Facilitate development of recruitment and hiring guidelines for the STR and bargain those guidelines as needed in the Collective Bargaining Agreement (CBA); manage process for assuring that provisions are made and requirements are met for hiring residents.

OTHER GENERAL PROVISIONS

16. General Provisions

- a. This Agreement shall become effective when signed by each of the Partners. Thereafter, this Agreement may be amended at any time in writing by the Steering Committee. However, the nature or scope of a Partner’s obligation or commitment under this Agreement may not be modified

without such Partner's written consent.

b. This Agreement sets forth the Partners' current intentions regarding the development, management, funding and implementation of the Program. The Partners agree to use their reasonable best efforts to pursue the development and implementation of the Program consistent with the terms of the Agreement.

c. Nothing contained in this Agreement shall constitute or give rise to a partnership, agency or joint venture among any of the Partners. No Partner shall have the right to obligate or bind any other Partners in any manner whatsoever, and nothing contained in this Agreement is intended to give any third party any right of any kind.

d. All Partners acknowledge and agree that they have no authority to enter into a contract that would bind any individual Partner. A statement to this effect must be included in any contract or purchase order that a Partner enters into with any third party.

e. Each Partner shall maintain, at its own expense, general liability insurance in the minimum amount of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate for bodily injury, death and property damage liability and workers' compensation insurance within applicable statutory limits. Evidence of such insurance shall be provided to the Partners upon request.

f. Each Partner shall comply with all applicable laws regarding affirmative action and equal opportunity and regarding the protection of student education records in fulfilling this Agreement and shall not discriminate against any person or group of persons on the basis of race, color, creed, sex, age, national origin, ancestry, religion, disability, or sexual orientation.

g. This Agreement shall be interpreted and enforced in accordance with the laws of the State of Washington.

h. If any provision of the Agreement is held to be unenforceable or invalid by a court of competent jurisdiction, such provision shall be reformed to the minimum extent necessary to cause such provision to be valid, enforceable and legal while preserving the intent of the Partners as expressed in this Agreement. In the event that any provision cannot be so reformed, such provision shall be severed from the Agreement and an equitable adjustment shall be made to the Agreement, including addition of necessary further provisions to this Agreement, to give effect to the intent so expressed and the benefits so provided.

i. No Partner may assign its rights or obligations hereunder without the express written approval of the other Partners.

j. This Agreement may be executed in multiple counterparts with each original counterpart signature page, when combined with and attached to a copy of the Agreement, constituting a single Agreement. A facsimile signature page or PDF formatted and transmitted original signature page shall be considered an original signature page.

k. Nothing in the Agreement shall be construed as conferring any rights or benefits upon any person who is neither a party to this Agreement nor a grant to such person of the right to enforce any provisions contained herein.

1. This Agreement constitutes the entire agreement of the Partners and supersedes all prior agreements and discussion of the Partners, oral or written, regarding the subject matter hereof.

The Parties have executed this SOW by their signatures below, as of the date signed.

Alliance for Education

By: _____
Lisa Chick, President/CEO

Seattle Public Schools

By: _____
Larry Nyland, Superintendent

University of Washington

By: _____
Mia Tuan, Dean of the College of Education

Seattle Education Association

By: _____
Phyllis Compano, President

DRAFT