



SCHOOL BOARD ACTION REPORT

DATE: October 14, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Clover Codd, Chief Human Resources Officer, clcodd@seattleschools.org

For Introduction: November 18, 2020
For Action: December 2, 2020

1. TITLE

Seattle Teacher Residency Program Contract

2. PURPOSE

This Board Action Report provides authority for the Superintendent to enter into a contract with the Alliance for Education, Seattle Teacher Residency Program (STR). The contract uses a combination of Seattle Public Schools baseline funding and the City of Seattle/Department of Education and Early Learning (DEEL) funding received for “Teacher Diversity”.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to enter into a Personal Service Contract with the Alliance for Education for the 2020-2021 school year for a total not to exceed \$301,639 for the purpose of implementing the Seattle Teacher Residency Program.

4. BACKGROUND INFORMATION

Background: In order to ensure educational excellence and equity for every student, Seattle Public Schools’ (SPS) strategic plan is centered on recruiting and retaining a culturally responsive staff that represents the demographics of our students. The Seattle Teacher Residency Program is an important preparation program with a diverse cohort of students who commit to teach in SPS Title I schools for five years.

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 commit to teach for five years in SPS. Research proves that having a high-quality teacher in the classroom is the single most important in-school factor to improving student outcomes. 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 seven recruiting classes to date.

Our shared commitment to closing opportunity and achievement gaps for students in Seattle Public Schools led us to seek new strategies to develop excellent teachers to assume positions in Title I schools.

STR Residents spend one full school year learning through observation and practice, as medical residents do, alongside a seasoned mentor teacher. Coursework taught by both University of Washington instructors, as well as SPS staff, compliments their practicum-based learning experience, and upon graduation, all residents receive both a UW Master's in Teaching, as well as a Washington State teaching certificate.

Seven cohorts later, the program is delivering on every aspect of that vision. Nearly 50% of the 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. To date, 82% of STR graduates are still teaching in Title I schools in SPS. This compares to a 61% five-year retention rate for other teachers in SPS Title I schools. Currently, a total of 110 STR graduates are teaching in 33 of our schools. We have 25 more in their Residency year, and 54% of them are people of color.

SPS has worked closely with our partners to ensure there is alignment between teacher preparation, mentor development, and culturally responsive teaching practices with a focus on racial equity. The positive impact STR has on mentor teachers cannot be overlooked. The Residency provides professional development in coaching, co-planning, and co-teaching, pedagogical practice, and exploration of race and equity in the classroom. Monthly professional development provides experienced teachers with training that not only equips 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 STR faculty on program curriculum, and provide time to review processes and tools for resident evaluation. This work has continued in a remote setting. By intentionally integrating STR curricular content into mentor professional development, mentors learn alongside their residents and 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 Seattle Teacher Residency is seen as a model program for residencies across the nation. STR directly supports our goals outlined in our strategic plan, Seattle Excellence.

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.

Research: According to National Center for Teacher Residencies, 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.

5. FISCAL IMPACT/REVENUE SOURCE

The total contribution for the Seattle Teacher Residency Program is \$400,000. This amount combines SPS baseline funds of \$250,000 and grant funds in the amount of \$150,000. SPS pays \$301,639 to the Alliance for Education to fund the STR Program for the 2020-21 school year. SPS pays the remaining amount of the \$400,000 budget, approximately \$98,361 to SPS staff in the form of stipends to act as mentors to STR Program participants.

The revenue source for this motion is baseline funding at \$250,000 and City of Seattle/DEEL grant funding at \$150,000 for our “Teacher Diversity” grant. The “Teacher Diversity Grant” provides \$563,750 for multiple efforts related to increasing the diversity of our educators, including our Academy for Rising Educators. \$150K is set aside to support the Seattle Teacher Residency program. We expect the City of Seattle/DEEL funding to be renewed each year for the next six years of the City levy.

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, non-partner schools within SPS (teachers and school leaders), SPS central office administrators, Washington Education Association (WEA) and Seattle Education Association (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 was extensive community engagement during this phase.

As time has progressed, we have strong partnership from all four partners. There is currently a STR Steering Committee that provides oversight and is consulted as needed. The Committee is made up of the Superintendent, Chief Human Resources Officer, CEO of the Alliance for Education, STR Director, University of Washington Dean for the College of Education, and the President of the Seattle Education Association.

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, culturally responsive educators who are trained in and understand the contexts in which they will be hired.

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, Residents typically 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.

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 grant 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 \$400,000 the actual Personal Service Contract amount with the Alliance for Education will be \$301,639 (total allocation – mentor stipends and benefits)

10. POLICY IMPLICATION

Per Board Policy No. 6220, Procurement, contracts exceeding \$250,000 require Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit and Finance Committee meeting on November 9, 2020. The Committee reviewed the motion and moved the item forward with recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

The 28 residents of Cohort 8 of the Seattle Teacher Residency began August/September of 2020. Residents will be placed as teachers in SPS in the fall of 2021. The personal service contract will support the STR operational budget from the date of approval of this BAR through August 31, 2021.

13. ATTACHMENTS

- Letter of Intent from the City of Seattle’s Department of Education and Early Learning for \$563,750 for the Teacher Diversity Grant (for reference)
- Alliance for Education Scope of Work for Seattle Teacher Residency (for reference)



Seattle Department of Education & Early Learning

Jenny A. Durkan, Mayor
Dwane Chappelle, Director

March 10, 2020

Michael Stone, Director
Grants and Strategic Partnerships
Seattle Public Schools
PO Box 34165
Seattle, WA 98124-1165

RE: Letter of Intent – Educator Diversity 2020-21 School Year

Dear Mr. Stone:

This is to inform **Seattle Public Schools (SPS)** that the Seattle Department of Education and Early Learning (DEEL) intends to allocate up to a maximum amount of **\$563,750** including indirect for 2020-21 school year Educator Diversity programming. This funding is expected to support:

- Academy for Rising Educators
- Classified to Certificated Program
- Seattle Teacher Residency
- My Brother's Teacher

This investment is funded by the Families, Education, Preschool, and Promise (FEPP) Levy and is subject to the terms of the Partnership Agreement and General Agency Agreement. These amounts will be confirmed as the contract with **Seattle Public Schools** is finalized. Please contact Chris Alejano (Chris.Alejano@seattle.gov and 206-733-9962) if you have any questions.

Sincerely,



Dwane Chappelle, Director

cc:

Dr. Cristina Gaeta, DEEL
Monica Liang-Aguirre, DEEL
Tim Wolfe, DEEL
Dana Harrison, DEEL
Chris Alejano, DEEL
Anthony Shoecraft, DEEL
Gabriela Dionisio, DEEL
Brad Kessler, DEEL

Denise Juneau, SPS
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Dr. Diane DeBacker, SPS
Carri Campbell, SPS
James Bush, SPS
JoLynn Berge, SPS
Mia Williams, SPS
Keisha Scarlett, SPS

Sherri Kokx, SPS
Kenny Ching, SPS

Alliance for Education Scope of Work for Seattle Teacher Residency

The Seattle Teacher Residency is designed as a four (4) party partnership. Within the partnership framework, the Alliance manages the overall program operations. Specifically, the Alliance will:

- a. Provide a district-aligned curriculum for teacher preparation that embeds instruction and resident evaluation in the context of the district's title 1 schools
- b. Develop and implement a strategy for recruitment that establishes a cohort diversity goal is to comprise at least 40% people of color where diversity aims to reflect students of SPS title 1 schools. Efforts will include increasing men of color
- c. Recruit and select a cohort of 25-30 eligible candidates to participate in the residency program
- d. Enter into contracts with Residents to ensure they commit to teaching for 5 years for SPS, in exchange for the benefits the Residents receive, e.g., stipend, in-state tuition
- e. Monitor resident progress and determine certification eligibility in compliance with university criteria and enforce any contract violations by Residents as applicable in program completion and SPS teaching commitment as defined STR Resident Agreement
- f. Prepare and support graduates of program to remain teaching in title 1 schools for at least 5 years through comprehensive preparation and induction support that compliment district initiatives for new teachers with goal of 80% retention
- g. Conduct a rigorous mentor selection process, provide in-depth mentor training to practicing teachers who support residents during internship, and monitor effectiveness of placements and mentor programming
- h. Conduct program evaluation through analysis of various data source including program survey data, school perception data, retention data, completion data, district hiring data, and other relevant available data
- i. Supervise development and maintenance of materials such as program logo, website, and other program collateral
- j. Collaborate with relevant district central office leaders including Human Resources, Curriculum & Instruction, Race and Equity, and Induction as well as school leaders to ensure program alignment and effectiveness
- k. Work closely with the UW College of Education to manage instructional team, ensure program meets state requirements for accreditation, and adheres to all UW graduate program policies and procedures
- l. Engage with and communicate with SEA leadership to cultivate union membership and ensure alignment with CBA criterion