



SCHOOL BOARD ACTION REPORT

DATE: January 22, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Clover Codd, Chief Human Resources Officer, clcodd@seattleschools.org

For Introduction: February 26, 2020
For Action: March 11, 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 in the 2019-2020 school year for a total not to exceed \$301,361 for the purpose of the Seattle Teacher Residency Program.

4. BACKGROUND INFORMATION

Background In order to ensure educational excellence and equity for every student, Seattle Public Schools (SPS) Human Resources’ strategic plan is centered on recruiting and retaining a culturally responsive staff that represent 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. 42% 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, ready to be placed for the 2020-2021 school 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. 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. The fiscal impact to this action will result in a contract in the amount of \$301,361 for the 2019-2020 school year. This amount combines SPS baseline funds of \$250,000 and City of Seattle, Department of Education and Early Learning grant dollars dedicated to “Teacher Diversity” in the amount of \$150,000. On September 4, 2019, the School Board approved the acceptance of a \$550,000 grant from the City of Seattle for the purposes of increasing teacher diversity in Seattle Public Schools (see attached BAR). In total SPS is contributing \$400,000 to STR, of which 301,361 will be in the form of a personal service contract. The following is a breakdown of these funds.

- 24 mentor teacher Stipends @ \$3,250 per stipend + 26.46% for benefits = \$98,639
- The remaining amount of the \$301,361 is provided to the Alliance for Education via Personal Service Contract to support the STR (see attached scope of work)

The revenue source for this motion is baseline funding at \$250,000 and City of Seattle/DEEL grant funding at \$150,000. We expect the City of Seattle/DEEL funding to be renewed each year for the next five years.

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 is currently a STR Steering Committee that provides oversight. 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, 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.

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

Board Policy No. 6220, Procurement, requires that any contracts exceed \$250,000 requires Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit and Finance Committee meeting on February 10, 2020. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

The 25 residents of Cohort 7 of the Seattle Teacher Residency began August/September of 2019. Residents will be placed as teachers in SPS in the fall of 2020. The personal service contract will support the STR operational budget from the date of approval of this BAR through August 31, 2020.

13. ATTACHMENTS

- Board Action Report, accepting funds from City of Seattle “Teacher Diversity Grant”. Approval on September 4, 2020. (for reference)
- Alliance for Education Scope of Work for Seattle Teacher Residency (for reference)



2019 Board Approved Teacher Diversity Contract

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For questions and more information about this document, please contact the following:

Clover Codd
Chief Human Resources Officer/Human Resources
Ccodd@seattleschools.org

This is a copy of the approved 2019 Teacher Diversity Contract Board action report (BAR) between the City of Seattle, Department of Education and Early Learning (DEEL) and the Seattle Public Schools to diversify the educator workforce.



SCHOOL BOARD ACTION REPORT

DATE: August 7, 2019
FROM: Denise Juneau, Superintendent
LEAD STAFF: Clover Codd, Chief Human Resources Officer, 206-252-0027

For Introduction: August 28, 2019
For Action: September 4, 2019

1. TITLE

Approval of the draft Project Agreement “Teacher Diversity Contract” between the City of Seattle, Department of Education and Early Learning (DEEL) and the Seattle Public Schools (SPS) to diversify the educator workforce.

2. PURPOSE

This Board Action Report approves the Families, Education, Preschool and Promise Levy “Teacher Diversity Contract”, which is a Service Agreement between DEEL and the Seattle Public Schools’ Human Resources department. This grant awards \$550,000 for the purposes of advancing diversity among the educator workforce during the 2019-2020 school year.

This Board Action outlines the funding agreement and scope of work collaboratively developed by DEEL and SPS’s Human Resources.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute the draft Teacher Diversity Contract with the Department of Education and Early Learning and accept the funds in the amount of \$550,000 for the purposes of advancing diversity among the educator workforce.

4. BACKGROUND INFORMATION

a. Background

In November 2018, Seattle voters approved the FEPP Levy to invest property tax revenues to provide education support services through the City of Seattle and its partners – Seattle School District No. 1, Seattle Colleges, Public Health – Settle & King County, and community-based organizations – to work collectively and collaboratively with the Levy Oversight Committee to provide Seattle students and families with:

- Access to, and services across, a continuum beginning with high-quality early learning services and prepare children for success in kindergarten;
- Physical and mental healthy services that support that learning;
- College and job -readiness experiences that promote high school graduation; and
- Post-secondary opportunities that promote attainment of a certificate, credential or degree.

FEPP funds are intended to positively impact academic achievement, attain educational equity, and close opportunity gaps for historically underserved students. SPS and DEEL share the commitment to advancing equity as currently defined in SPS' Strategic Plan.

DEEL and SPS agree that FEPP investments will yield results for Seattle students, improve program quality, promote system alignments, and measurably improve:

- **Access to Equitable Educational Opportunities.** Accomplished through multiple investment approaches including expanded learning and academic supports, college and career readiness programming, tuition subsidies and facilities development
- **High-Quality Learning Environments.** Accomplished through multiple investment approaches including professional development, capacity building among partner organizations, academic interventions, educator diversity, and culturally-responsive practices.
- **Student and Family Supports.** Accomplished through multiple investment approaches including student health services, family engagement and whole child supports.

Using investments dedicated to Teacher Diversity, SPS and DEEL share a commitment to achieving the Levy's overarching goal of increasing the bilingual and racially/ethnically diverse educator workforce, including a specific focus on Black males. The strategies and programs are intended to recruit individuals to become teachers from preschool through high school. These are outlined in Attachment B (DRAFT Project Agreement).

b. **Alternatives**

Not approve the acceptance of these grant funds. This is not recommended because the District will not be able to fully execute our workplan dedicated to diversifying the educator workforce. These funds directly support the work of our SPS Strategic Plan.

c. **Research**

Racial diversity benefits every workforce, and the public education sector is no exception. Teachers of color tend to provide more culturally relevant and responsive teaching and are better able to understand the lived experience of students of color (Cherng and Halpin, 2016). These factors foster trusting, authentic teacher-student relationships and improve outcomes for students, especially for students of color.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be \$550,000. While this specific agreement is for the 2019-2020 school year, we expect this funding to be made available over the next five years.

The revenue source for this motion is _____.

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

The strategies to diversify the educator workforce have been informed through multiple workgroup and engagement efforts. During Superintendent Juneau’s Listening and Learning Tour from the fall of 2018, families and students expressed the need and desire for a more diverse teacher corps. Students asked for teachers who represented their background and understand their cultural values. Additionally, there is a workgroup made up of SPS educators, community partners and researchers from the University of Washington that have helped bring shape to the strategies outlined in our SPS Strategic Plan. The Service/Project Agreement allows us to deliver on our commitment to have a Culturally Responsive Workforce (Priority 3 in SPS Strategic Plan).

7. EQUITY ANALYSIS

Seattle Public Schools and the City of Seattle engaged in a process to ensure that the FEPP Levy will prioritize programs that advance educational equity for historically underserved groups including African-American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations other students of color, refugees and immigrants, homeless, English language learners, and LGBTQ students. The workgroup that helped design the strategies outlined in this agreement were trained in the Racial Equity Toolkit and this has informed this draft agreement.

8. STUDENT BENEFIT

The funding provided by this grant award will directly support our efforts to diversify the teacher workforce and will also support high school students interested in becoming classroom teachers.

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: _____

10. POLICY IMPLICATION

Policy No. 4265, School and Community Partnerships,” indicates it is the policy of the Seattle School Board to create partnerships between the Seattle Public Schools and the community”. “The Board is committed to the creation and implementation of effective school-community partnerships that enhance academic outcomes by providing high-quality services and instruction before, after and during the school day. Seattle Public Schools seeks to foster partnerships that further the District’s vision, mission, and goals”.

Per Policy No. 6114, Gifts, Grants, Donations and Fundraising Proceeds, acceptance of grant funds in excess of \$250,000 requires School Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the A&F Committee meeting on August 19, 2019. The Committee reviewed the motion and moved the item forward for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Superintendent will direct the Chief Human Resources Officer to implement the agreement.

13. ATTACHMENTS

- Letter of Agreement (for reference)
- Draft Service/Project Agreement, “Teacher Diversity Contract” (for reference)



Seattle Department of Education & Early Learning

Jenny A. Durkan, Mayor
Dwane Chappelle, Director

June 12, 2019

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

RE: Letter of Intent – Educator Diversity 2019-20 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 **\$550,000** including indirect for 2019-20 school year. Educator Diversity programming. This funding is expected to support My Brother's Teacher among other additional activities to be determined.

This program is funded by the Families, Education, Preschool, and Promise Levy. These amounts will be confirmed as the contract with **Seattle Public Schools** is finalized. Please contact Dr. Cristina Gaeta (Cristina.Gaeta@seattle.gov and 206-233-7078) if you have any questions.

Sincerely,



Dwane Chappelle, Director

cc:

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

Denise Juneau, SPS
Stephen Nielsen, SPS
Clover Codd, SPS
Dr. Diane DeBacker, SPS
Carri Campbell, SPS
James Bush, SPS
JoLynn Berge, SPS
Sherri Kokx, SPS
Brent Jones, SPS
Kenny Ching, SPS

Teacher Diversity Contract (draft)



The City of Seattle Department of Education and Early Learning (DEEL) is entering into an agreement with the Seattle Public Schools (SPS) to achieve results by implementing the Seattle Teacher Diversity Contract and investing in the future education and teacher preparation as described herein, from September, 2019 through August 31, 2020.

Teacher Diversity: Increase the Bilingual and Racially/Ethnically Diversity of the Educator Workforce

Using investments dedicated to Teacher Diversity, SPS and DEEL share a commitment to achieving the Levy's overarching goal of increasing the bilingual and racially/ethnically diverse educator workforce, including a specific focus on black males through the City's Our Best initiative, herein referred to as Teacher Diversity. The strategies and programs are intended to recruit individuals to become teachers from preschool through high school.

Both parties recognize the following strategies, all implemented in a culturally responsive manner, to reach successful outcomes:

Strategy 1: Effective outreach and recruitment

Strategy 2: Support and mentorship that promote retention and persistence

Strategy 3: Professional development for teacher candidate participants and for SPS personnel

SPS will incorporate core programmatic strategies in the following teacher pipeline programs, as outlined in later sections of this project agreement:

- Academy for Rising Educators (ARE) – Associate of Arts degree attainment
- Class to Cert Program – Bachelor's degree attainment
- Seattle Teaching Residency (STR) – Master's degree attainment
- My Brother's Teacher (proposed new in 2020) – Early Learning degree attainment

This agreement confirms the parties' understanding of outcomes, scope of work, and reporting expectations for the Teacher Diversity investments.

There are three essential elements of focus that will allow SPS to achieve the intended outcomes.

- I. Effective Outreach and Recruitment Targeting Future Educators of Color
- II. Support and Mentorship that Promote Retention and Persistence of Future Teachers of Color
- III. Culturally Responsive Professional Development and Preparation

I. Effective Outreach and Recruitment Targeting Future Educators of Color

The following outreach activities will be enacted to promote awareness and identify prospective educators.

Pathway 1A: Academy for Rising Educators (ARE) – High School Students Seeking AA Degrees.

SPS is targeting seven (7) of its most diverse high schools for recruitment into the ARE High School Promise program: Rainier Beach, Chief Sealth, Franklin, Garfield, Cleveland, Nathan Hale and Ingraham. SPS's Human Resources department will schedule three to four visits at each school throughout the school year to promote the ARE opportunity to juniors and seniors. Informational packets for students/parents will be distributed. We anticipate presenting information to about 500 high school students of color throughout the year. We will meet with student groups and hold parent meetings and have a presence at school open houses in the fall. We will connect with PTSAs and other family groups at each school to promote the opportunity in newsletters and other regular parent correspondence. Flyers/brochures will be created along with an expanded website. After the first years of the program, we anticipate identifying Recruitment Ambassadors (actual participants who can assist in recruitment of other students) who can speak at events, be featured in testimonial videos and other promotional materials.

Pathway 1B: ARE – Adult Learners Seeking AA Degrees

This outreach will be targeted at both current SPS paraprofessionals seeking Associate of Arts's Degrees and members of the community who qualify to become paraprofessionals and are seeking Associate's Degrees. For current paraprofessionals, SPS will email information to staff and principals to promote the opportunity, inviting interested prospects to attend our annual recruitment events referred to as "Roadshows" that promote our Classified to Certificated program (Class to Cert), which previously only allowed those employees with Bachelor's Degrees to participate. since 2017, SPS has held four regional meetings in the fall and early winter and a preparation provider meeting each year with an estimated 50 teacher candidates in attendance at each meeting. SPS anticipates more prospective candidates will attend with expanded opportunities to enter the Class to Cert pathway for those seeking AAs. SPS intends to create promotional videos for both Pathway 1A and 1B, and use social media to advertise the opportunities.

To promote the opportunity to community members who are not currently SPS employees, the SPS Director of Talent Management, will identify community organizations, local providers, workforce development organizations, and publications/websites to advertise the opportunity. SPS will attend local/regional job fairs (e.g., WorkSource Fair, Green River Community College Fair, Highline Community College fair, City College fair (Everett), South Seattle Community College CTE fair, Rainier Beach HS fair).

Pathway 2: Classified to Certificated (Class to Cert) – Adult Learners Seeking Bachelor's Degrees

Similar to the above, SPS will target outreach to both current SPS paraprofessionals with an AA who are seeking a Bachelor's Degree and members of the community who qualify to become IAs (with an AA) and are seeking a Bachelor's Degree. For current IAs, SPS will email information to staff and principals to promote the opportunity, inviting interested prospects to attend our annual Roadshows that promote our Classified to Certificated program. We will host regional meetings in the fall and early winter. We will also host a preparation provider meeting to support potential candidates who are interested in applying to our partner universities.

Current Teacher Education Program Partners include:

- City University
- Seattle University
- University of Washington
- Seattle Central College

Pathway 3: Seattle Teacher Residency (STR) – Adult Learners Seeking Master’s Degrees

The mission of the Seattle Teacher Residency (STR) is to accelerate student achievement through the preparation, support, and retention of exceptional teachers who reflect the rich diversity in the student population of Seattle Public Schools and are committed to teaching in the district’s Title I schools. A new cohort of carefully selected candidates begins the 14-month program each summer. 40-50% of each cohort is made up of candidates who identify as a person of color. This teacher training program includes a combination of direct curricular instruction and hands-on observation and practicum in side-by-side placements with SPS mentor teachers. Residents are trained as either elementary teachers with an ELL or SPED endorsement, or as Special Education teachers with General Education training. Upon completion of their training, STR graduates make a 5-year commitment to teach in Seattle Public Schools in Title I schools. STR follows the model of urban teacher residency programs in cities such as Boston, Chicago, and Denver. Residency programs successfully apply the medical residency model to teacher preparation. By blending classroom apprenticeship with aligned graduate-level course work and an intensive resident/mentor partnership, residencies aim to accelerate student achievement through the training, support and retention of excellent teachers.

STR has an extensive outreach and recruitment plan with a full-time FTE dedicated to sourcing candidates. The STR recruiter works with community based organizations to identify teaching candidates. STR is also one of the pathways that Class to Cert applicants with Bachelor’s Degrees may select from. STR is highlighted as a Class to Cert partner in our roadshows and on the Class to Cert website and informational materials.

Pathway 4: My Brother’s Teacher – Early Learning Degree Attainment

SPS will be partnering with the University of Washington on a new pathway for educators of color to become teachers in early learning. My Brother’s Teacher (MBT) seeks to diversify the early learning workforce by recruiting high school males of color to complete service-learning hours and summer internships in Seattle’s early learning programs. We will also provide a supported path to and through college for MBT participants who want to pursue careers in education. MBT Fellows will receive mentoring, support, training, and scholarships to ensure their attainment of an early learning credential. MBT has a full time FTE dedicated to the recruitment, mentorship, training and support of all candidates in this pathway. MBT will partner with the Academy for Rising Educators Program Coordinator to recruit high school students throughout the city, as well as adult learners who do not yet have AA degrees

Potential new Pathway 5 Bilingual Certification Program

Seattle Public Schools is interested in partnering with the University of Washington or other university partners to create a certification program focused on teachers who want to obtain their bilingual certification. In the 2019-2020 school year SPS will explore these partnerships, build a pathway and begin offering this pathway in the 2020-2021 school year. SPS’s Human Resources department will partner with our SPS ELL department to identify and recruit potential candidates.

II. Support and Mentorship that Promote Retention and Persistence of Future Teachers of Color

All candidates in each of the pathways will be exposed to SPS's Foundational Coursework, which includes SPS's Foundational Beliefs aimed at advancing racial equity through high quality teaching practices. Students will learn about racial equity and culturally responsive practice in order to lay out a vision of what such effective instruction means and looks like in Seattle Public Schools.

We are focused on building a common language, understanding and action around culturally responsive practice with a clear focus on institutionalizing racial equity within and across our classrooms and school communities. This is true for all students in each of the pathways. We believe that engaging teachers and other district educators in this work is essential to accomplishing the goal of supporting students of color who are furthest away from educational justice.

SPS is committed to supporting a cohort model in as many pathways as possible in order to create a more inclusive and supportive environment aimed at promoting retention and persistence.

Retention support for those seeking Associates of Arts degree attainment:

In addition to recruitment and enrollment support, the new ARE Program Coordinator, with support from SPS professional development and teacher induction, will support all candidates through the entire two- and four-year process. We will utilize a cohort model to build in a network of peer support with the ARE Coordinator as the point person for support, questions, troubleshooting. The ARE Coordinator will host once-per-month Saturday support sessions for participants focused on topics to address issues of equity in education, guest speakers and mentors that will be able to bring in new voices and engage the community, and affinity work to help candidates develop strategies for working in white spaces. These cohort meetings will largely be candidate driven as they will serve as a time for them to collaborate with each other around topics that are vital to their current and future work as educators. This content will also help us connect these candidates to community sponsors, supporters who are on their side and can be useful resources for them on this journey. When applying, each candidate identifies two community sponsors/mentors who will help them along the way over this four year period. The coordinator will work with the community sponsors to promote school and work success to improve retention. In addition, we will run an August retreat where we will build community, establish a charter, tour campus, review academic success strategies and prepare for the path ahead.

Retention support for those seeking Bachelor's Degrees:

The program leader at SPS's traditional Classified to Certificated Program will continue to support all Class to Cert candidates with technical assistance and support as they complete their programs. Adult learners in the Class to Cert program are provided technical support throughout the application process, consultation on which pathway might better fit one's long term needs and goals, and individual check-ins on progress towards degree attainment. SPS will partner with the City of Seattle's "Our Best" Initiative aimed at mentoring and supporting adult learners of color who are navigating a white system.

Retention support for those Seeking Master's Degrees through Seattle Teacher Residency:

STR has a built-in support program that includes STR Coursework (One evening per week (Tuesday), one day per week (Friday), and one Saturday per month). STR also supports the cohort through their first year of teaching. In addition to the coursework over the Residency year, the STR Residents spend a full year in a mentor teacher's classroom, fostering a deep and powerful relationship that not only engages learning, but provides important guidance and support across the learning process. STR's induction support includes both integrated/coordinated work with the SPS Consulting Teachers who provide direct support to STR graduates

(coordination and communication that aligns support and fosters focus where the resources of STR instructors can directly support the work of the Consulting Teachers for individual STR graduates), as well as support that supplements the Consulting Teacher support. This supplemental support extends through years 2-5, is responsive to cohort and individual need, and includes such work as classroom visits, problems-of-practice learning sessions, content lab days, wellness sessions and surveys to assess induction support effectiveness. The STR support extends the support the SPS Consulting Teachers offer by making use of the deep relationship the STR program has with its graduates.

Retention support for those seeking an Early Learning Pathway through My Brother's Teacher:

As part of the MBT model, in Phase I: High School Level, MBT Fellows complete service learning hours in SPP, summer internships are provided (junior-senior, and senior-college), one competency-based, early childhood college course is offered during both summers and MBT Fellows have mentors and are supported to graduate on time. In Phase II: Associate's Degree Level, MBT Fellows participate in the Seattle Promise (two free years of college), MBT Fellows work as classroom assistants in SPP, MBT Fellows have access to mentoring and advising that sets them on a path to transfer to a four-year college. In Phase III: Bachelor's Degree Level, MBT Fellows continue working in SPP, MBT Fellows complete BA degree in ECE (online degree), MBT Fellows are connected with the Brotherhood Initiative and provided with scholarships, MBT graduates apply for positions as lead teachers in SPP. MBT will be partnering with Seattle Public Schools, Seattle Colleges, the University of Washington, and Seattle Preschool Program (SPP) providers to offer training, mentoring, and scholarships so that MBT fellows will become credentialed early learning teachers.

III. Culturally Responsive Professional Development and Preparation

All adult educators engaged in pathways to become a teacher in Seattle Public Schools will be engaged in culturally responsive professional development that prepares them to support student learning. Through the Foundational Beliefs coursework, participants will understand the underpinnings of becoming an anti-racist teacher and build their pedagogical skills that allow them to build their practice with a focus on student learning. There are four foundational beliefs that drive this content: 1) Teaching is intellectually complex, difficult demanding work and the development of skillful teaching requires deep collaboration and non-defensive examination of practice in relation to student results 2) By collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging families as the first and lifelong teachers of students 3) Intelligence is not a fixed, inborn trait, 4) By recognizing and cultivating the strengths of every student we can get each student to believe in themselves and transcend any of their own internalized stereotypes 5) Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.

SPS will be partnering with the City of Seattle's "Our Best" Initiative to align and offer professional development and mentoring opportunities for Black males entering into each of our pathways.

Enrollment, Persistence, Completion and Hire Targets by Pathway

Cohort 1 – enrolling in summer 2019

Cohort 2 – enrolling in summer 2020

Cohort 3 – enrolling in summer 2021

Cohort 4 – enrolling in summer 2022

Cohort 5 – enrolling in summer 2023

Pathway 1 - Associates Degree Path (4-year Program)

Cohort	ARE Pathway	Recruit	Enroll	Persist	Advance to C2C	Persist	Complete	Anticipated Hire Year
Cohort 1	<i>High School Promise</i>	N/A	10	8	6	6	5	2023-24
Cohort 1	<i>Adult Learners</i>	N/A	20	16	14	12	10	2023-24
Cohort 1	TOTAL	N/A	30	24	20	18	15	2023-24
Cohort 2	<i>High School Promise</i>	500	30	24	20	18	16	2024-25
Cohort 2	<i>Adult Learners</i>	300	20	16	14	12	10	2024-25
Cohort 2	TOTAL	800	50	40	34	30	26	2024-25
Cohort 3	<i>High School Promise</i>	500	40	32	26	21	20	2025-26
Cohort 3	<i>Adult Learners</i>	300	20	16	14	12	10	2025-26
Cohort 3	TOTAL	800	60	48	40	33	30	2025-26
Cohort 4	<i>High School Promise</i>	500	40	32	26	21	20	2026-27
Cohort 4	<i>Adult Learners</i>	300	20	16	14	12	10	2026-27
Cohort 4	TOTAL	800	60	48	40	33	30	2026-27
Cohort 5	<i>High School Promise</i>	500	40	32	26	21	20	2027-28
Cohort 5	<i>Adult Learners</i>	300	20	16	14	12	10	2027-28
Cohort 5	TOTAL	800	60	48	40	33	30	2027-28

Pathway 2 - Bachelor's Degree Path (2-year Program)

Cohort	Pathway	Recruit	Enroll	Persist	Complete	Hired	Anticipated Hire Year
Cohort 1	<i>Class to Cert</i>	200	15	13	12	12	2021-22
Cohort 2	<i>Class to Cert</i>	250	15	13	12	12	2022-23
Cohort 3	<i>Class to Cert</i>	250	20	18	15	15	2023-24
Cohort 4	<i>Class to Cert</i>	250	20	18	15	15	2024-25
Cohort 5	<i>Class to Cert</i>	250	25	22	20	20	2025-26

Pathway 3 - Seattle Teacher Residency (Master's Degree 18-month Program)

Cohort	Pathway	Enroll	Persist	Complete	Hired	Anticipated Hire Year
Cohort 1	STR	12	12	11	11	2020-21
Cohort 2	STR	15	15	13	13	2021-22
Cohort 3	STR	15	15	13	13	2022-23
Cohort 4	STR	15	15	13	13	2023-24
Cohort 5	STR	15	15	13	13	2024-25

Budget (Estimates)

This grant award is for the 2019-2020 school year, but we anticipate a yearly renewal over the next five years.

- Tuition Support: \$140,911
- ARE Program Coordinator: \$110,000
- Seattle Teacher Residency: \$150,000
- My Brother's Teacher: \$100,000
- Indirect Costs (9.8%): \$49,089
- Total Cost: \$550,000

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