



School Board Briefing/Proposed Action Report

Informational (no action required by Board) **Action Report** (Board will be required to take action)

DATE: September 28, 2015
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Clover Codd, Chief Partnership Officer, 206-252-0106

I. TITLE

Race to the Top (RTTT) Project P1: Teaching and Leading, Round 3 Seattle Teacher Residency (STR)

For Introduction: November 4, 2015
For Action: November 18, 2015

II. WHY BOARD ACTION IS NECESSARY

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

III. FISCAL IMPACT/REVENUE SOURCE

The Seattle Teacher Residency (STR) program is funded by philanthropic, grant and district baseline funds, for which the Alliance for Education is the fiscal agent. The total STR program budget in the 2015-16 school year is \$1,573,690. In the 2015-16 school year, Seattle Public Schools will contribute \$250,000 of district general funds to support STR. Additionally, in November, 2015, a RTTT grant in the amount of \$338,000 will also be allocated to the program to support Cohort 3 Residents (in schools for the 2015-16 school year).

The revenue sources for the total budget include:

Race to the Top	\$338,000
Seattle Public Schools	\$250,000
Philanthropic funding	\$985,690

Total	\$1,573,690

Expenditure: One-time Annual Other Source

IV. POLICY IMPLICATION

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

V. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept Race to the Top funding in the amount of \$338,000 allocated to partially support the Seattle Teacher Residency Program.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction (C&I) Policy Committee meeting on October 12, 2015 and was moved forward to the full Board with a recommendation for approval.

VII. BACKGROUND INFORMATION

Seattle Public Schools (SPS), the Alliance for Education, the University of Washington (UW) College of Education, and the Seattle Education Association (SEA) entered into a partnership to establish the STR. The purpose is to recruit, prepare, and support the hiring and retention of district teachers who are effective in teaching students from diverse racial, socio-economic, and culturally linguistic backgrounds.

STR is a 14-month teacher preparation program. The core goal of the program is to improve academic outcomes for students in high-need schools. The strategy is to build a permanent pipeline of new SPS teachers trained in and committed to the context of high poverty, racially diverse schools. There are two core components to the program:

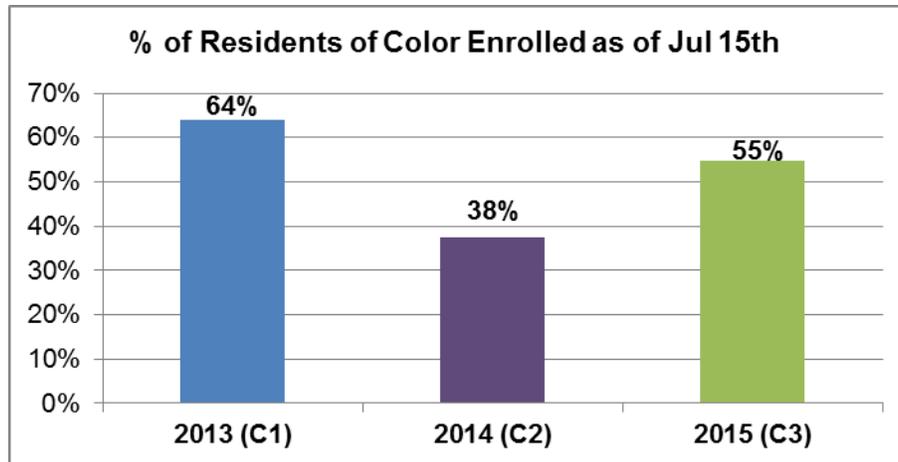
- An intensive 9-month apprenticeship in which residents work four days each week with a qualified mentor-teacher in a Title I classroom; and
- 14 months of graduate level coursework which the UW College of Education and other STR partners have customized for this specific clinically-based program, a fully sanctioned pathway within the College of Education.

Residents commit to five years of teaching at SPS and completing a second endorsement in Special Education (SPED) or English Language Learning (ELL) during the post-residency year. Residents who do not fulfill these requirements risk paying back stipend awards or educational costs. Retention as a district teacher is based on SPS criteria and performance standards. The district holds sole discretion in retaining resident teachers and all teachers.

The practices that STR graduates learn as residents are not only being applied in their own classrooms but are being shared among grade-level teams. In many cases, a school employs a number of graduates (e.g., Dearborn Park, Highland Park, Wing Luke, Van Asselt). This creates a context in which the STR graduates can continue to collaborate and share their practices, ideas and enthusiasm with other teachers. As such, impacts on the schools' learning cultures are amplified. To further influence these schools, we are exploring opportunities to work with the schools' master teachers to host learning rotations and future residents.

This program is aligned with the district's 2013-18 Strategic Plan and directly supports Goal 1, Strategy 2C, which is to "Recruit, develop and retain an effective, culturally competent and more diverse workforce of teachers, staff and leaders to better meet the need of our diverse student population."

STR continues to attract and enroll a diverse group of Resident applicants interested in careers in the highest need SPS schools. After diversity dipped in 2014-15, strategic recruitment resulted in a more diverse Cohort 3 as reflected in the following graph.



We now take a “high touch” approach in recruitment. This entails maintaining more frequent contact with the highly qualified candidates to guide them through the application process. The participation of several representatives of partners in the selection process, including file reviews, Selection Day, and final selection was consistent with prior years.

In the coming school year, 76 STR Graduates or Residents will be teaching or training in 25 of Seattle’s 32 Title I Elementary and K8 schools. In other words, STR will have a presence in 75% of Seattle’s Title I Elementary and K8 schools. This includes 47 Cohort 1 and 2 Graduates¹ and 29 Cohort 3 (C3) Residents. The 29 C3 Residents will be apprenticing at 12 Title I schools; two more C3 Residents will be apprenticing at a non-Title I school in a SPED classroom (Pathfinder K8). Six of the C3 sites are schools which have not hosted STR Residents in the past.

VIII. STATEMENT OF ISSUE

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

IX. ALTERNATIVES

Do not choose to accept RTTT funds for STR. This is not recommended because choosing to not accept RTTT funds for STR will result in a need to secure other grants and/or philanthropic funding to fully implement the 2015-16 program. We are in a committed partnership with the Alliance for Education, SEA and the UW to design, implement and fund this program. Declining to accept the grant funding is not recommended.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

Studies show 85% of residency graduates from similar programs stay in their schools beyond the first three years, reducing teacher turnover rates that cost our district money and resources. Studies also show positive performance of residency graduates. The Memphis Teacher Residency was named the most effective teacher preparation program in the state of Tennessee by the Tennessee Higher Education Commission. An aligned pipeline of new teachers trained specifically in and for our highest-need schools is an important facet of the district’s human capital strategy to ensure that high-quality teachers are serving our highest needs students.

¹ This does not include one C2 Graduate who has been hired at Rainier Beach HS, a Title I school.

The district has steadily increased the number of teachers hired who are new to the profession. Of those hired, over half were for elementary positions. The number of teachers we hire, who are in their first year, is nearly half of all of our hires each year.

We know that nationally, over 46% of teachers new to the profession leave within their first five years of teaching. Recruiting and retaining high quality, diverse teaching candidates is paramount to our students' success. STR is aimed at fully training and supporting teachers to be successful as they enter into classrooms with students who have diverse backgrounds. Each Resident graduates with an ELL or SPED endorsement, in addition to their regular teaching certificate. These numbers are based on an analysis of preliminary data from Human Resources and represent a close approximation to the number of those new to the profession of teaching.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

There was an extensive engagement process in the development of this proposal. We worked with the ELL, Race and Equity, Family Partnerships and Community Partnerships departments and the STR schools in order to align the focus of STR with the needs of our school district and the students we serve. In the coming school year, 76 STR residents will be teaching or training in 25 of the district's 32 Title I Elementary and K8 schools—in other words, STR will have a presence in 75% of Seattle's Title I Elementary and K8 schools.

XII. ATTACHMENTS

- STR Presence in SPS Schools
- STR 2015-2016 Draft Budget
- RTTT Proposal and Budget

	A	C	G	I	J	K	M
1	STR PRESENCE IN SPS SCHOOLS						
2	SCHOOL All are ES or K8 except RBHS & Garfield; All Title I except Adams, Pathfinder and Garfield.	FRL %	STR COHORT 1 HIRED	STR COHORT 2 HIRED	TOTAL STR GRADS HIRED	STR C3 RESIDENTS IN TRAINING	TOTAL 2015-16 STR PRESENCE (All C1 & C2 Grads + C3 Residents)
3	Adams (not Title I)	22.9%	0	0	0	1	1
4	Bailey Gatzert	93.4%	0	0	0	0	0
5	Beacon Hill	60.1%	0	1	1	0	1
6	Broadview-Thomson K-8	61.3%	0	2	2	2	4
7	Concord	80.4%	1	0	1	0	1
8	Dearborn Park	86.0%	0	3	3	1	4
9	Dunlap	85.3%	0	0	0	0	0
10	Emerson	79.8%	2	0	2	0	2
11	Garfield HS (not Title I; Grad serving SPED)	38.5%	0	1	1	0	1
12	Graham Hill	65.3%	3	0	3	0	3
13	Hawthorne	73.5%	1	0	1	0	1
14	Highland Park	76.4%	0	2	2	0	2
15	John Muir	68.0%	2	0	2	6	8
16	John Rogers	41.7%	0	0	0	3	3
17	Kimball	60.2%	0	2	2	0	2
18	Leschi	54.5%	0	1	1	2	3
19	Licton Springs K-8	53.1%	0	0	0	0	0
20	Lowell	48.2%	0	0	0	2	2
21	Madrona K-8	66.6%	0	1	1	3	4
22	Maple	66.0%	0	1	1	0	1
23	Martin Luther King Jr.	88.7%	0	0	0	0	0
24	Northgate	78.9%	1	0	1	0	1
25	Olympic Hills	75.1%	2	1	3	1	4
26	Pathfinder K8 (not Title I; Res in SPED classrm)	25.8%	0	0	0	2	2
27	Rainier Beach HS	81.2%	0	1	1	0	1
28	Rainier View	79.9%	0	0	0	0	0
29	Roxhill	77.8%	0	1	1	0	1
30	Sand Point	45.6%	0	0	0	0	0
31	Sanislo	74.3%	0	2	2	0	2
32	South Shore K-8	61.9%	0	3	3	3	6
33	Stevens	42.3%	0	0	0	0	0
34	Van Asselt	82.7%	6	3	9	1	10
35	Viewlands	55.3%	0	0	0	2	2
36	West Seattle	88.2%	0	0	0	2	2
37	Wing Luke	84.6%	1	1	2	0	2
38							
39	STR GRADS OR RESIDENTS IN SPS SCHOOLS		19	26	45	31	76
42							
43	TOTAL SCHOOLS WITH STR PRESENCE		9	16	22	14	28
44	TOTAL TITLE I SCHOOLS WITH STR PRESENCE		9	15	21	12	25
48							
49	Percentage of the 32 Title I Elem & K8 Schools with at least one STR Graduate or C3 Resident						78%

Seattle Teacher Residency 2015-16 Budget

EXPENSES		
Salaries	\$335,400	Program Staff = 4.5 fte; Research/Data = .4
Benefits	\$97,266	~29% of salaries.
SPS Liaison (Sal & Benefits)	\$75,726	FTE and benefits
Resident Stipends	\$511,500	\$16,500/resident over 14 month residency
Resident Benefits	\$127,875	UW benefits (medical, etc) at 25% of stipends
Resident Tuition Reimbursement - Cohort One	\$70,000	See note 1 below.
Mentor Stipends & Benefits	\$133,800	\$3,500 + benefits at 23%
Contracted Services	\$15,000	UTRU; IT; legal, other
Program Evaluation	\$12,000	Contracted
Induction Support (Contracted)	\$16,800	Support for multiple cohorts
Mentor Prof Dev (primarily Subs for Mentors)	\$14,000	Support for mentors.
Printing & Copying	\$4,000	Materials
Supplies and Postage	\$4,000	Supplies, postage, etc.
Out-of-Town Travel	\$3,600	Conferences & UTRU events
Lodging & Out of Town Meals	\$6,000	Conferences & UTRU events
Local Travel	\$3,500	Mileage and parking
Conference Registration	\$4,200	STR staff PD
Hospitality at trainings, retreats, events	\$6,500	For trainings, retreats, events, etc.
Facility Rental	\$1,700	For trainings, retreats, etc.
Miscellaneous/Other	\$7,250	
TOTAL DIRECT EXPENSES	\$1,450,117	
Indirect/Operational Expenses	\$108,759	Occupancy (facilities, phone, IT), finance/admin support for the program
TOTAL EXPENSES	\$1,573,690	

NOTES:

1. In June 2016, qualifying Cohort One members who successfully complete their second year of teaching are eligible for reimbursement of 20% of the tuition they paid for UW College of Education tuition for 2013-14. Tuition reimbursement was offered only to Cohort One.

Race to the Top- Project 1 RFP Round 3 Application

1. Introduction

Welcome to the online Race to the Top RFP!

This online tool will walk users through a series of questions and answers, that are in a variety of formats such as multiple choice, short answer and file upload. Please make sure to answer every question and when you reach the last page, click "Submit" to send your application to the PSESD.

In this RFP you will find that different groups of applicants will be given different questions. Specifically, continuing/expanding projects will be expedited through the process and only shown specific sets of questions- such as as a shortened P1 Plan section and a different budget template. The online application will provide you with the specific questions that match your application status, based on questions answered in the "Cover Page" section of the application.

If you will be sharing the duties of completing this application, it would be a good idea to share/print a PDF of the blank survey. Please note, however, that depending on your application status (for example if you are either New or Continuing/Expanding) only certain questions will be asked of you online. Every single question will be shown on the PDF, but there will be a note above the question indicating who is required to answer it online. You can access this PDF by clicking the following link: [RFP Round 3 Application.pdf](#)

Please click "Next" at the bottom of the page to proceed.

To access a blank Commitment Signature page, in order to collect signatures from appropriate partners, leads and Education Association leads, please click the following link (the upload box is at the end of the application) [RTTCommitSignBlank1.pdf](#)

2. Introduction

Technical Tips for Completing RTT RFP Online Application using SurveyGizmo:

Please make sure to frequently save your work using the "Save and Continue" button at top of screen. A unique URL will be sent to the email address provided, from which you can access the last saved point of your application. Make sure to keep track of latest version by deleting prior versions from your inbox.

When navigating back and forth throughout the survey, only use the back and forth buttons provided at the bottom of the screen.

Using your browser's navigational buttons can result in the loss of data.

Always type answers to long text questions in a separate word processing program and copy and paste them into the text boxes to prevent accidental answer loss.

If there are any tables or graphics that you would like to include with your application, there will be an upload box on the second to last page of this survey for this purpose. Please reference these as "Appendices" within your text.

Unfortunately, due to the fact that the answers to some questions will change the content of future questions asked, the content bar does not work as a navigational tool.

On the last page of the survey, you will be able to review your answers and download/print a PDF of your submissions before you hit the submit button.

If you have any technical problems or questions about the online RFP application please contact:

Fanisha Pollard, fpollard@psesd.org, 425-917-7846.

3. Introduction

The Goal of Project 1: Teaching and Leading Investment Fund is to improve teacher and principal skills and abilities to implement personalized learning environments in the Consortium's high-need schools.

Project 1 creates a fund that districts may access to build teacher and principal content knowledge, to assist in the creation of personalized learning environments in the region's high-need schools. The emphasis of this fund is on scalable, high impact improvements in math, science and English Language Learner (ELL) instruction as well as teacher/principal leadership. Investments began fall 2013.

Funding:

P1 Investment Fund Total: \$7,291,208

Round 1 (2013-2014) up to 30% \$2,187,362 Awarded by 9/2013

Round 2 (2014-2015) up to 40% \$2,916,483 Awarded by 5/2014

Round 3 (2015-2016 or 2016-2017) up to 30% \$2,023,263

Award dates are below:

	P1 (Teaching and Leading) Round 3.1	P1 (Teaching and Leading) Round 3.2
Total: 2,023.263	\$1,579,772	\$443.491
Exec. Committee Decides on Criteria	May 2015	January 2016
RFP Released	May 2015	January 2016
RFP Due	August 2015	March 2016
Exec, Committee Decides on Awards	September 2015	April 2016
Contracts Awarded	October 2015	May 2016

Note: Five districts are applying for round 3.1; two for 3.2.

The funding recommendation for round 3.1 and 3.2 reflects the proportion of high- needs students in RTTT eligible schools from districts applying for each round, as well as management costs.

Important Deadlines:

Final Day to Ask Questions: August 5th

Letter of Intent Due Date (Required) No later than July 10th

RFP Due Date: August 13th.

For more background information- including a timeline of all P1 RFP important deadlines and learning session information, click this link to open the website: [Roadmap Race to the Top Project 1](#)

4. Letter of Intent

Letter of Intent

(Required)

As an initial screening, districts must submit Letters of Intent (LOIs). This will allow grant applicants the opportunity to first submit project proposals for feedback and possible revision, prior to writing their full proposals. Submitting an LOI is required; districts must not apply for P1 funds without submitting a letter of intent. All applicants that submit an LOI will receive feedback regarding overall fit with the direction of the Investment Fund as well as potential areas of weakness in the proposed project.

To complete the letter of intent form, please click here to open the questionnaire in a new window: [RTT Letter of Intent](#)

Letters of Intent to apply must be completed no later than 5PM on July 10, 2015. Feedback will be offered the week of July 20-24. Feedback will be provided to all individuals listed as contacts on the LOIs. LOIs will be posted on the RTT website.

5. Criteria (New and Continuing/Expanded Projects)

Successful grant applications will illustrate the following requirements and priorities, which are embedded in the questions throughout the RFP. Proposals will be evaluated using the P1 Scoring Rubric (Click the following link to access the scoring rubric: [RTTP1Round3Rubric.pdf](#))

Requirements:

Support focuses on High-Need Schools identified as eligible in RTTT. Note: RTT P1 funds are allotted only to eligible schools as listed on the high needs school list.

[RTTHighNeedSchoolsList](#)

Shows evidence of support from district's Education Association support/involvement.

Project implementation begins or continues during the 2015-2016 school year and may extend through August 2017. Implementation must be completed by August 2017.

Proposal aligns with Learning Forward Standards (www.learningforward.org) .

When appropriate, shows evidence of involvement of, resource sharing with and support for communities of color and other groups representing students the strategy intends to serve.

Priorities:

Project design/plan is intentional, guided by a clear systems-level theory of action based on disaggregated data, demonstrating strong leadership and ensuring coherence with current district priorities.

Well-defined project targets include formative, interim and summative evidence allowing frequent (more than annual) progress monitoring and course correction. Leading indicators of change in adult practice are included for projects focusing on professional learning.

Strategies designed to build teacher practice and principal leadership by building content and pedagogical content knowledge and skill (application) with a priority to ELL, math & science.

Personalized and culturally competent approaches promote a culture of high-learning expectations designed specifically to meet the needs of students of color, students who are English Language Learners (ELL), and students receiving Special Education services.

Measurable results in RTT-D goal areas and performance measures project a strong return on investment.

Job-embedded professional learning where educators engage in inquiry, reflection and receive ongoing feedback.

Plans for sustainability of district capacity to deliver program beyond the period of the grant.

Project is likely to inform future programs with other districts and districts agree to share learning re: best and promising practices.

Other:

Assurances: Commitment to implementation of Common Core, Smarter Balanced Assessments, and TPEP

Budget

1. District Name(s):

Seattle Public Schools

2. Project Name:

Seattle Teacher Residency (STR)

3. New or Continuing Request?

Continuing/Expanded

4. District Project Lead- Primary:

Name: : Clover Codd
Title: : Executive Director, Strategic Planning & Partnerships
Day/Work Phone: : 206-478-9948
Email Address: : clcodd@seattleschools.org

5. District Project Lead-Secondary:

Name: : Marisa Bier
Title: : Program Director, Seattle Teacher Residency
Day/Work Phone: : 206- 205-0338
Email Address: : marisa@alliance4ed.org

6. School Project Lead-Primary:

Name: : Chris Drape
Title: : SPS STAR Mentor & STR Program Manager
Day/Work Phone: : 206-261-4017
Email Address: : cjdrape@seattleschools.org

7. School Project Lead-Secondary:

Name: : Timothy J. Schuringa
Title: : SPS Data and Assessment Project Manager

8. Partner Lead-Primary (if applicable):

Name: : Mark Taylor
Title: : Alliance for Education Grants Director
Day/Work Phone: : 206-205-0342
Email Address: : mark@alliance4ed.org

9. Partner Lead-Secondary (if applicable):

Name: : Patrick Sexton
Day/Work Phone: : pgsexton@uw.edu
Email Address: : 206-897-1657
Title: : Assistant Dean of Teacher Ed Programs, UW College of Education

7. P1 Round 3 Plan

The following section reflects the project status and implementation impact to date as well as any course corrections and/or additional information you would like to provide.

It's important to note that it's not necessary that your narrative matches every possible description in the scoring rubric (exceeds standard), but that it reflects the most meaningful and impactful strategies for you to move forward with to impact student success.

Please answer the following questions in a descriptive and concise way.

8. P1 Round 3 Plan

10. We are applying for a continuing grant for a project that ended in:

2015 (Applying for a continuation of a one-year grant)

9. P1 Round 3 Plan

11. Describe the status of implementation so far with your district's Round 2 award. Is implementation happening as planned? Please explain.

The Seattle Teacher Residency (STR) is a teacher preparation, induction and support program designed to create a sustainable pipeline of teachers prepared for the specific context of high-need schools in the Seattle school district. STR is considered an "urban teacher residency" (UTR). UTRs adapt the medical residency model to teacher preparation. Pioneered in the early 2000's in Boston, Chicago and Denver, residencies blend a full year of classroom apprenticeship under a highly qualified mentor-teacher with integrated, graduate-level course work, instead of a coursework-centered approach complemented by a few weeks of student-teaching.

UTR's have proven effective across several dimensions, including

- Gains in student achievement
- Reduced teacher turnover (high teacher turnover is associated with poor school performance)
- Diversity of the teacher workforce (ethnicity, gender, prior life experience)
- Principal satisfaction

The source of these data is Urban Teacher Residency United (UTRU), the national network of 22 residency programs, including STR. UTRU conducts research and program evaluations, establishes best practices for the field, provides training and technical assistance, and advocates for improving outcomes for students in high-need urban schools through clinically-based teacher residency programs. UTRU compiles and summarizes data from across the national network. The most recent report shows the following:

- The 5-year retention rate of residency-trained teachers is 85% compared to 50% for other urban school teachers. <http://www.utrunited.org/the-residency-model>
- UTR graduates are more culturally diverse than graduates of traditional teacher preparation programs: 34% vs. 18% ([https://www.nea.org/assets/docs/Time_for_a_Change_Diversity_in_Teaching_Revisited_\(web\).pdf](https://www.nea.org/assets/docs/Time_for_a_Change_Diversity_in_Teaching_Revisited_(web).pdf))
- 73% of principals in schools hiring UTR graduates report that residency graduates are more or much more effective than the typical new teacher.

Studies as to UTRs' impacts on student performance are ongoing in this young and still relatively small field. However, preliminary data are promising. See summaries of programs in Boston, Memphis and Chicago's two programs at <http://www.utrunited.org/about-us/research-and-publications>

STR is a joint venture between four institutions - Seattle Public Schools (SPS), the Alliance for Education (AFE), the University of Washington, College of Education (UW) and the Seattle Education Association (SEA). The leaders of each organization comprise the project's governing body and steering committee. Each partner contributes unique assets:

- AFE is the administrative home of the project. STR staff are employees of AFE. AFE leads resource development and has leveraged its historical relationship with the philanthropic community to generate significant interest and funding for the program since planning began in 2011.
- SPS provides the classrooms, the mentor-teachers, the support from principals of the training sites, data from the Research, Evaluation and Assessment department, coordination with the Human Resources department and financial resources including subgrants of the RTTT funds and dollars allocated from baseline. Additionally, SPS contributes personnel expertise to the program as SPS staff members serve as instructors and provide internal coordination.
- The UW College of Education, considered one of the top 10 colleges of education in the country according to the U.S. News and World Report 2015 ranking, provides an academic home for the program. STR is one of several tracks students can choose from for earning a Masters in Teaching degree. A team of its nationally recognized faculty has customized a coursework curriculum that aligns with the goals of the program. Faculty members also serve as instructors and coaches to residents and participate in supporting the mentor-teachers as well as program graduates.
- With SEA as a core partner, STR leadership gains labor's perspectives on teaching and learning in general and HR administration in particular. STR became the first residency in the nation whose governing body includes a teachers union.

STR is rooted in the principle that the quality of teaching is the most important school-based factor in student achievement. National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*, <http://nctaf.org/wp-content/uploads/WhatMattersMost.pdf>. Accordingly, the STR theory of action is that a rigorous, district-specific, classroom-based apprenticeship and graduate school program that embeds the work of teacher preparation directly into practice at high-need schools, and which focuses specifically on the needs of ELL, low income, SPED and other students will produce highly effective teachers who will improve academic achievement and narrow the opportunity gap.

STR is organized on a cohort structure: each new class of residents progresses through the 14-month training as a group. The program has prepared two cohorts to date and is now providing "induction" support to them; the third cohort began the program in late June.

- o COHORT ONE (C1) began in July, 2013; 21 C1 residents graduated in August 2014 and began their careers as teachers of record in Seattle Public Schools (SPS) in September, 2014; 14 of these teachers taught students in seven "Race to the Top" high-need schools - see Glossary below.
- o COHORT TWO (C2) began training in late June, 2014; 28 are completing the program this month and 27 have been hired for the 2015-16 school year; at least 12 have been hired by seven "Race to the Top" schools (including some schools where C1 graduates are teaching).
- o COHORT THREE (C3) has 31 residents; they began the program in June and their expected completion will be in August, 2016; seven residents are training at four RTTT schools.

For participants, there are two sequential phases: (1) the 14-month preparation "year" (including coursework and apprenticeship) that leads to a master's degree from the UW College of Education and a Washington state teaching certificate; and (2) three years of post-training induction services that support the novice teachers during the critical first three years of their careers.

For residents, there are two components to the pre-service period of preparation:

- 14 months of UW College of Education coursework; classes are 5 days a week in the months before the school year and Tuesday evenings, all-day Fridays and occasional Saturdays during the school year; after the school year ends, the graduating residents take summer courses leading to second endorsements in ELL or SPED. The STR curriculum was developed by the UW, SPS, SEA and Alliance stakeholders and is continually informed and refined consistent with the experience - and challenges - of residents in their apprenticeships.
- 9 months of apprenticeship during which residents devote four days each week (Mondays through Thursdays) in a high-need elementary classroom under the daily guidance of qualified mentor-teachers; to qualify as an STR mentor, a teacher must have a record of effectiveness with high-need students and meet other criteria described in the "STR Mentor and Site Selection Information" (Appendix C).

Since STR launched its first cohort barely two years ago (July, 2013), and since members of that cohort just completed their first year of teaching in June, we do not yet have enough quantitative data from which to draw valid conclusions about impact on teacher and student performance. In October, the SPS Research, Evaluation and Assessment (REA) department will be generating Smarter Balanced reports and teacher performance data related to the first year of teaching of 21 Cohort One graduates. However, survey and anecdotal data about the first two cohorts are available and summarized later in this application. As more data become available, STR anticipates impact on teacher and

student performance similar to the results of other residency programs across the country.

GLOSSARY

For the benefit of proposal reviewers who may be learning about the urban teacher residency model and the Seattle Teacher Residency for the first time, we are providing this glossary of terms that will appear throughout this document.

CAREER LADDER TEACHERS (CLTs) are SPS teachers who model innovative instructional and professional practice; as CLTs, they have the opportunity to be recognized with stipends and career ladder recognition as “Demonstration”, “Mentor” (non-STR), and “Master” teachers.

INDUCTION SUPPORT is provided by STR to program graduates during the critical first three years of their teaching career at SPS. Induction services are designed to provide the support, problem-solving, advice and direction necessary to make the novice’s initial years at SPS as successful as possible. STR coordinates induction services with the district’s STAR Mentoring Program – see description below.

LEARNING ROTATIONS are opportunities for Residents to visit other classrooms and observe instruction by teachers other than that of their mentors. The rotations provide residents with exposure to a variety of classroom contexts and teaching styles, and broaden their experience and awareness of varying instructional practices and approaches.

MENTOR is an experienced educator who hosts and supports a resident for a full academic year. Mentors are skilled instructors, reflective and growth-oriented about their own practice, and committed to sharing their experience and skills with a resident. STR provides professional development (PD) sessions for mentors each month.

RESIDENT is an individual who has been admitted to and has enrolled in the 14-month STR residency program. Each resident is paired with a mentor-teacher (see above). A resident who completes the program successfully is a GRADUATE. As a condition of acceptance, residents make a commitment to serve students in Seattle Public Schools for five years after graduating.

RTTT HIGH-NEED SCHOOL is a school within the purview of the federal “Race to the Top” grant which was received by the PSESD to support programs at identified districts in the region. The RTTT high-need schools have a higher percentage (76%) of students eligible for the Free Reduced Meals Program than other Title I schools (where the threshold is 40%). Thus RTTT schools are deemed to be higher need schools than other Title I schools. Fourteen (14) of Seattle’s 32 elementary and K8 Title I schools are RTTT schools. STR dedicates RTTT funds exclusively to our work in the schools on the list of RTTT high-need schools (hereafter, “RTTT schools”) identified in the ESD’s request for proposal (RFP). See the budget narrative (#38) for details.

STAR MENTORING PROGRAM is a joint program of SPS and the Seattle Education Association, in which each first year teacher is matched with a STAR mentor. (STAR is an acronym for Staff Training Assistance & Reflection.) STAR mentors coach, assist, collaborate, and provide feedback on classroom instruction primarily to first-year SPS teachers. The district has a pilot project underway to extend support to a limited number of second-year teachers.

STUDIO DAY model was developed at the UW College of Education. STR adapted the model in the spring of 2014 to provide residents with focused opportunities to learn how to meet the needs of SPED and ELL students in the context of learning math and literacy content instruction. A Studio Day involves a team of residents and STR instructors who begin by planning a lesson for a challenging context (e.g., math for ELL students), teaching the lesson to a class of students, and then debriefing with the team and revising the lesson as needed. Next, another resident delivers the modified lesson to another group of students. Through this model, residents gain experience in the practice of developing, delivering and refining lessons to meet the needs of special populations and instructors observe application of what is taught.

PROJECT IMPLEMENTATION

Overall, implementation over Rounds One and Two has been very successful and we are very grateful for PSESD support during these important foundational years of the project. The program has a strong evaluation component so the STR team is able to identify what makes it successful, as well as address areas for improvement. The staff, faculty and partners make adjustments and course corrections to strengthen the program as we continue to learn from our practice and collaboration.

P1 Round One funds supported STR’s launch of Cohort One (C1) in 2013-14 (after a year of multi-stakeholder program planning, curriculum development, resource development, and resident and mentor recruitment in 2012-13). Twenty-five residents began their graduate level coursework in July 2013 and were matched with experienced mentor-

teachers at five high-need Title I schools, two of which were RTTT schools. The district hired the 21 who completed their training in August 2014 for nine Title I schools, including 14 who were hired for seven RTTT schools. Each graduate received induction support throughout the year from STR and the district's STAR Mentor Program as described below. All of these teachers will be returning to start their second year at the same schools in September.

Round Two funds (Sep, 2015 – Aug, 2015) have been used to support the preparation of Cohort Two (C2) residents in 2014-15 and to provide STR induction services to C1 graduates. Twenty-eight (28) C2 residents are completing their training this month (Aug, 2015) and 27 have been offered teaching contracts to date. This includes 12 C2 graduates who have been offered contracts at six RTTT schools, some of which had also hired C1 graduates for 2014-15.

Responding to the need for Special Education teachers in the district, STR launched a new Special Education (SPED) pathway in 2014-15. Among the 28 Cohort Two graduates this month, six were enrolled in the SPED pathway. These residents completed coursework in both special education and general education and also completed a dual practicum (apprenticeship) to gain experience in both contexts.

GROWING STR PRESENCE IN TITLE I and RTTT SCHOOLS

STR prepares teachers for elementary classrooms in linguistically and culturally diverse Title I schools. There are 32 Title I elementary or K8 schools in Seattle, and STR has at least one program graduate or resident in 25 of them.

- o 46 C1 and C2 graduates are teaching in 21 Title I schools;
- o 31 Cohort Three (C3) residents are training in 12 Title I schools (7 of which have STR graduates teaching in them).

Fourteen (14) of Seattle's Title I elementary and K8 schools are considered RACE TO THE TOP high-need schools (hereafter, "RTTT schools"). With support from this grant and from other sources, STR is serving 11 of these 14 elementary and K8 RTTT schools, or 79% of such schools. This count does not include one RTTT HIGH SCHOOL where an STR graduate has been hired to serve special education students. (STR graduates are typically hired in elementary schools; however, a C2 graduate was hired at a district high school after much consideration of district needs, the graduate's background and skills, and team recommendation.)

Specific to RTTT status, STR has presence in 11 elementary schools including:

- o 4 RTTT schools where C3 residents will be trained in 2015-16 (C1 or C2 graduates teach at three of these schools); and
- o 7 RTTT schools where C1 or C2 graduates will be teaching in 2015-16 but which will not be C3 training sites.

As to the number of STR graduates and residents in the RTTT schools in 2015-16:

- o 26 C1 and C2 graduates will be teaching in 11 RTTT schools (i.e., 52% of the 21 schools that hired program graduates);
- o 7 C3 residents (or 23% of all C3 residents) will be training in 4 RTTT schools (33% of all training schools; 3 of the 4 schools have STR graduates teaching in them).

It is important to note that collectively over half -- 57% -- of the C1 and C2 participants who completed their 14 months of training and became certified teachers now teach at RTTT schools. Also please note that more graduates become teachers in RTTT schools than were trained in RTTT schools: over the two years (2013-14 and 2014-15), 16 residents trained in RTTT schools but 26 former residents are now teaching in RTTT schools. So while just seven C3 residents are training in RTTT schools in 2015-16, we are confident in projecting that 13 to 15 members of this cohort will teach in RTTT schools when they are hired after completing their training in August, 2016.

The 12 RTTT schools where STR graduates and residents will be teaching or training in 2015-16 are as follows (all are elementary unless otherwise indicated):

- o Dearborn Park: 3 STR Grads and 1 Cohort Three resident
- o Concord: 1 STR Grad
- o Emerson: 2 STR Grads
- o Highland Park: 2 STR Grads
- o Madrona K-8: 1 STR Grad and 3 Cohort Three residents (all in elementary classrooms)
- o Hawthorne: 1 STR Grad
- o Northgate: 1 STR Grad
- o Rainier Beach HS: 1 STR Grad serving SPED students

- o Roxhill: 1 STR Grad
- o Van Asselt: 10 STR Grads and 1 Cohort Three resident
- o West Seattle: 2 Cohort Three residents
- o Wing Luke: 2 STR Grads

As STR's presence in RTTT schools continues to grow, it is not uncommon for a principal to hire more than one program graduate. Six of the 11 elementary and K8 principals have hired more than one STR graduate.

- o One RTTT school has 10 STR graduates (Van Asselt)
- o One has 3 STR graduates (Dearborn Park)
- o 4 have 2 STR graduates each
- o 5 have 1 STR graduate each

While we can reasonably project that 13 to 15 Cohort Three residents will be hired by RTTT schools for 2016-17 after they graduate, it is difficult to predict which schools will hire them, and whether these will be the first STR graduates in those schools (as indicated above, STR already has presence in 12 RTTT schools, nearly all elementary). However, considering that more and more principals are contacting the program asking for referrals, it is likely that more RTTT schools will hire STR graduates for 2016-17.

SUPPORT FOR STR MENTORS

A benefit of being a mentor in our program is professional development (PD) which we provide each month. Sessions this past year focus on a variety of topics including relationship development, coaching skills, observing and evaluating residents, orienting residents to the school culture, and others. STR's approach taps into the skills and experience of the mentor teachers, building a learning network amongst them to leverage their strengths. Together the mentors, residents and faculty explored new pedagogies for ELL and SPED instruction. There were also visits and observations of residents in their classrooms, observations of STR graduates during their first year of teaching, and modeling of post-observation conversations. In surveys, STR mentors often report that mentoring has improved their own teaching practice. See course corrections section for mentor PD planned in 2015-16.

STR INDUCTION; COORDINATION WITH THE STAR PROGRAM

Induction support for program graduates during the first few years of teaching is a critical element of the urban teacher residency (UTR) model. Induction support is a key contributor to the longer retention rate of teachers trained in UTR programs across the country compared to teachers trained in other programs. Accordingly, STR provides induction services to residency graduates during their first three years of teaching.

At the same time, the district has a program to support first-year teachers called the STAR Mentoring Program (STAR is an acronym for "Staff Training Assistance & Reflection"). The program came about through the collective bargaining agreement with the Seattle Education Association (SEA) in 1992. The STAR program assigns a mentor to every new teacher, including STR graduates, to provide support during the first year of teaching. STAR mentors coach, assist, collaborate, and provide feedback on classroom instruction. STAR mentors are experienced, qualified teachers who apply to serve as mentors for up to 15 new teachers each year; they do not have their own classrooms while they are STAR mentors. Given the parallel purposes of STR induction and the STAR program, there was an obvious need to coordinate the two programs. Accordingly, SPS' STAR Program Manager and STR's Induction Coordinator work together to layer support so that the programs augment and complement each other.

The STAR mentors serving STR graduates meet monthly with the STR Induction Coordinator in an important two-way communication context. The STAR mentors learn more about the pre-service experience of the residents, and the Induction Coordinator receives an independent, trained perspective on how the STR graduates are performing in their first year as teachers. This generates important data that is used to inform modifications to the training program for residents, and provides STAR mentors additional insight for STR graduate support in their first year.

While the STAR program primarily supports new teachers for their first year, STR's induction support to STR graduates is for three years (though STAR is currently piloting second-year support for a limited number of teachers). By providing induction services for three years, STR gains a deeper understanding of the experiences that our early career teachers are having and we use those findings to further improve the program. By extending support, we are also able to stay connected with the graduates and their needs. We help them maintain connections with their own cohort and foster new connections with the cohorts that preceded and follow them. STR's Curriculum and Induction Coordinator manages this important function and coordinates closely with the district's STAR mentor Program Manager.

An example of the coordination between the STAR mentor Program and STR's induction services is a series of

workshops in which STR instructors provided STR graduates with the opportunity to explore problems of practice such as improving classroom management and math instruction. STAR mentors and Career Ladder Teachers were invited to these sessions. Coordination of the two induction programs will continue and expand in 2015-16. Additionally, STAR mentors will participate in an STR induction workshop for Cohort 2 teachers in August, 2015, allowing the STAR mentors to connect with their “mentees” and get a jump-start on their work together.

LEVERAGING LEARNING and PROMISING PRACTICES

A key enhancement to STR’s infrastructure in 2014-15 was the creation of an internal-to-district STR Coordinator. The purpose of the position is to facilitate the integration of STR with district systems, to link learnings between STR and the STAR program, and to expand the use of STR instructional practices among teachers who are not otherwise associated with STR.

Chris Drape, a former SPS principal and current STAR mentoring Program Manager at the district, fills this important role. To leverage the best practices developed in the program and expand STR’s impact, Chris engages teachers from other high-need classrooms and schools to participate in STR events such as Studio Days (see Glossary) and professional development (PD) sessions that the program provides for STR mentors. During 2014-15, STR organized or supported ten such events and conducted follow-up activities to reinforce the learning. For a description of these activities and a narrative related to work with four schools in particular, please see Appendix A.

ELL FOCUS

Content methods courses ensure that residents have a strong foundation in Common Core and NEXT Gen Science standards. Residents are taught specific practices that facilitate personalization through formative assessment and student-focused teaching strategies. During 2014-15, the STR Instructional Team further integrated “Methods” instruction with ELL methods so that residents learned from the start how to plan and enact instruction that is personalized and differentiated consistent with the distinct needs of individual students. Instructors collaborated closely and implemented Studio Days with an intentional focus on the English learners in the classrooms in which they worked. Residents also learned how to engage families and build on the resources students bring to school, enabling an asset-based approach to understanding children’s home contexts and interpreting to children’s needs.

ELL strategies are derived from both SIOP (Sheltered Instruction Observation Protocol) and GLAD (Guided Language Acquisition Design); these practices include:

- o Language objectives and identifying academic language
- o Structured student-to-student talk (e.g. partner and small group)
- o Providing comprehensible input
- o Accessing prior knowledge/background knowledge/funds of knowledge
- o Organizing language and information through graphic organizer

COMMON CORE STATE STANDARDS (CCSS)

The UW coursework customized for STR was revised in 2014-15 to incorporate Common Core standards in Math and Literacy. STR prepared residents to understand how to use SPS’ adopted curriculum, “Math in Focus,” in alignment with CCSS and the specific instructional practices being taught for implementing effective math instruction. This training provides residents with the foundational knowledge that would be offered in the professional development (PD) sessions that the district typically provides to first-year teachers (which is a cost savings to the district). STR will be participating in UTRU’s “Collaborative Learning Initiative” this year focused on CCSS program integration. The Program Director has served on the Advisory Team planning for this initiative and STR will play a major role in the network learning experience by hosting Instructional Rounds in October (where UTRs from across the country visit to collaboratively explore a problem of practice that is centered on CCSS integration).

RECRUITMENT OF COHORT THREE RESIDENTS

Recruitment of each new cohort begins more than a year before that cohort starts the program, e.g., recruitment for Cohort Three (whose members started training in late June) began in the spring of 2014. Over 100 applicants apply to the program each year by submitting the required academic credentials, personal essay and other materials through the UW Graduate School’s admissions portal by the January deadline.

To gain a variety of perspectives about candidates, program leadership organizes a Selection Team comprised of 30 to 40 district, UW College of Education, SEA and community representatives. Members of the Selection Team review and comment on applicants’ materials (including references’ answers to specific questions about applicants’ experience,

character and commitment) and make recommendations about which candidates to invite to one of the two “Selection Days.”

On Selection Day, residents experience a series of strategically designed interviews and exercises designed to reveal which applicants have the skills and traits necessary to be successful as an STR resident and as a teacher in an urban school. The experience also provides the candidates exposure to some of the challenges and complexities of high-need schools. The program is designed to enable Selection Team members to evaluate candidates on a number of criteria including commitment to high-need urban schools, awareness of the racial, social and economic dimensions of teaching in such schools, interpersonal communication in a culturally diverse context, collaboration skills, and ability to respond to stressful conditions and unforeseen events. The subcommittee invited 86 candidates to the Cohort Three Selection Days held on March 30th and 31st. Out of this process evolved a consensus to offer admission to 37 of the applicants. Ultimately, 31 accepted and started their training in July, 2015. Nine (9) of these new residents are enrolled in STR’s SPED pathway and seven will be trained at four RTTT schools in 2015-16.

12. Please indicate who was engaged in the development of your proposal (e.g. staff leading ELL, Equity, Special Ed., Content Area Specialists, CBO’s, parents)

CONTRIBUTORS TO THE PROGRAM

The STR program director and STR coordinator in the district have an ongoing relationship with Veronica Gallardo, SPS Director of ELL and International Programs. Veronica has contributed to STR by supporting bilingual residents, advocating for placement of residents in paraprofessional positions to complete program requirements, and collaborating on ELL training opportunities.

STR has a relationship with Anita Morales, an Equity and Race Relation Specialist with SPS. Anita is a co-instructor of the “Working in Schools” course of the Residency. She also facilitates key experiences throughout the year such as our initial orientation activity that builds a foundation for residents to help them develop their identity as a teacher. Anita serves on STR’s Advisory Council as well. She is a very valuable support to the program and mentor to our residents of color.

STR collaborates closely with Wyeth Jessee, the Director of Special Education and Michael Fletcher, an HR department analyst designated for SPED. This collaboration focuses on strategic recruitment and placement of SPED residents as well as input on hiring so that STR graduates are hired into the positions for which they are most qualified. In addition, SPED collaboration allows for program cohesiveness and develops STR’s understanding of the district’s service model for students with disabilities.

With respect to family and community engagement, the STR Program Director and SPS’ Director of School and Community Partnerships, Carri Campbell, has contributed to this proposal. She and the STR program director, Marisa Bier, will be collaborating in September on a plan to increase STR participants’ awareness of the resources of the department and the vast array of community agencies available to teachers as student needs arise. They will also collaborate on best practices and tools for partnership development and stewardship.

STR also collaborates with Bernardo Ruiz, Director of School Family Partnerships, Equity and Race Relations and with members of Equity & Race Advisory Committee. Members include Fran Partridge, Anita Morales and Susan Stahl.

STR’S EQUITY FOCUS

Given that the percentage of students of color in high need Seattle schools can be as high as 97% (and averages 90% at RTTT schools), a core commitment of STR is to prepare emerging teachers to understand the racial dimensions of public education and to integrate racial equity into all of their work. These efforts are aligned with the district’s overall equity plan and Policy # 0030 in particular (http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/How%20do%20I/Strategic_Plan_2013_2018.pdf).

Among other things, STR facilitates residents developing:

- Understanding of their students’ and families’ culturally, racially and linguistically diverse backgrounds and communities; and
- Expertise in differentiating for students with special needs, working with their families, and understanding the challenges inherent in disproportional representation of poor students and students of color receiving special education services;
- Deep connection with each student and seeing each one through a lens of their strengths, not deficits.

STR’s focus on equity includes a required course for residents called “Working in Schools” (WIS). The year-long course focuses on equity as it relates to race, culture, language, gender identity, and socio-economic status WIS explores

multiple and interrelated factors of teaching practice, including the experiences of students in urban schools and classrooms, and the role and identity as public school teachers.

In the course, residents explore complex questions related to their own identities, how it has shaped them and shaped how others see them. They also engage in work that focuses on developing understandings of students, families, and communities and the role of schooling as it relates to the diversity of the school context. Specifically, residents:

- o Explore where they come from and what perspectives they bring to the work of teaching that influence how they see themselves as teachers and the students with whom they work.
- o Begin to think about how they engage and teach racially, culturally, and linguistically diverse students as they explore the purpose of school and role of “teacher.”
- o Examine some of the social, political, and historical foundations of our work in schools using Seattle as a case study (historically and contemporarily).
- o Craft a personal statement regarding their role as a teacher in a Seattle Public Schools classroom.
- o Carry out the work of reflection, individually and collaboratively.

The “Working in Schools” strand builds understanding of one’s identity (“Who am I - Who are my students & families - Purpose of Education and My Role as Teacher”), and extends it into the specific work of the classroom and school community. The course uses the experience of working with a particular group of students in a school as the context for exploring what working toward equity looks like in practice. The course is co-taught by 3 experienced SPS educators who represent a breadth of background and perspective.

STR considers the SPED pathway, launched in 2014-15, to be part of our equity focus. We designed the SPED pathway to be deeply integrated with general education. Moreover, all residents take some of the same SPED coursework so even our elementary residents gain strong foundational knowledge. By so doing, all residents gain skills for supporting students who have disabilities and who are in general education classrooms. SPED residents take the same coursework as the elementary group, along with additional seminars that include SPED-specific content (on disabilities, law, etc). In the second summer of the year, elementary residents are given the option of pursuing a second endorsement in SPED or ELL.

CONTRIBUTING TO DIVERSITY OF THE WORKFORCE

STR is bringing greater cultural diversity to the SPS teaching corps. Currently only about 20% of SPS educators are teachers of color while nearly 60% of students are students of color. Among other places, our recruitment activities target communities where high-need schools are located. Outreach in these areas has enabled STR to connect with potential candidates who not only have a desire to teach, but also understand and relate to the families and communities which those schools serve. Through this and other targeted recruitment, STR increased the diversity of Cohort Three compared to Cohort Two. The percentages of STR graduates and residents who are people of color are as follows:

- o 57% of the 2014 Cohort One graduates (compared to 12% of the district’s new teachers who were trained in other programs)
- o 37% of Cohort Two graduates who start teaching in September
- o 45% of Cohort Three residents who will complete training in August, 2016

Also contributing to the diversity of Cohort Three was the collaboration among SEA, the district’s HR department and the STR team to establish a pathway to STR for Instructional Assistants (IA’s) through the “Classified to Certificated” program. The “Class-to-Cert” fund came about through collective bargaining between SPS and the Seattle Education Association (SEA). Money from this fund is now available to support Seattle Public Schools IA’s who choose the STR pathway to advance their careers by earning a teaching certificate and a master’s degree from the UW College of Education. IA’s as a group reflect much more cultural diversity than the Seattle teaching corps, only 20% of whom are teachers of color. With support from the “Classified to Certificated” fund, there are now nine IA’s enrolled as C3 residents, and four (44%) are people of color. This effort aligns with the district’s and SEA’s focus on equity and career advancement for employees and helps STR meet its diversity goals. Moreover, the program is enriched by residents who bring such a significant background serving high-need classrooms and experience with families and community organizations that support and serve diverse students.

In feedback to our LOI, we were asked “How will ELL Instructional Assistants be recruited for the program?”

Strategies for recruitment of Instructional Assistants (IA’s) who work with EL learners include outreach via SPS HR channels and the ELL Department. We also solicit referrals from principals, STR mentors, STR alumni, and STAR

mentors. Program information was posted several times in the SPS Employee e-blasts and was sent via email directly to ELL IA's from the department head. Several information sessions and a financial aid session were conducted specifically for IA's at the John Stanford Center and Rainier Beach High School after school hours. An information session was also planned during an IA Professional Development day in which all ELL IA's were able to hear a brief presentation and stay for a longer information session if interested.

Referrals were a key source of recruitment as principals and people in the STR network were asked to recommend IA's whom they think would be successful in the program. "High-touch" strategies were used including face-to-face meetings and phone calls to provide information about the application process and financial aid options. Kim Van Atta, the SPS Instructional Services School Coach who manages professional development for paraprofessionals, also played a large role identifying potential candidates and promoting the opportunity to IA's. Outreach to other districts included postings about STR and contact with principals; we also promoted the program at conferences, among diverse community groups, and with IA Department heads.

10. P1 Round 3 Plan

13. What has the project team learned about the impact of the project on the target students? In what ways, if any, does this inform how you understand the original problem of practice and theory of action in your 2014 proposal?

STR's purpose is to improve student performance at high-need schools through a highly-structured clinically based teacher preparation program. The central premise of the theory of action (see question 11) is that the impact on student achievement will occur AFTER the residents are trained and teaching in high-need schools, not necessarily DURING the time that they are being trained. That said, teacher preparation that incorporates a co-teaching model has been shown to have a positive impact on student performance.

We look closely at impact specifically on students identified as English Language Learners (ELL) as well as overall impact based on poverty level of schools in which residents and graduates are placed. Residents are exposed to curriculum that introduces them to strategies appropriate for ELL. In addition, the overall content of the program has a specific equity focus that addresses the challenges faced when working with children who live in poverty. While these are the 2 areas of focus in this proposal, we also pay close attention to data related to Special Education, African American, and Hispanic students. There is often overlap across all of these groups and STR strives to address the strategies and practices that create successful learning opportunities across all these populations.

Consequently, what is of critical value (and congruent with our theory of action) is outcome data of students in classrooms of STR graduates as they gain experience OVER THE LONG TERM. This is not to say that data from the classrooms in which residents are apprenticing and STR's first year graduates is not important. Indeed it is, and we collect, analyze and report that data. However, it would be unreasonable to expect spikes in performance of students in classrooms of residents and first year program graduates. What will be more revealing and critically important to assess is the impact of STR graduates on student performance over an extended horizon of time.

STR's first cohort of residents completed training in August 2014 and began teaching just 11 months ago. As such, it is too early to have adequate quantitative data from which to draw valid conclusions about impact on student outcomes. However, some 2014-15 data will be available in October when SPS' Research, Evaluation and Assessment (REA) department is able to generate aggregated Smarter Balanced summaries of the classes that Cohort One graduates taught in 2014-15. In so much as this was the first year the Smarter Balanced Assessment was given across the district, the results will be a baseline. However, we will be able to look at the aggregated scores of students of STR-trained teachers alongside those of students of all teachers, all teachers in Title I schools, and other first year teachers in Title I schools for comparison purposes.

AMPLIFY

In our Round 2 proposal submitted in April 2014, we indicated we would review data from formative assessments during 2014-15. At the time, "Measures of Academic Progress" (MAP), was the district-wide formative assessment instrument. However, before the start of the 2014-15 school year, SPS had dropped MAP at most schools and had begun implementing the Amplify instrument, mCLASS® Beacon™. For information about Amplify, see Appendix B and (<http://www.amplify.com/assessment/mclass-beacon>).

We noted the change from MAP to Amplify in our February and July reports to PSESD when we reported the Amplify scores for 3rd through 5th graders at the three designated RTTT schools: Concord, Emerson and Hawthorne elementary schools. Collectively, nine STR participants worked or trained at these schools in 2014-15: five C2

residents and four C1 graduates. As the district's Data Manager underscored in both reports, Amplify and MAP do not measure the same things. Amplify assessments are meant to inform teachers about mastery of specific standards, NOT overall growth in math or English/LA/Reading. Amplify is intended to measure competency related to Common Core Standards. Given the different purposes and designs of the two instruments, the REA director advised that Amplify results should not be used to make observations or draw conclusions about student growth.

Notwithstanding these caveats and limitations, the Amplify assessments in September, November and February reflect the following with respect to certain sub-groups of 3rd to 5th graders at the three identified schools:

- o Black students continue to fall below the All-Student mark in terms of percentage meeting the cut-score, and thus the performance of Black students remains a focus for these schools. This underscores the importance of STR's work to prepare teachers to address the needs of each of their students, especially historically marginalized groups such as African-American students.

- o The percentage of English Language Learners (ELL) and Special Education (SPED) students meeting the cut-score appear to increase across the tested grade levels (3 through 5) in both math and reading (subject to the caveats). However, the percentage of students meeting the cut-score in these groups continues to trail the average of students overall. This confirms the importance of STR's focus on preparing general education teachers to be equipped to meet the needs of their EL and SPED learners (via the STR requirement that residents additionally obtain either a special education or ELL endorsement).

SURVEY and QUALITATIVE DATA

STR has survey and qualitative data related to the perceptions of preparedness of residents and graduates to improve student outcomes, Urban Teacher Residencies United (UTRU), the national network of 22 urban teacher residencies, administers extensive annual surveys of principals, mentors and residents about their experiences with the program including questions about impact on the schools' cultures and mentors' instructional practices. In the May 2015 survey:

- o Cohort One graduates were asked to rate their level of preparedness to meet the academic needs of English Language Learners on a scale of 1 ("not prepared") to 7 ("very well prepared"). The average rating by the 8 who responded was 5.1, which was just above "prepared" on the 7 point scale (all graduates had taken coursework and training with regard to ELL students).

- o Cohort 2 residents were asked their perceptions of their preparedness to meet the academic needs of English Language Learners and their average response on the 7-point scale was 4.2, falling between "somewhat prepared" and "prepared".

- o The mentors of Cohort 2 residents were asked their perceptions of the residents' preparedness to meet the academic needs of English Language Learners and the average response was 4.9, just below "prepared".

Because these data represent perceptions of preparedness, the impact on EL learners would be a result of the residents and graduates having an understanding of differentiation and strategies relevant to supporting the success of EL learners.

Through surveys and informal communication, principals:

- o Report STR graduates are well-prepared and demonstrate strong teaching practices and collaboration skills.

- o Have commented that residents are among the strongest interviewees they have experienced; they also say that they see potential for teachers serving as STR mentors to develop as leaders.

- o Are increasingly interested in being a partner school as they learn more about the program or hear from colleagues about the quality of residents and the value-add.

- o Contact the program director asking for referrals of STR graduations who would be a good fit for their school.

In short, many sources of information and data are reinforcing STR's theory of action.

11. P1 Round 3 Plan

14. What are the course corrections that you have made, or would make based on your implementation data?

CURRICULUM REDESIGN

UW College of Education graduate level coursework is a core element of the 14-month STR program for residents.

Previously, most coursework had been conducted as distinct and separate classes. However, we began to realize that

there was opportunity for greater coherency and integration not only across the courses, but also with the apprenticeships in which the residents are engaged in the high-need classrooms. Consequently STR committed to redesigning the curriculum to better complement the clinical-rich STR experience. By improving integration of the coursework with residents' classroom experiences, STR will better support their developing practices, practices that directly and positively impact student learning.

Accordingly, the instructional team has reorganized the courses to more fully integrate math and literacy content into the training on instructional practices for ELL and SPED students. The new curriculum does this by presenting the "Methods" courses much like the context of a series of Studio Day events (see Glossary in #11 above).

In adapting the Studio Day approach to the Methods courses, the principle change is that Methods will be taught with a consistent and ongoing focus on math and literacy content organized to meet the needs of English language learners (ELL) and students who receive special education services (SPED). Essentially, STR instructors across courses will be collaborating and participating in each others' courses. For example, the UW ELL instructor will work closely with the UW literacy instructor and the SPS host teacher to identify and prepare a lesson that will meet the needs of ELL students in the host's classroom.

In undertaking curriculum redesign, the team:

- o Created a calendar of all coursework throughout the year with a common focus and core assignments within each quarter;
- o Integrated ELL and SPED into math and literacy coursework in fall quarter so the "Methods" courses are conducted collaboratively;
- o Designated four Studio Days in winter quarter, specifically in Math for ELL and Literacy for SPED students;
- o Scheduled full-day Social Studies and Science course sessions early in the year so that residents could more meaningfully apply learning into practice
- o Explicitly highlighted and identified where edTPA and Core Practices are addressed in coursework (the edTPA - Educator Teacher Performance Assessment - is a performance-based, subject-specific assessment that each resident is required to pass in order to be certified by the state);
- o Intentionally designed course assignments and Gateways to complement each other and aligned them with STR's Gradual Release policy. (Gateways are the performance benchmarks along a continuum of professional development for residents. Gateways must be successfully completed in order to meet the criteria for completing the Residency program and receive credit for the field practicum course each quarter.)

The redesigned curriculum also improves the integration of the coursework with residents' classroom apprenticeships. We believe this strengthens the program, improves teacher preparation, and increases the likelihood the residents will become highly qualified teachers who make a significant difference in the lives of students in high-need schools.

MORE OPPORTUNITIES FOR LEAD-TEACHING

After considering feedback from C1 participants, the program determined that residents should get more experience lead-teaching during their apprenticeships. Accordingly, the lead-teaching schedule for C2 residents was amended so that they took on teaching responsibilities much earlier in the year than the C1 residents did in 2013-14, and more frequently. This gave them more opportunities to lead instruction and receive feedback and coaching throughout the year. In the new schedule, residents lead-teach for a full week in November during which they have intensive support from mentors and coaches.

MENTOR PROFESSIONAL DEVELOPMENT (PD)

With financial support from the NEA (facilitated by the SEA), STR mentor PD has evolved significantly and became more robust in 2014-15. The program started with a 2-day workshop for STR mentors in August, 2014. Then we facilitated monthly small and large group sessions from September through May, 2015. These sessions were led by instructional coaches, the STR program director, and other STR team members, and each session provided rich collaboration opportunities for mentors. Among other things, STR provided mentors with opportunities to visit other STR classrooms to observe other mentors and to observe other mentors with their residents, including co-teaching. Mentors also visited classrooms of STR Cohort One graduates who began teaching in September. These monthly classroom visits were structured with pre-determined goals and observation protocols. Afterwards, STR facilitated debriefings in order to reinforce lessons learned and to guide mentors in developing their own next steps to enhance their support of residents.

For 2015-16, the Program Director has designated a member of the Instructional Team who has significant mentoring expertise to lead the review and revision on Mentor PD, consistent with our continuous improvement culture. She has

conducted a survey of Mentors and a thorough analysis of past mentor PD in order to inform redesign of content for the year ahead. Professional development will fall into 4 buckets of work: Mentoring and Leadership, Instructional Practice, Equity and Policy, and Program Information.

MENTOR SELECTION and MATCHING

STR also made revisions to the mentor selection process. Given the high standards we want to maintain, we are moving away from our earlier preference to cluster residents in a relatively number of schools. Instead, the driver is to identify the highest quality mentors at any number of high need schools. The upshot is that we now have a higher number of training sites, though with fewer residents at each one. Yet we believe mentor quality is the appropriate priority.

When feasible, we seek to identify teachers with the potential to be effective mentors at the schools where STR graduates have been hired. This not only facilitates community-building among program alumni, it creates the potential to influence instructional practices of teachers not associated with the program and more powerfully impact the schools' learning cultures.

The STR team has identified teachers at Title I and RTTT schools across the district that are deemed to have the potential to be mentors per principals' recommendations and information from district and union sources. The teachers who expressed interest were invited to complete an application; then a team member visited their classroom for an observation and interview. This enabled STR to closely examine classroom cultures and elements of the teachers' instruction to ensure alignment with STR Core Practices. In conversations with the teachers, STR staff acquainted them with the responsibilities and expectations of the role.

Following these visits, the STR Field Director met with the principal at each school to discuss the potential partnership between STR and the school and describe what makes the relationship with the program and the training of the resident successful. The parties also discussed each mentor's strengths and areas for growth so we could be aware of how to best support those teachers in their potential mentorships of residents.

STR organized a "meet and greet" for C3 mentors and residents. Immediately after this event, residents and mentors informed STR staff about which of the potential partners each felt they could work most productively with. STR staff then used that and other information to determine the most appropriate resident-mentor matches.

12. P1 Round 3 Plan

15. Is there any other information you would like to provide that would give more detail or clarity in addition to your original application?

We are using the space below for the following purposes:

- o To address specific questions that PSESD articulated in the feedback to our LOI;
- o To describe the engagement of the Seattle Education Association in STR; and
- o To provide addenda to some of the questions for which text fields were not provided for important explanations.

FEEDBACK ON STR'S LOI FROM PSESD: How might STR leverage the learning of those teachers outside of the project who have taken advantage of the mentor training/labs? How might you engage others in what you have learned?

Please see Appendix A for a summary of activities in 2014-15 to expand STR's impact beyond the schools where residents are training. In 2015-16, STR will continue to conduct Studio Days and support the Lab Days that schools organize on their own.

To leverage the learning of teachers outside the project who took advantage of 2014-15 STR events, we plan the following:

- o Support these teachers in integrating learnings they were exposed to in the STR events (e.g., by supporting lab days; continuing to invite them to mentor PD).
- o Invite these teachers to the new events so they can deepen their previous learning and help them plan to engage others in their buildings in the work.
- o Invite these teachers to become more connected with STR, which we know helps embed the skills and approaches more deeply into a teacher's practice; this also serves to introduce STR to schools that have not worked with us in the past. For example, West Seattle Elementary Career Ladder Teachers participated in mentor PD and Learning

Rotations last year and with the principal's increased interest and trust in the program, teachers there are going to serve as Mentors within STR this year.

- o Expand the group of teachers benefiting from the STR work by extending opportunities to other teachers in the RTTT schools to participate in STR learning (e.g., Studio Days, mentor PD); the intent is to create a ripple effect of engagement (i.e., one person's participation can impact their peers)
- o Share STR induction resources with the district's STAR mentors assigned to STR grads; this will enrich the STAR mentors' support not only of STR grads but with other new teachers whom they serve.

FEEDBACK ON STR'S LOI FROM PSESD: "In Round 2, feedback was provided that the University of Washington should consider joining the professional development collaborative efforts already in place between Seattle Public School's ELL department and Stanford University, Dr. Kenji Hakuta. The MOOC's are available to 150 ELL and general education teachers and will continue to be available this fall. The courses focus on higher levels of ELL student discourse and the application of a student discourse tool. This should be a consideration to all those in the residency program and not solely those focusing on an ELL endorsement. Has this been considered or implemented?"

The STR Program Director and the UW ELL instructor met with SPS ELL Director Veronica Gallardo early last year to discuss various topics including collaboration on MOOCs ("Massive Open Online Courses"). Because of the intense, demanding schedule of the STR program for residents, it has been difficult to determine how they could realistically participate.

FEEDBACK ON STR'S LOI FROM PSESD: "As you think about the performance measure re: effective principal performance at level 3 or 4, how do you see the residency work tied to/impacting that outcome?"

As a teacher preparation program, STR more intentionally focuses on teacher preparation and performance than on principals' performance (the performance measure in the menu is not editable). However, it should be noted that we view the partnership with principals of STR training sites and with the principals who hire graduates as critical to the success of the program. As part of the process by which STR selects mentors, we review not only the qualifications of the potential mentor, but the quality and commitment of the school's leadership. Leadership must already have a documented commitment to growth of both teacher and student performance. As such, the principals of the schools selected as training sites are already assumed to be high performers.

STR is very deliberate in this process. Before STR places a resident at a school, STR has an individual meeting with the principal. Topics include:

1. STR's purpose and vision and the school's alignment with that vision;
2. The experience the program is seeking for the residents;
3. The expectations the program has for how the principal supports the mentors and residents;
4. The principal's motivation for partnering – what are the potential upsides and impacts, as well as the downsides and risks from the principal's perspective.
5. A review of potential mentors in the school, including their strengths and areas of growth; this will enable STR coaches to tailor support for each Mentor-resident match.

Principals' commitments to instructional leadership are evident in the quality of mentors at their schools, and their ongoing collaboration is critical to the success of the program. The process of meeting with the principals is valuable for a number of reasons.

- o It gives principals insight on the program in general and the residents coming to their schools.
- o Principals reflect on and articulate the capacity of their teachers to take on the role of mentoring.
- o They gain deeper understanding of their responsibilities to residents and what that means for them and their school's culture.
- o STR staff can gain insights about the experience that residents would have at these schools and consider the potential for sharing what is happening there as learning opportunities for other members of the cohort; these could happen, for example, through the school hosting learning rotations or Studio Days.

STR maintains frequent engagement with principals who host residents to reinforce to them our theory of action, program goals and the importance of their support. The program director meets regularly with principals to discuss the program and ask about STR's impact on the school. We believe this intentional engagement of school leaders reinforces their focus on teacher and student performance and therefore supports improvement of their own performance.

With respect to the principals who HIRE program graduates, the program also develops deliberate relationships, particularly with ones who may be less familiar with the program if they have not hosted residents in the past. We orient them to the program, reinforce to them our theory of action, program goals and the importance of their support, just as we do with the principals of residents. We also share our perspective on the new teacher's performance as a resident. Principals often receive STR's materials related to how we incorporate equity in the program and they have communicated enthusiasm for sharing these materials with staff. In addition, intense work with mentors and identification of strengths and challenges illuminates for principals additional qualities of instructional leadership. For example, when a mentor grows as a practitioner, the principal sees the potential based on the professional development opportunities and collaboration offered by working with STR. Conversely, when a teacher is not fulfilling expectations, a principal can observe what distinguishes a teacher-leader from someone who may be effective on their own but may not demonstrate leadership qualities.

As an example of the program's commitment to principals of schools who host residents and hire our graduates, the Alliance for Education (STR's administrative home) facilitated a major gift of several thousand dollars from a private donor for a special leadership opportunity for nine STR principals: an all-expense trip to attend a powerful conference called Courageous Principals, From Insight to Action. This very highly regarded learning opportunity was specifically developed for principals by Deloitte Consulting LLP, the largest professional services network in the world, and hosted in their Texas headquarters. The focus of the training was on developing relationships through effective communication to facilitate change.

For more information about STR's site and mentor selection process including benefits and expectations for principals, see Appendix C, "STR Mentor and Site Selection Information," especially pages 6 to 8.

SEATTLE EDUCATION ASSOCIATION (SEA) PARTICIPATION IN STR

SEA is one of the project's four core partners (the others are SPS, the UW College of Education and the Alliance for Education with whom SPS contracts to provide the administrative home for the project). STR is proud to be the first (and still only) urban teacher residency among 22 members of Urban Teacher Residencies United, the national network of urban teacher residency programs, to establish labor as a core partner. The SEA President is an active member of STR's governing body (steering committee). As the voice of classroom teachers, he actively participates in governing body and other key committee meetings. Governing body agendas include policy, planning, oversight, problem-solving, and resource development among other things. In addition, SEA's President contributes to several other aspects of the program including (but not limited to):

- o STR's Leveraging Impact strategy
- o Resource development, e.g., providing content for LOIs, proposals and reports
- o Submission of grant applications to NEA the last two years to support professional development activities for STR mentors (who are SEA members)
- o Thought partnership, informal problem-solving and strategic consultation with STR management as needed
- o Valuable insights about internal climate of potential STR partner schools

In addition, SEA members are part of STR teams responsible for designing, implementing, evaluating and improving the program. This includes the Implementation Team, Advisory Council, and instructional teams. Feedback from teacher-mentors (who are SEA members) continually informs program implementation and the plans for Round 3, which is coincidentally STR's third year.

THE FOLLOWING PARAGRAPHS ARE ADDENDA TO MULTIPLE CHOICE OR NUMERIC QUESTIONS THAT DO NOT HAVE TEXT FIELDS ON THE ELECTRONIC APPLICATION FORM ("Survey Gizmo").

ADDENDUM TO #17 - TARGETED SCHOOLS:

STR has residents or graduates in a total of 12 RTTT schools in Seattle (ten elementary, one K8, and one high school). All STR residents and graduates in these schools are supported by the program. The program's impact in any one schools varies depending on a number of factors including the number of STR graduates or residents in each particular school. So in using the check-boxes to select "impact schools" in number 17, we limited the selection to five schools: the four Cohort Three training Schools (three of which also have STR graduates); and one additional school (Highland Park) which has hired two STR graduates but which will not be training residents this year. In other words, we are selecting these five schools to be the specific "Impact Schools" for purposes of the PSED report template in Round 3. The "census" of Cohort Three residents and graduates of Cohorts One and Two at these five schools is as follows:

- Dearborn Park has 1 resident and 3 graduates, totaling 4

- Highland Park has 2 graduates but no residents
- Madrona has 3 residents and 1 Grad, totaling 4
- Van Asselt has 1 resident and 10 graduates, totaling 11
- West Seattle has 2 residents and 0 graduates, totaling 2

We are selecting Highland Park (from among 7 other RTTT schools that have STR graduates but no current residents) to be one of the five target schools for this grant because Highland Park will be hosting Learning Rotations and potentially some Studio Days (see glossary). The seven additional RTTT schools that are typed into the second part of #17 are ones where STR GRADUATES will be teaching in 2015-16. For a comprehensive list of the RTTT schools which provides the number of graduates and residents in each, see the "STR Presence" section in our answer to question #11.

ADDENDUM TO #24 – NUMBER TO BE SERVED:

FRL population at the 5 schools is 1,671 per the OSPI demographic table for the 5 target schools (Oct 2014). Some of the FRL students are also ELL and/or SPED students. While the OSPI table lists numbers of ELL (634) students, it does not distinguish between FRL and non-FRL ELL. Therefore, we cannot make a projection that includes all FRL plus non-FRL ELL. That said, here are the numbers of students in the two priority groups by school:

- o Dearborn Park has 306 FRL students and 116 ELL students
- o Highland Park has 324 FRL students and 113 ELL students
- o Madrona has 196 FRL students and 22 ELL students
- o Van Asselt has 447 FRL students and 236 ELL students
- o West Seattle has 404 FRL students and 157 ELL students

ADDENDUM TO #25 and #26 – SBA PERFORMANCE TARGETS:

Spring 2015 was the first time the SMARTER BALANCED ASSESSMENT (SBA) was administered. However the reconciled baseline data are not yet available, though they are expected to be in October. Consequently, the project will update the projected SBA math proficiency targets in numbers 25 and 26 this fall when final baseline values are available and may be converted to Student Growth Percentile targets. The preliminary projections made on the form are based on a target of 7.5 percentage points of growth in Year 1, and 5 percentage points of growth in Year 2, using preliminary 2014-2015 data as a baseline.

Also please note that under each numeric field that contains a projection, we use the COMMENTS field to disaggregate the preliminary SBA math targets (subject to amendment this fall), i.e., FRL for 4th and 5th grades and ELL for 4th and 5th grades. Please see Appendix D for a table reflecting the disaggregated preliminary targets.

ADDENDUM TO #27 through #30 – TEACHER AND PRINCIPAL RATINGS ON NEW EVALUATION SYSTEM:

Baseline data from 2014-2015 evaluations are not yet available. We may update the targets projected in numbers 27 through 30 in October based on new data. See explanation in Appendix D.

21. P1 Round 3 Plan

16. Please fill out the Race to the Top Investment Fund Implementation Timeline table below. This table will be used to inform contract writing and be submitted to the U.S. Department of Education. It is suggested that each row represents one month of implementation (25 rows are not required.)

To reference an example timeline, please click the following link:

[ExampleRFPTimeline.pdf](#)

	Projected Date	Activity	Person Responsible
1	SEPTEMBER - COHORT 3 (C3)	FOR COHORT 3 (C3) RESIDENTS: STR staff facilitate "Bridge to Fall" event: - Reading grade-level CCSS - Reading grade-level Scope & Sequence for the district. - "Learning How to Study Content" (focus: reading comprehension and foundational skills). - Introduction to whole-class assessments C3 residents begin work in the classrooms of their assigned Mentor-teachers in whose	NOTE: STR Program Director provides active leadership of activities described in every month of the timeline. - STR Field Director - STR Curriculum and Induction Coordinator - 3 STR/UW Teaching Associates (part of the STR team) - UW Assistant Dean for Teacher Ed

	(C3)	classrooms of their assigned mentor teachers in whose classrooms they apprentice until June. C3 residents begin FALL COURSEWORK: EL/Literacy and SPED/Math are integrated in Methods instruction to reflect Studio Day model	UW Assistant Dean for Teacher Ed Programs - SPS STAR Mentoring Program Manager - SPS Teachers serving as STR Mentors to STR's C3 Residents (all are SEA members)
2	SEPTEMBER - COHORT 2 (C2)	COHORT 2 (C2) GRADUATES begin their first year as teachers of record. STR begins first year induction support for C2 which starts with an event named "LAUNCHING FALL" with topics including: -Preparing a classroom management plan; -Long-term math planning and literacy planning using grade level standards, curricular materials, and school-based curriculum; Also at the beginning of the school year, C2 Grads: - Meet with their STAR Mentors to whom they will have been introduced in late August - Begin & complete a supervised practicum through the fall qtr to complete requirements for their ELL or SPED endorsement; - Attend 3 seminars during the fall quarter (one each month) - Participate in Video PLC's on Classroom Management	- STR Field Director - STR Curriculum and Induction Coordinator 3 STR/UW Teaching Associates (part of the STR team) UW Assistant Dean for Teacher Ed Programs SPS STAR Mentoring Program Manager SPS Teachers serving as STAR Mentors to STR's C1 and C2 Graduates (all are SEA members)
3	SEPTEMBER - COHORT 1 (C1) & COHORT 4 (C4)	FOR COHORT 1 (C1) GRADUATES who begin their second year as teachers of record, STR continues the induction support begun in 2014-15. In anticipation of COHORT FOUR (starts training July 2016): - Continue executing recruitment plan & coordinates with UW College of Ed admissions dept; recruitment continues through the Jan 22nd application deadline in lead-up to the March "Selection Day" – see March below.	- STR Field Director - STR Curriculum and Induction Coordinator 3 STR/UW Teaching Associates (part of the STR team) - UW Assistant Dean for Teacher Ed Programs - SPS STAR Mentoring Program Manager - SPS Teachers serving as STAR Mentors to STR's C1 and C2 Graduates (all are SEA members) - SPS Teachers serving as STR Mentors to STR's C3 Residents (all are SEA members) - STR Recruitment Coordinator - UW College of Ed Admissions Department
4	OCTOBER - COHORT 3	OCTOBER STR Steering Committee meets C3 RESIDENTS: - Continue classroom apprenticeships Mon-Thu - Continue coursework Tue eve & Fri - Participate in half-day "Learning Rotations" with a debrief during Classroom Management course; these are opportunities for Residents to see other excellent instructional practice in the district, sometimes focusing on specific instructional practices (i.e. questioning, rigor, content and language objectives); to experience another grade level from their daily placement (primary vs. intermediate); and to visit other schools, which prepares them for the hiring cycle and future interviews	- Steering Committee (the project's governing body) includes SPS Superintendent; UW College of Education Dean; Seattle Education Association (SEA) President; and Alliance for Education (AFE) CEO (AFE is administrative home for the project and lead resource developer) - STR Field Director - STR/UW Teaching Associates
5	OCTOBER - COHORT 2 & COHORT 1	FOR C2 GRADUATES: - STR team facilitates first of four Writing Differentiation induction sessions FOR C1 GRADUATES: - HR department generates aggregated summaries of C1 grads' performance reviews with comparison to aggregated summaries of comparison group (i.e., first year Title I teachers trained in other programs) - SPS Research & Evaluation (REA) dept provides aggregated summaries of C1 grads' student performance on Smarter Balanced with comparison group summaries (i.e., students of first year Title I teachers trained in other programs)	- STR Field Director - STR/UW Teaching Associates - SPS Human Resources Department - SPS Research, Evaluation and Assessment Department
		C3 RESIDENTS: - Continue classroom apprenticeships Mon-Thu - Continue coursework Tue eve & Fri -	

6	NOVEMBER - COHORT 3 & COHORT 2	Participate in half-Day Learning Rotations with a debrief during "Classroom Management" course - Participate in 2-Day Planning Session in advance of Lead-Teaching week - Have first opportunity for Lead Teaching week with debrief during "Working in Schools" course - Lead social justice site visit to Monroe State Prison to meet inmates who are members of the Black Prisoner's Caucus and hear about their education experiences growing up and aspirations for the future FOR C2 GRADUATES: - Continue individual induction support from STAR Mentors and STR Induction Coordinator	- STR Field Director - STR/UW Teaching Associate - STR/UW Coaches - 2 STR/SPS Instructors
7	DECEMBER - COHORT 3 & COHORT 2	December FOR C3 RESIDENTS: - Continue classroom apprenticeships Mon-Thu - Continue coursework Tue eve & Fri - 2 full days Social Studies Coursework - 1 full day Science Coursework - 2 full days of unit planning with backwards design (planning a unit with the end goal in mind) FOR C2 GRADUATES: - Writing Differentiation session (2nd of 4)	- STR Field Director & Curriculum and Induction Coordinator - STR/UW Teaching Associates
8	JANUARY, 2016 - COHORT 3 & COHORT 2	January STR Steering Committee meets FOR C3 RESIDENTS: - Continue classroom apprenticeships Mon-Thu - Continue coursework Tue eve & Fri - Residents participate in 5-day learning-segments in math (50% of cohort) or in literacy (50% of cohort); coursework is organized into modules and delivered in classrooms to provide practical experience with course content FOR C2 GRADUATES: - Math Differentiation session - Teaching Reading session - ELL/SPED Studio Day (see glossary) - Learning Rotations (C2 Graduates visit other teachers' classrooms and observe instructional practices for purpose of refining a specific area of practice)	- See October for Steering Committee membership - STR Field Director & Curriculum and Induction Coordinator - STR/UW Teaching Associates
9	FEBRUARY - COHORT 3	FOR C3 RESIDENTS: - Continue classroom apprenticeships - Lead-Teaching Week - Half-Day Learning Rotations with a debrief during "Working in Schools" course - 4 Studio Days + 2 Evenings of Studio Day Preparation - Coursework: One full day each of "Working in Schools," "Science" and "Social Studies"	- STR Field Director - STR/UW Teaching Associates - STR/UW Coaches - 2 STR/SPS Instructors
10	FEBRUARY - COHORT 2 & CANDIDATES FOR COHORT 4	FOR C2 GRADUATES: - Induction session on Writing Differentiation (third of four) - 5-day coursework module: learning-segment in math (50% of cohort) or in literacy (50% of cohort) FOR CANDIDATES APPLYING TO COHORT FOUR: - STR-UW College of Ed application deadline is Jan 22, 2016 - STR team and volunteers from among STR partners review and assess submitted materials and determine which candidates to invite to "Selection Day."	- STR Field Director - STR/UW Teaching Associates - STR/UW Coaches - 2 STR/SPS Instructors - STR Recruitment & Admissions Coordinator and all other STR staff - UW College of Ed Asst Dean of Teacher Ed Programs and Admissions Department - 35 volunteers from among the 4 STR partners (UW, SPS, SEA, AFE) and diverse community groups comprise the STR Selection Team
11	MARCH - COHORT 3	FOR C3 RESIDENTS: - Continue classroom apprenticeships - Lead-Teaching Week - 5-day coursework module: learning-segment in math (50% of cohort) or in literacy (50% of cohort)	- STR Field Director - STR/UW Teaching Associates - STR/UW Coaches - 2 STR/SPS Instructors
12	MARCH - COHORT 2 & CANDIDATES FOR	FOR C2 GRADUATES: - Continue induction support as needed (all will be invited to attend with individualized attention when needed) FOR CANDIDATES APPLYING TO COHORT FOUR: - STR invites up to 60 C4 candidates to "Selection Day" where they are observed by a 35-member selection team in interviews and scenarios designed to assess candidates' commitments	- STR Field Director - STR/UW Teaching Associates - STR/UW Coaches - 2 STR/SPS Instructors - STR Recruitment & Admissions Coordinator and all other STR staff - UW College of Ed Asst Dean of Teacher Ed Programs and

	FOR COHORT 4	scenarios designed to assess candidates' commitments to improving student outcomes at high-need schools; by the end of the day, the selection team approves offers to 30 to 40 new Residents who will begin their 14-month training in July, 2016.	Admissions Department - 35 volunteers from among the 4 STR partners (UW, SPS, SEA, AFE) and diverse community groups comprise the STR Selection Team
13	APRIL - COHORT 3	C3 RESIDENTS: - Continue classroom apprenticeships & coursework - Recruit principals to volunteer as "mock interviewers" to prepare candidates for SPS interview process - Coursework: 1 full day each of Science and Social Studies - edTPA (required for certification) – Residents complete teaching segment and begin work on performance assessment - SPS Hiring process begins	- STR Field Director & Curriculum and Induction Coordinator - STR/UW Teaching Associates UW edTPA coordinator UNKNOWN, SPS - SPS Principals and HR Dept
14	APRIL - COHORT 2 & CANDIDATES FOR COHORT 4	FOR C2 GRADUATES: - PD in Writing Differentiation (fourth of four) and Math Differentiation - PD in Teaching Reading - Participate in Studio Days for ELL or SPED - Participate in Learning Rotations FOR CANDIDATES APPLYING TO COHORT FOUR: - Notify applicants of admissions decision	- STR Field Director & Curriculum and Induction Coordinator - STR/UW Teaching Associates UW edTPA coordinator UNKNOWN, SPS - SPS Principals and HR Dept - STR Recruitment & Admissions Coordinator in coordination with UW College of Ed Asst Dean of Teacher Ed Programs and Admissions Department
15	MAY - COHORT 3, COHORT 1 & 2, COHORT 4	C3 RESIDENTS: - Continue classroom apprenticeships & coursework - edTPA writing days - Complete edTPA FOR C1 and C2 GRADUATES: - Principals conduct Performance evaluations FOR COHORT FOUR: - Identify mentors to apprentice residents in 2016-17 - Engage and orient principals of new host schools as needed - Determine if principals, mentors meet established criteria for hosting residents (process continues into summer)	- STR Field Director & Curriculum and Induction Coordinator - SPS Principals and HR Dept - STR Program Director with other team members
16	JUNE - COHORT 3	C3 RESIDENTS: - Continue classroom apprenticeships and begin summer coursework - SPS principals interview C3 candidates for jobs - SPS HR begins issuing contingency contracts	- STR Field Director & Curriculum and Induction Coordinator - STR/UW Teaching Associates - SPS Principals and HR Dept
17	JULY - COHORT 3 & COHORT 4	C3 RESIDENTS: - Continue and finish summer coursework - SPS principals interview C3 candidates - SPS HR continues processing contingency contracts COHORT 4 BEGINS 14-MONTH PROGRAM: - STR team leads orientation and summer coursework at Northgate Elementary -Coursework includes: Math Methods, Literacy Methods, Culturally and Linguistically Diverse Students, Special Education Foundations, Schools and Society, Classroom Management, Child Development, Assessment Institute, 2 Arts Workshops, LGBT Workshop, Sound Discipline Trauma Workshop - Assign new Residents to Mentors and Schools	- STR Field Director & Curriculum and Induction Coordinator - STR/UW Teaching Associates - SPS Principals and HR Dept
18	AUGUST - COHORT 3	COHORT 3: "Launching Fall " Professional Development event: - Preparing a classroom management plan - Long-term math planning using grade level standards, curricular materials, and school-based curriculum - Long-term literacy planning using grade level standards, curricular materials, and school-based curriculum	- STR Field Director & Curriculum and Induction Coordinator - UW Assistant Dean for Teacher Ed Programs - STR/UW Teaching Associates
	AUGUST -	COHORT 4: - Summer Coursework Ends - "Bridge to Fall" event includes: Reading grade-level CCSS; Reading grade-level Scope & Sequence; Learning How to Study Content (focusing only on reading comprehension and foundational skills at this time); Introduction to Whole-class Assessments STR team: - Prepares C3 graduates	- STR Field Director & Curriculum and Induction Coordinator - UW

19	COHORT 4	for first year teaching by facilitating "LAUNCHING FALL" (topics identified above - see "September"). -Provides support to Cohort Two and Cohort One graduates who are preparing to begin their second and third years of teaching respectively. -Continues leading coursework for C4 Residents and preparing them to start their apprenticeships the following month.	Assistant Dean for Teacher Ed Programs - STR/UW Teaching Associates
20			
21			
22			
23			
24			
25			

22. Project Implementation and Evaluation

Outcome based thinking and clear measurement are important to identify students that would benefit most from this project. Well-defined project targets should include formative, interim and summative evidence allowing frequent (more than annual) progress monitoring and course correction.

To clarify how your proposed P1 district project will help increase student achievement and decrease achievement gaps, it is important to establish meaningful student performance targets for your district. In this section, you will be asked to: [a] identify the group of students whose achievement are of highest priority for your district; and [b] establish performance targets for this high-priority group of students^[1] in one or two of the RTTT-D Project's goal areas or performance measures.

[1] It is important to think carefully about which student group is highest- priority for the purpose of target-setting. Identifying the highest-priority student group (e.g., ELL students) for different grade levels (e.g., grades 3 and 4) and of different ethnicities (e.g., every ethnicity) would require you to establish separate district targets for each combination (e.g., 3rd-grade ELL Black students; 3rd-grade ELL Asian students, etc.) for each Performance Measure. Therefore, we encourage districts to select only a few highest-priority subgroups for target setting.

23. Project Implementation and Evaluation

Due to the transition to SmarterBalanced in 2014-2015, districts are encouraged to set new targets and measures. However, as a continuing applicant, you have the option of using targets and measures from your original grant application. If you decide to use the previously-set targets, please note that your application will be scored on the strength of your previously set targets and measures with the new rubric.

17. We wish to use:

New Targets and Measures

24. Project Implementation and Evaluation

Which student groups' academic achievement is your district's highest priority for support and impact? Please choose the one or two highest priority target groups and grades for this project.

18. Check all groups that are relevant.

English Language Learners (ELL)
Low-Income

19. Check all grade levels that are relevant.

K-8th

25. Project Implementation and Evaluation

Identify the school(s) where your proposed P1 district project will be expected to impact the academic achievement of your identified high-priority student group.

20. Which High-Needs School(s) will your project impact?

Dearborn Park Elementary
Highland Park Elementary School
Madrona K-8 School
Van Asselt Elementary School
West Seattle Elementary School

21. For continuing projects are there other high needs schools that will be included in the project? (reference list of the RTT eligible schools [RTTHighNeedSchoolsList](#))

1. : Concord International School
2. : Emerson Elementary
3. : Hawthorne Elementary
4. : Northgate Elementary
5. : Rainier Beach High School
6. : Roxhill Elementary
7. : Wing Luke Elementary
8. : See explanation in #15

26. Project Implementation and Evaluation

In which one or two critical RTTT-D Goal Area(s) or Performance Measure(s) do you anticipate that your proposed P1 district project will move achievement for your high-priority student group?

22. Check no more than two from the list of relevant RTTT-D Goal Areas or Performance Measures.

Washington State Math Assessment, (Smarter Balanced) and Year 1/Year 2 EOC
Students with Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 3)
Students with Highly Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 4)

23. Identify the school years when the proposed P1 district project is expected to impact student targets in the identified goals areas or performance measures identified above : Please check all that apply-

2016-2017

2015-2016

27. Project Implementation and Evaluation

To see your district-specific Baseline data *and* District or subgroup specific 2013-2014 actual student performance for identified Goal Areas/Performance Measures, please click the following link then save the document to your desktop.

[Seattle_Round3P1.xls](#)

28. Project Implementation and Evaluation

24. What is the total number of students from this high-priority group that will be served by your proposed P1 district project?

1,671

29. Project Implementation and Evaluation

25. What percentage of the high priority student group served by your P1 district project will meet proficiency in the Washington State Math Assessment (Smarter Balanced) Year 1/Year 2 EOC in year 2015-2016?

53%

Comments: 53% is the 4th grade FRL target; 41% is the 5th grade FRL target. For ELL: 4th grade target is 42%; 5th grade is 26%. NOTE: Reconciled baseline SBA data are not yet available. Targets will be updated in October once final baseline values are available and may be converted to Student Growth Percentile targets. Current projections are based on a target of 7.5 percentage points of growth in Year 1 and 5 percentage points of growth in Year 2, using preliminary 2014-2015 data as a baseline.

26. What percentage of the high priority student group served by your P1 district project will meet proficiency in the Washington State Math Assessment (Smarter Balanced) Year 1/Year 2 EOC in year 2016-2017?

58%

Comments: 58% is the 4th grade FRL target; 46% is the 5th grade FRL target. For ELL: 4th grade target is 47%; 5th grade is 31%. SEE NOTE IN #25.

27. What percentage of the high priority student group served by your P1 district project will be Student(s) with Highly Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 4) in year 2015-2016?

45%

Comments: Baseline data from 2014-2015 is not yet available: targets may be updated in October based on new data.

28. What percentage of the high priority student group served by your P1 district project will be Student(s) with Highly Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 4) in year 2016-2017?

50%

Comments: Baseline data from 2014-2015 is not yet available: targets may be updated in October based on new data.

29. What percentage of the high priority student group served by your P1 district project will be Students with Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 3) in year 2015-2016?

90%

Comments: Baseline data from 2014-2015 is not yet available: targets may be updated in October based on new data.

30. What percentage of the high priority student group served by your P1 district project will be Students with Effective Teacher and Principal on New Evaluation System (i.e., Rating Level 3) in year 2016-2017?

95%

Comments: Baseline data from 2014-2015 is not yet available: targets may be updated in October based on new data.

In answering this question, consider the total number of high-priority students entered in response to previous question. Also, consider and use the Baseline and Actual student performance data table that was provided.

33. Project Implementation and Evaluation

Data Collection Table

Instruction: Provide information in the table below that --

- Indicates what and how you will collect different aggregate data for district analysis and reporting, and for use in within- and cross-district learning; and**
- Helps document district program efficacy in impacting achievement among high-priority students.**

This information is required by the U.S. Department of Education and will be used in reporting and in contracts between the PSESD and districts.

Please only fill out the rows needed for your project (15 rows are not required).

To reference an example Data Collection Table, please click the following link [DataCollectionTableExample.pdf](#)

31. Data Collection Table

				What questions	"Who	When	Who reviews & reflects on the data to inform
--	--	--	--	----------------	------	------	--

	Data Type (a)	Source (b)	Specific Measures (c)	What questions will this data help you answer?	Who Collects? When? How often?" (d)	When Reported to PSED (e)	Data to inform next steps? When? How often?
1	Student Formative	Winter and Spring Amplify Assessments	% of students responding correctly to at least 50%* of questions (*pending further analysis)	How are students progressing towards mastery of content areas? Which learning objectives are students struggling with?	Research Evaluation and Assessment (REA) department aggregates after scores available (annually)	July 31, 2016	After each assessment in Sep, Nov and Spring. Reviewers include: STR program director & team; SPS REA staff and other district stakeholders, UW College of Ed leadership & faculty; SEA leadership.
2	Student Summative	Smarter Balanced state assessment (SBA)	Median student growth percentile (SGP) of 55 or higher in math and reading (Grades 4th to 5th)	Did students of STR teachers of 4th and 5th grade students out-perform their peers?	REA department aggregates after scores available (annually)	November 1, 2016	Fall 2016, SBA data reviewed and reflected on by same stakeholders named above.
3	Teacher Formative	Fall administration of Tripod student perception survey (tentative)	% Positive student responses to survey (** new instrument - target TBD)	How do students perceive teachers and classroom instruction? What barriers to learning are present for students and how could instructional practice change to meet student needs?	REA department aggregates after scores available (annually).	October 1, 2016 but see caveat --- >	This will be the pilot year; it is likely that only teachers will review the results of this survey, both in the fall and in the spring. As a result, data may not be available for reporting.
4	Teacher Summative* *From a program perspective, these data also serve as formative assessment - they are a source for program growth and teacher's ongoing learning.	Spring administration of Tripod student perception survey (tentative)	% Positive student responses to survey (** new instrument - target TBD)	How do students perceive teachers and classroom instruction? What barriers to learning are present for students and how could instructional practice change to meet student needs?	Research Evaluation and Assessment department aggregates after scores available (annually)	October 1, but see caveat ---- >	This will be the pilot year, and it is likely that only teachers will review the results of this survey, both in the fall and in the spring. As a result, data may not be available for reporting.
							Principals review this

5	Teacher Summative	Observations of Teaching Practice	45% of teachers rated "highly effective" in the new Evaluation System (i.e., Rating Level 4) in year 2015-2016	Which teachers are rated at the highest level? For which teachers should additional training and supports be provided?	HR collects and reports data in the fall; REA department aggregates after ratings available (annually)	October 1, 2016	data in the fall, as soon as data is available. Also reviewing in aggregate will be STR program team & partners; UW College of Ed leadership & faculty; SEA leadership.
6	Teacher Formative	Mid-year surveys developed by Urban Teacher Residency United (UTRU), the national network of residency programs.	A 5.0 or higher average on the 7 point Likert scale reflecting the degree to which residents and mentors feel prepared to support students who are ELL.	How do Residents and Mentors rate Residents' level of preparedness to support students who are identified as ELL?	Surveys administered by STR team; mid-year surveys are administered in late December; program receives summaries from UTRU in February.	February 2016	STR Instructional Team; STR Implementation team; STR partners including SPS stakeholders, UW College of Ed leadership & faculty; SEA leadership.
7	Teacher Formative	UTRU end-of-year surveys.	A 5.0 or higher average on the 7 point Likert scale reflecting the degree to which principals agree that STR residents and graduates positively impact school culture and changes in teacher practice	To what degree do principals see that hosting or hiring Residents impacts student achievement?	Surveys administered by STR team; mid-year surveys are administered in June; program receives summaries from	August 2016	STR Instructional Team; STR Implementation team; STR partners including SPS stakeholders, UW College of Ed leadership & faculty; SEA leadership.
8	Teacher Formative	UTRU end-of-year surveys.	A 5.0 or higher average on the 7 point Likert scale reflecting the degree to which STR grads feel prepared to meet the academic needs of ELL students.	What is the level of STR graduates' preparedness to meet the needs of ELL students?	Surveys administered by STR team; end-of-year surveys are administered in June.	August 2016	Same as above.
9							
10							

11							
12							
13							
14							
15							

^a Data Type: Specify whether information collected is Student or Teacher data and whether it is formative, interim or summative.

^b Source: Identify the student assessment or adult/teacher progress tool.

^c Specific Measures and Summative Targets: Specify your target and performance measure (e.g., 57% of 4th-grade ELL students will demonstrate math proficiency by 2015-16.) Note: Formative Measures do not need targets.

^d “Who collects? When? How often?”: Provide information on the district staff position(s) that is in charge of the data collection; when data collection will occur (i.e., Month/Year); and frequency of data collection (e.g., for Formative Student Assessments -- weekly; monthly, quarterly; semi-annually).

^e Reported to PSESD: Provide information regarding *when* (i.e., Month/Year) and *how* (e.g., electronic submission; “PSESD receives data from CCER”). "PSESD Receives data from CCER on RTT Performance Measures and Goal Areas"- please note this in the "Reported to PSESD" column as needed.

Note: The information is required by the U.S. Department of Education and will be used in reporting and in contracts between PSESD and districts.

34. Project Implementation and Evaluation

32. Describe how you will use data gathered from student formative assessment in guiding district learning and mid-course correction.

Data from the Amplify* assessments are reviewed after each administration (Fall and Spring). These are computer-based assessments, and data are accessed through a web-based portal by the SPS REA department. (See Appendix B for information about Amplify.) Teachers and principals review student data to guide instructional choices and to inform the focus for professional learning communities at some schools. This formative data will be used with other classroom data to make mid-year adjustments to each individual student's personalized learning plan.

In addition to school principals and teachers, the STR Instructional Team (including College of Education partners), we will conduct a thorough review and identify trends among the targeted student subgroups and schools. The team will analyze and consider the implications of the data and trends. Whenever possible, course corrections are made right away, but realistically, changes will be made for the upcoming year. We will analyze student formative assessment data to identify trends among the targeted student subgroups and schools. We will analyze these trends for correlations with the number of residents in particular schools as well as the number of graduates hired and the number of other teachers who have participated in STR activities (e.g., Studio Days). Data indicating academic growth will be used to consider any ties to classroom and/or school-wide practices as well as trends across schools. Further, student assessment data will be used to reflect on the instructional practices that are taught in the program.

Learning from the analyses and inquiries will be used to make short term and long term revisions to program content and delivery.

* Note: Amplify assessments were not standardized, normed, or validated for interim growth analysis between testing periods, however. So currently these results will not be used to formally measure student growth throughout the year, as was done with MAP assessments in the past.

33. Describe how you will use teacher and principal formative data including change in adult practice in guiding district learning, mid-course correction and sustainability plan.

Teacher and principal formative data will be used to determine if higher performing teachers have particular instructional practices that are relevant to STR. For example if schools with high performing teachers have a high number of residents or graduates, we can consider if the instructional practices are consistent with what STR is teaching residents. We can also investigate if there are high performing teachers in schools where there are STR mentors and whether teacher development in a school is supported by association with STR. We will also investigate if schools with high performing teachers are seeing growth in student performance. Tripod data will also give a sense of areas of growth based on student perceptions of their teachers. A large component of the STR program focuses on creating classroom community and how the teacher positions him/herself in relation to students and families of diverse backgrounds (often different from their own). This equity focus is continually revisited and the tripod data will offer feedback on the strength of relationships teachers are able to build in their classrooms.

Evidence of changes in practice are gathered through principal and mentor teacher feedback on end-of-year UTRU surveys (see row 6 in the Data Collection Table). Our Instructional Team members also document changes in practice when observing residents. Often, we observe that Mentors adopt the practices that residents bring into their classrooms and make them an integral part of their own practice.

STR uses Survey tools, relies on informal conversations, and integrates Mentor PD activities and exit tickets to determine how Mentors' practices have potential for or are changing. In the 2015 UTRU end-of year survey, Mentors averaged a 5.2 (slightly more than agree) on a scale of 1 to 7, that "Being a UTR mentor makes me a more effective teacher." This supports that Mentors are likely changing and improving their practices and see the positive impact of the work. In addition, when asked how much principals agreed with the following statements about their experience as a training site and hiring principal, averages indicated that they fall slightly above "agree" on a scale of 1 to 7.

- o "Participating in a UTR (both through hosting residents and hiring graduates) has positively impacted the culture of our school" – average 5.3
- o "Participating in a UTR (both through hosting residents and hiring graduates) improves student learning and achievement" – average 5.3
- o "The Mentors in our building have grown into more effective practitioners through participation with the UTR." – average 5.7

- o “Graduates share innovative practices and strategies with school staff as a result of continued participation with their UTR” – average 5.3

Open-ended responses from principals regarding benefits of partnering with STR include:

- o “It develops leadership skills in my mentor teacher and causes them to think more reflectively about their practice”
- o “The residents also bring in their own learning that helps our teaches grow.”

STR uses survey data and will continue to use it at mid-year and end-of-year to consider changes that could improve the program. Often, evidence is collected regarding specific needs mentors identify for improving their support of residents. We consider this information and make ongoing course corrections to both mentor PD and the way instructional coaches organize their work with resident-mentor pairs.

Some additional indicators that STR will consider to show evidence of changes in adult practice include:

- o Specific changes in classroom practice. For example, teachers adopt some of the classroom practices for math instruction that residents bring to their classrooms. We ask Mentors to provide a space for residents to try out new things, whether it is in literacy or math instruction, or in implementing classroom management strategies. In Mentor PD and in meeting with Instructional Coaches, mentors share their own practices. Often, they report the changes to their practice, made as a result of their work with STR. The STR team will be more intentional about capturing this information and these changes will be documented both from Mentor PD exit slips and coaches’ observations. Where we see no changes in practice, we will investigate the effectiveness of the mentoring as well as the perceptions of the principals about the value-add in particular classrooms. Sometimes, having a resident can create stress for a classroom teacher who may discover that it is difficult to make one’s practice so public, particularly when the practices may be effective, but perhaps not aligned with the practices of the STR program. This could potentially result in transitioning a resident to another mentor.

- o Impact on student performance. The principal at one school indicated that scores improved in three classrooms where residents were placed. We anticipate quantitative data in the future to demonstrate positive impacts on student growth. Because of new assessments (SBAC, Amplify, etc.), teachers are adopting practices to respond to the demands of new test measures and to incorporate Common Core Standards. STR is also providing residents with strategies for planning and instruction that build on Common Core. We anticipate the collaborative work of Mentors and residents to result in changes in practice. As above, these changes will be documented.

- o As evidenced in the UTRU surveys, principal feedback is an indicator of changes in practice. We also meet with principals as a group and individually to ask them to describe any changes they have observed. This information has and will continue to be critical to the program. For one, it will continue to illuminate the “fit” between STR and the school. Among other things, principals provide a “temperature check” on how the program fits within the larger school community. They also have a clear sense of the ways in which residents add value to the classrooms in which they are placed and whether the residents’ presence influence the practices of the teachers with whom they work. Where there is not the anticipated value-add, we will work with principals to determine appropriate next steps.

When mentors return each year, they tell us they not only find value in the support they give residents, but they also see their mentoring as contributing to their own growth as educators. In August 2014, 15 of the 25 2013-14 mentors returned to support members of the new cohort of residents. In 2015-16, 12 Mentors are returning to support residents. We will continue to nurture those relationships as well as develop new partnerships. We anticipate that graduates will ultimately become mentors for the program, so we will continue to maintain relationships with our graduates to cultivate and nurture emerging leaders.

35. Project Implementation and Evaluation

Given that Round 3 of P1 is our last round of investment fund dollars for building impactful P1 strategies in the Road Map Region, it is imperative that a detailed sustainability plan be included as a part of the Round 3 proposal. Please provide a brief description of each component of your project you are including in your Round 3 plan and how you plan to sustain these efforts after August of 2016.

Please fill out only the rows needed for your project (10 rows are not required).

34. Sustainability Template

	Provide a brief description of the component of your P1 project	Position responsible for implementing the component of your P1 project	What current resources are devoted to implementation? (to include matching funds)	What sustainability measures and specific funding is, or will be, in place to continue component of your P1 project beyond RTT? (and if not continuing why)	Who will be responsible to ensure sustainability measures and funding requirements are in place?
1	The Seattle Teacher Residency is a teacher preparation initiative designed to accelerate student achievement through the preparation, support, and retention of exceptional and diverse teachers. STR is a joint venture between four institutions - the Alliance for Education (AFE), Seattle Public Schools (SPS), the University of Washington, College of Education (UW) and the Seattle Education Association (SEA). The leaders of each serve as the	Marisa Bier, Ph.D., is the STR Program Director and has primary responsibility for implementing the P1 project. Marisa is an employee of the Alliance for Education, the district's sub-grantee of the P1 funds supporting STR. Marisa manages a 3-person team: the Field Director, the Curriculum & Induction Coordinator, and the Recruitment & Admissions Coordinator.	Significant financial and human resources are devoted to implementation of STR. Of the total \$1.5 million Cohort 3 budget, our \$338,000 Round 3 request represents about 22% of total program expenses. Any RTTT funds awarded by PSESD to SPS for STR will be subgranted to the Alliance for Education, the administrative home of the project, which will dedicate the funds exclusively to the RTTT schools the program serves. In 2014-15, STR was supported with funding from the partners themselves and several private	The sustainability of the project has been a priority since its inception. The long range goal is to create a sustainable pipeline of teaching talent specifically trained to improve outcomes for students in Seattle's high-need schools. STR has been built to maintain and expand all key program components and resources that support that goal (rather than adjust program offerings based on funding flow. Revenue sources for 2015-16 include: o SPS: \$568,000 (\$338,000 RTTT request plus \$230,000 from district funds) o SPS-SEA "Class to Cert" Fund: \$186,655 (supports Instructional	STR is a core component of the Alliance for Education's overarching strategy to invest in the human capital realm of school improvement. As administrative home for STR, the Alliance leads funding research and the engagement, solicitation and stewardship of funders. Sara Morris, Alliance President & CEO, is responsible for ensuring sustainability measures and funding requirements are in place. Grants Director Mark Taylor leads proposal and report

	governing body. Each partner contributes unique assets described in question #11. STR is organized on a cohort structure: each new class of residents progresses through the 14-month training as a group. The program has prepared two cohorts to date and is now providing "induction" support to them; the third cohort began the program in July.	Marisa also works closely with the STR Coordinator at the district who is an SPS employee. In her leadership role, Marisa works within and across multiple organizational contexts, including school district, university, community partner and labor union.	and several private sources: o Seattle Public Schools: \$585,000 (\$355,000 in RTTT funds plus \$230,000 in baseline funds) o UW College of Education: \$125,205 (for residents' medical and other benefits) o Seattle Education Association: \$15,000 for mentor PD o Alliance for Education: \$705,445 generated from 10 private funding sources.	Assistants): o UW College of Education: \$90,750 (for residents' medical and other benefits) o Alliance for Education: \$667,000 (generated from private funding sources) Private funders include the Paul G. Allen Foundation, the Bezos Family Foundation, the Sheri and Les Biller Family Foundation, the Boeing Company, other institutional funders and several individual donors.	report development. The STR Program Director, our university and SEA partners, and district staff including the Research & Evaluation department contribute critical content to proposals and accountability reports throughout the year. The partners also actively participate in funder engagement, e.g., site visits.
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35. What strategies will you use to share aggregate data/results and lessons learned about implementation with other districts? Please select all that apply and provide a brief narrative about the strategy(ies) you selected.

- Help plan a project convening
- Host a visitation from another district
- Share resources to be included in an on-line repository
- Present at regional, state or national conference

Comments: Plan a convening: We'd be happy to plan a convening with other districts to present our work and lessons learned; we've done this many times with other residency programs in our network and would look forward to the opportunity Host a visitation from another district: Several districts in the Road Map region have expressed interest in the residency model. We have had the privilege of other residency programs around the nation visiting us and we have hosted site visits by funders. We welcome the opportunity to host other districts for a visit. Share resources to be included in an on-line repository: STR already shares resources across the national network of residency programs. Locally, the University of Washington has developed an on-line platform for sharing teacher preparation tools that is available to teacher educators. Many of these tools are used by STR. We'd welcome a conversation about the type of resources that would be included in the RTTT-driven on-line repository and how STR resources would be of value. Present at regional, state, or national conference: STR has been invited to present at several conferences and UW doctoral candidates have been doing some research that involves STR. STR is also interested in sharing our work more broadly.

36. Please provide any other strategies you plan to use to support regionwide learning. In addition, what steps would you like the PSESD to take to encourage regionwide learning about P1 efforts?

Other strategies to support region-wide learning could include the following:

- o STR already prepares quarterly program updates for our funding-partners and we could consider a version of this to support region-wide learning.
- o Other districts may partner with other teacher preparation programs, and we would welcome the opportunity to discuss how they incorporate the teacher preparation pipeline in their human capital strategy.
- o STR uses social media for program communication and this could be considered for sharing across the region.
- o The convenings mentioned above seem to be appropriate steps for PSESD.

36. Budget Allocations and Summary

Instructions: Please complete the budget template with the support of your business office.

Complete one Annotated Budget Template in Excel to plan and implement the proposed project. The annotated budget should tie directly to the services you plan to provide and the number of students you plan to impact.

If applying jointly, specify individual district funds where appropriate.

Complete this template by showing how you would invest P1: Teaching and Leading funds. For example, if you are going to budget a portion of the funds for a salaried position, please include the dollar amount, as well as a description of the responsibilities of that person.

List district funding that contributes to this project in the “Other or In-Kind Funding” column. Please notify us if you need a template with additional line item rows.

It is encouraged that you share draft budgets with Carla Jackson (jacksoce@msn.com) and/or Allison Shields (AShields@psed.org) and ask questions 8 days prior to the final submission day in order to receive feedback.

NOTE: RTT-D funding must comply with Federal procurement procedures unless state or district requirements are more strict (e.g., sealed bid, sole source, and adequate number of bids)

(Access the following website for more information about these procedures- <http://roadmapracetothetop.org/doing-business/grant-award-and-information-on-fiscal-guidance/>)

Please email Allison Shields (ashields@psed.org) for the appropriate budget template.

37. When the Budget Template has been completed by your district, please upload the file below in .xls or .xlsx (Excel) format.

[Round3 RTT-D SEATTLE TCHR RES 8-13-15.xlsx](#)

38. Please provide a one page summary of the proposed project budget in the text box below. (Copy and Paste text from word processing software)

STR is a collaborative effort of four partners: Seattle Public Schools (SPS), the Alliance for Education, the UW College of Education, and the Seattle Education Association (SEA). This proposal is submitted by SPS; however, the Alliance for Education has been providing a home for the project since planning began in 2011 and the residency was launched in 2013. Any grant awarded will fund an extension of the current contract (or subgrant) between SPS and the Alliance for Education.

STR's total 2015-16 budget is \$1,512,566 to support 76 program participants (residents and program graduates) in 25 Title I schools in 2015-16. Participants include 33 residents and program graduates in 12 Race to the Top (RTTT) schools; i.e., about 43% of program participants are in RTTT schools. The Round 3 RTTT request is \$338,000, a decrease from our \$355,000 Round 2 award; this reduced request reflects our awareness that PSESD has fewer funds to allocate in Round 3. The funds requested would support:

- o Seven Cohort Three residents and their seven mentors at four RTTT schools: Dearborn Park ES, Madrona K8, Van Asselt ES and West Seattle ES;
- o First-year induction services to 12 new STR-trained teachers (Cohort Two graduates) hired by seven RTTT schools: Dearborn Park, Highland Park, Madrona K8, Rainier Beach HS, Roxhill, Van Asselt, and Wing Luke; and
- o Continuing induction services for 14 Cohort One (2013-14) graduates who are entering their second year of teaching at seven RTTT schools: Concord, Emerson, Hawthorne, Northgate, Roxhill, Van Asselt and Wing Luke.

In earlier rounds, STR has budgeted and billed a pro rata percentage of certain program expense lines (but not all). The pro rata rate represented in the 2015-16 budget is based on the ratio of program participants (i.e., prior STR graduates and current STR residents) who are in RTTT schools to all program participants. For example, there are a total of 25 C1 and C2 graduates and seven C3 residents working in 12 RTTT schools. This is a total of 32 graduates and residents in RTTT schools whom the program will be supporting in 2015-16. This calculates to 40% of the 81 total C1 and C2 graduates and C3 residents who will be supported by the program (the other 60% are in other Title I schools that are not RTTT schools). This pro rata percentage was the factor used to calculate the expenses that appear in columns H and I of the uploaded budget template. If approved, STR would submit the monthly invoices for reimbursement charging 40% of the actual incurred costs related to the line items identified in column H of the "Contractor" section of the template, beginning at row 70.

There are two categories of expenses in the \$338,000 request: contractual expenses (\$336,000) and district indirect (\$2,000). The major contractual expense subcategories are salaries and benefits (\$159,191; 47% of the request); resident stipends (\$145,200; 42% of request); occupancy, printing, supplies & IT (\$24,889; 8% of request); and induction services for C1 & C2 grads (\$6,720; 2% of request).

The \$145,200 in salaries and benefits primarily support the core program staff (Program Director; Curriculum & Induction Coordinator; Field Director; and Recruitment & Admissions Coordinator). Also included are very small percentages of other staff members' time devoted to STR research, evaluation and data analysis; resource development; communications; and administrative support.

Some of the other costs of serving the RTTT high-need schools are reflected under the "In Kind" header; these costs total \$227,146 funded through other resources including the district, SEA, and the UW College of Education. The amount includes a portion of salary and benefits of the STR Coordinator at the district, mentor stipends and benefits, and stipends for the instructional assistants benefitting from the "Classified-to-Certificated" fund established by SPS and SEA. (All residents receive stipends; stipends for the IAs are funded through the SEA-SPS "Classified-to-Certificated" program.)

37. Budget Allocations and Summary

39. Explain how the requested budget represents a strong projected return on investment, as defined by the total dollar request compared with the numbers of students in high-need schools who are projected to meet RTT targets as a result of the project. How are the targets realistic and ambitious? Please refer to the linked document: [RTT Goals and Performance Measures](#)

At just the five targeted RTTT schools identified in #17, there are 1,671 low income students enrolled (2014-15 figure

from OSPI) who will benefit from the focusing on their schools of STR training and induction resources. (This does not include the 1,800 other low income students who will benefit at the seven additional RTTT schools in which C1 or C2 graduates will be teaching in 2015-16.) If the consideration of return on investment is limited to a mathematical formula, then our request amounts to \$202 per student (\$338,000 Round Three request divided by 1,671 students).

However, we believe much broader considerations should be factored into the calculus.

While the primary training and induction focus is on the schools where residents are training and where program graduates are teaching, the scope of STR's impact extends beyond those classrooms and schools, and will continue to grow as more residents complete the program and pursue their careers across the district. They will bring with them not only powerful and effective pre-service preparation, but also additional momentum for effective teaching practice (instructional strategies, collaborative work, reflective work). They will be catalysts for deepening the work these schools do in relation to school culture and academic achievement, bringing additional capacity and energy.

In just over two years, STR has grown from just 7 residents in two RTTT schools to 26 program graduates and 7 residents in 12 RTTT schools. Over time, as more and more STR-trained teachers populate the Seattle teaching corps, the likelihood that a student attending a high need school will have effective teachers in multiple consecutive years will grow. As such, an investment in STR cannot be adequately considered merely on the basis of numbers directly served during a limited period of time. It would be more appropriately considered as an investment in a carefully designed, research-based, long term approach to improving teaching and learning in high-need schools that will pay significant dividends over time. Research documents the impact of effective – and ineffective - teachers just 3 years in a row.

The four STR partners are strongly committed to data-based inquiry. As data become available, we intend to research the effectiveness of STR-trained teachers with comparisons to first and second year teachers from other teacher preparation programs. We will also study retention rates of STR teachers compared to other teachers entering SPS. Retaining highly effective teachers is a high priority and we believe this program is providing the district with fresh thinking and strategies for recruiting, developing and supporting such teachers. The STR is a long-term strategy aimed at improving the quality of the teaching corps over time. It is high-impact and designed to change the trajectory of student achievement and life-time outcomes for the targeted students.

IMPACT ON STR and STAR MENTORS

STR mentors report that serving as a mentor is enriching their own teaching practice. These mentors bring this experience to their own Professional Learning Communities and less formal conversations with colleagues. Considering that along with the positive reaction of principals in STR partner schools, synergy is building and it has a positive effect on schools' cultures.

With the expanding set of Residency-produced teachers, STR is positioned to deepen and extend the existing induction work of the district's STAR Teacher Induction program. Because of the close connection between the Residency project and STAR (numerous STAR mentors are involved in resident Selection, are part of the Curriculum Committee, and work as instructors in the program), the induction support can be customized for the residents entering SPS as teachers of record. STAR already knows the individuals, and clearly understands the training and preparation residents have had. This means less remediation, and more work of depth. Additionally, STR fosters the opportunity to extend STAR's reach by strategically configuring STAR support for the cohort. Collaboration between STR and the STAR program will not only extend the residents' potential as novice teachers, but will also allow the STAR program more capacity for work with other new teachers.

CAREER LADDER TEACHERS

Seattle Teacher Residency is dedicated to building the professional ranks in Title I and RTTT schools, typically contexts with difficult-to-fill roles serving children who live with poverty, have language demands, and/or face other challenges due to race, culture, ethnicity, etc. Therefore, beyond STAR, STR will provide an opportunity to coordinate and develop consistency in coaching/mentoring work with more experienced teachers, specifically those who are considered Career Ladder Teachers.

The coaching and professional development that is being offered to STR mentors will be shared with the principals and Career Ladder Teachers in other high-need schools. We are building a strong network of schools that will become a community of learners, focusing on best practices in adult learning, as well as content and pedagogy that supports the diverse needs of students in our high need schools. Each of these schools will benefit from common professional development and will begin to shape the contexts where the residents will be welcomed as new teachers. Because the Career Ladder Teachers will have common language in data literacy and Standards Based Planning, the residents would be preferred candidates for hiring at those schools and would easily become part of the building culture.

38. Commitments Signature Page

Please read the Commitments of the Road Map Race to the Top Grant below and obtain signatures from the District Superintendent, District Project Lead, School Project Lead, Community Project Lead and Teacher Association President to assure their participation and support of the RTT-D Assurances and Commitments. These signatures can be collected on the Blank Commitments Signature Page (Click the following link to open this file: [RTTCommitSignBlank1.pdf](#)) and when all signatures are collected the file can be scanned/uploaded to the uploading box found at the bottom of this page.

Region-wide Commitment 1: Summer Reading Program. The goals of this commitment are to support targets for third grade state reading, reducing proficiency gaps by half by 2017, and to scale the program through the grant years to support for targets for fourth and fifth grade state reading. We will build on the success of *Let's Read!* – our successful regional summer reading campaign. Summer reading strategies and lesson plans for P-5 will be developed, together with online tools for parents and children, including reading calendars and games. Implementation begins in the summer of 2013. This will be scaled up to all Title I Elementary Schools by the summer of 2015.

Region-wide Commitment 2: Common Core Implementation. The goals of this Commitment are to successfully implement the CCSS and corresponding state assessments to increase the number of college and career ready high school graduates. Each district has developed an implementation plan with support from PSESD. Federal Way Public Schools will act as a regional lead to assist other districts. Implementation plans will address curriculum and assessment alignment, professional development, and stakeholder engagement.

Region-wide Commitment 3: Next Generation Science Standards (NGSS). The goals of this Commitment are to successfully implement NGSS and the corresponding State Assessments, and to increase the number of college and career ready high school graduates prepared to participate in our region's STEM-based economy. Initial implementation is slated for 2014-15. It will be completed by 2016-17. PSESD will lead work to create professional development experiences and resources for NGSS implementation. Corollary principal leadership and teacher capacity will be developed through the *Principles of Science for Principals*, a partnership program with the UW and the Institute for Systems Biology, including a framework for incorporating NGSS in teacher professional development and evaluation protocols.

Region-wide Commitment 4: Double Completion of Algebra or Higher by 8th Grade. Across the Road Map region, only 36% of students take algebra or beyond in middle school. The Consortium commits to doubling the number of students taking algebra or higher in the eighth grade by the end of the grant period, targeting eighth grade students in high-need middle schools first. Implementation will begin in the high-need middle schools first. This will be scaled to all Middle and K-8 schools by 2016-

17. Effective implementation of this commitment will be supported by increasing teacher capacity in algebra instruction through Project 1: Invest in Teaching and Leading and our regional Commitment to CCSS implementation.

Region-wide Commitment 5: Full Integration of the High School and Beyond Plan. Washington State currently requires all high school students to complete a *High School and Beyond Plan* (a policy aimed at personalizing education and course-taking) before graduating. The Consortium will use the plan as an integration mechanism, connecting the students' results from Readiness, career interests and projected course taking preferences.

The Consortium commits to supporting student completion of the *High School and Beyond Plan* in the 8th grade and strengthening the support and guidance provided to students in developing their plans. The districts are also committing to use the plans as input into the district course offerings and high school scheduling decisions. Full Implementation will occur in 2013-14.

Region-wide Commitment 6: Teacher, Principal, and Superintendent Evaluations. The districts in the Consortium are committed to the implementation of robust Teacher, Principal and Superintendent Evaluation Systems as defined in the RTT-D MOU, with modifications made in the 2014 Annual Performance Report.

40. Upload the completed Commitments Signature Page here. Acceptable Formats: .pdf, .doc, .docx, .jpg

[Final PDF RTTT Signature Page.pdf](#)

39. Review Submission

If there are any other files or tables that you would like to include with your application- such as a table or graphic that would not copy and paste correctly into a text box- please upload it below and include a title for the appendix and a description of the file in the provided text box.

41. Description of Files:

There is one document. It contains appendices A through D referenced in the narrative. Appendix A - Summary of Efforts Related to Expanding STR's Impact; Appendix B - 2014 - 15 Formative/Interim Assessment Program for Common Core State Standards (CCSS); Appendix C - STR Mentor and Site Selection Information Packet; and Appendix D - Preliminary Performance Measure Targets.

42. Upload Extra Files Here:

[Final RTTT Appendices PDF.pdf](#)