

NGEI 2016-2017 Proposal Summaries

In order to provide an opportunity for all NGEI grantees to be aware of what other NGEI grantees are undertaking, this document provides a summary of each grantee's proposal solely based on what was submitted to the S.D. Bechtel, Jr. Foundation. ConsultEd will follow up with each grantee to update these summaries.

CSU Bakersfield

Partner: Bakersfield City School District

Bakersfield will build on their current residency program that partners with three rural school districts. The Kern Urban Teacher Residency (KUTR) began through a Department of Education grant. CSUB will focus specifically on preparing cohorts of residents at seven focus sites to integrate STEM education into TK-8 using CCSS-Math and NGSS through yearlong co-teaching opportunities with jointly selected Cooperating Teachers who demonstrate exemplary teaching in NGSS and CCSS-M. CSUB will also host a BCSD-funded Saturday STEM Lab school on site for fifth and sixth grade students to participate in hands on NGSS and CCSS-M lessons with residences, Cooperating Teachers, and SCUB faculty. CSBU and BCSD have proposed to use the Danielson Framework and the Teaching Performance Expectations (TPEs) to assess prioritized skills. They plan to have monthly reviews of resident data from CCSS-M and NGSS based signature assignments, observation data from the Danielson framework and the TPEs, and the Center for Teacher Quality (CTQ) candidate and employer survey data (annually.) Quarterly, the Residency Leadership Team plans to review program data including data from external evaluators, survey data from Co-Teaching and calibration work. There will also be a data sharing agreement and processes in place to review data between the university and district.

CSU Channel Islands

Partner: University Preparation Charter School; Ocean View School District

CI is focused on expanding their existing Professional Development Schools (PDS) as part of their efforts to provide rich clinical field experiences. The two PDS sites include University Preparation Charter School (UPCS) at CSU Channel Islands and Laguna Vista Elementary School in Ocean View School District. CI's will train 100% of their teacher candidates, cooperating teachers (CT), and university supervisors (US) to use co-teaching strategies in clinical placements through face to face co-teaching training meetings and web-based learning modules. They will also create PLCs within the PDS sites which will focus on increasing the number of Nationally Board Certified Teachers in Ventura County; incorporate Instructional Rounds for district and university faculty and administrators and teacher candidates; examine highly effective strategies to support EL student achievement in STEM content areas and build supporting networks and professional training opportunities that cultivate highly effective CTs. Formative feedback will be provided using a set of prioritized skills selected from Teacher Performance Evaluation (TPE), the Danielson Framework, and NGSS standards.

CSU Chico

Partner: Chico Unified School District

Chico will focus on preparing both teacher candidates and mentor teachers to effectively design and implement standards-aligned, integrated instruction within a supportive, co-teaching

clinical experience in order to meet the prioritized skills defined by Triad Project. The Triad Project is a partnership, or triad of university content specialists, mentor teachers, and teacher candidates who will co-plan and co-teach an NGSS-aligned integrated field-tested unit. The Triad teams will also complete online co-teaching modules developed from a TQP grant to support the implementation of co-teaching for all field placements. Additionally, methods' courses will be synchronized around the production of integrated Triad units and prioritized skills will be aligned with the newly proposed TPEs and the California Standards for the Teaching Profession. The Triad mentor teachers will provide professional development sessions for teachers at the school sites on co-teaching and prioritized skills.

CSU Dominguez Hills

Partner: LAUSD Local District South

DH with LAUSD Local District South will create a residency pathway for candidates to earn multiple subject credentials in 14 months and a master's in four more months to address teacher shortages in South L.A. elementary schools. Candidates in the residency will learn skills, knowledge, and dispositions drawn from the TPEs and with an emphasis on CC math and NGSS standards as well as 21st century skills (prioritized knowledge, skills and dispositions). CSUDH's multiple-subject curriculum will be redesigned to emphasize clinical predation that helps them develop the prioritized skills using formative feedback to build mastery. CSUDH faculty will integrate CC math, NGSS and 21st Century skills into coursework and clinical experiences as part of the project. LAUSD created the LAUSD Teaching and Learning Framework (TLF) based on Danielson's Framework which will be used to guide the work. CSUDH and LAUSD South will build on their existing data-sharing agreement to systematize the process of formative feedback, program revision, and continuous improvement. After the grant term, CSUDH plans to expand the residency to single-subject credentials.

CSU Fresno

Partner: Fresno Unified School District; Sanger Unified School District; Central Unified School District.

Fresno will deepen three existing partnerships with districts by establishing a clinical school in Fresno Unified and Teacher Residency Programs (TRPs) in Sanger and Central Unified. Program redesign will focus on prioritized skills, focusing on integrated STEM and TPEs. Faculty, supervisors, cooperating teachers, and administrators will calibrate on a common rubric informed by the Ball Framework. They will use a Teacher in Residence (TIR) and Faculty in Residence (FIR) exchange in each of the three sites to facilitate co-planning, co-teaching, lesson study, action research, and integration of coursework and clinical experiences, with multiple opportunities to provide feedback to candidates. The TIR/FIR will also work with cooperating teachers, supervisors and credential faculty at the sites to calibrate rubric ratings and provide support, including professional development. Rubric ratings will be shared at quarterly partnership data analysis meetings where stakeholders can analyze, triangulate and interpret data from multiple sources to monitor and address variation in key processes and outcomes.

CSU Fullerton

Partner: Fullerton School District (FSD); Anaheim Union High School District (AUHSD)

CSUF will build upon the accomplishments and learnings of Titan PRIDE (a residency program) that has been piloted, assessed, and expanded over the past three years to continue working with Fullerton School District (FSD) and Anaheim Union High School District (AUHSD) and expand to additional partner districts for 2017-18 and 2018-19. The proposed residency model includes: a) Revised responsibilities/selection criteria to identify Master Teachers (MTs) by district partners and CSUF b) Initial and ongoing co-planning/co-teaching training provided for all Teacher Candidates (TCs), Master Teachers (MTs), and university faculty; c) Year-long residencies—placements beginning and ending on the school district calendar—to experience teaching from the first to the last day of the school year; d) Credential program faculty teaching at least one credential course per semester at a partner district school; e) Clinical Coaches (CCs) used to enhance the traditional university supervisor role supporting TCs and MTs; f) CCs implement/refine the observation (POP) learning cycle; g) CCs lead reflective learning walks at school sites with small groups of TCs; (h) Professional Development Facilitators (PDFs) provide ongoing support for CCs/MTs/CSUF faculty; i) Course schedules aligned with the clinical residency model; j) Collaborative co-teaching experiences are provided across departments, colleges, and partner districts with an emphasis on K-8 math and science education. Collaboratively with district partners and considering the expectations of CCSS Math and NGSS for student learning, three prioritized skills (PS) were identified based upon key skills identified as high leverage practices (HLP) by TeachingWorks and aligned with state revised TPEs, as essential for beginning teachers. Rubrics will be developed to support this. During Summer 2016, it is planned that the project team will: 1) Host co-teaching trainings (MT/CC/TC); 2) Analyze program completer data including completion rates/hiring; 3) Initiate any necessary program revisions (emphasis on science/math methods courses and clinical experiences); 4) Recruit a new cohort of candidates for the project; and 5) Host C3 training (Collaboration, Consultation and Coaching in Clinical Practice--funded by a federal project) for ALL COE and partner program university supervisors (whether project participants or not) with a focus on alignment and calibration in use of program rubrics related to the prioritized skills.

CSU Long Beach

Partner: Long Beach Unified School District

Long Beach intends for all pre service candidate to be placed in classrooms that are part of the Clinical Practice Network where they can continue into the student teaching phase of their program in the same classroom in which they completed their fieldwork, resulting in a yearlong residency program. CSULB and LBUSD will seek to identify and clearly articulate a set of research based instructional strategies that meet the California Commission on Teacher Credential standards for teacher preparation programs and are aligned with the key instructional practices utilized in the school district to teach CCSS/NGSS. During the next three years, the partnership will create a system for acquiring and analyzing relevant K-8 student achievement data from program completers to assess program impact, based upon the LA Compact Work; use the data analysis to inform the district and university as to the effectiveness of program graduates on student achievement; and use the data analysis to inform program improvement efforts.

CSU Monterey Bay

Partner: Monterey Peninsula Unified School District

CSUMB and MPUSD will expand their current residency model for multiple subject teacher candidates to 3 new elementary schools and 2 new middle schools to have a total of 6

elementary and 2 middle schools. Faculty, cooperating teachers and academic coaches will develop a shared understanding of the professional growth continuum based on mutually selected and developed prioritized skills. The professional growth continuum will MPUSD has implemented an Instruction Framework Implementation Tool (iFIT) that has key benchmarks for professional growth that will be identified for clinical experiences of pre-service teachers of the university and inductees of the district. CSUM and MPUSD will expand and refine iFit by drawing on Danielson's Framework with some contribution from Teaching Works and the Measure of Effective Teaching and the Teacher Advanced Program. Faculty will observe candidates every other week and set a goal based on the prioritized skill. Candidates will receive daily feedback from their Cooperating Teacher on the prioritized skills. CSUMD will also use the framework to conduct a curriculum audit of its credential programs to ensure that the content for preservice teachers prepares them for implementation of evidence based CCSS Math and NGSS practices. The Cooperating Teachers and administrators will be trained on a) effective implementation of the co-teaching model b) the newly aligned framework, c) the prioritized skills within the framework and d) coaching, mentoring, and giving appropriate feedback. To develop strong academic coaches, CSUMB will develop a Masters level course on instructional coaching for all cooperating teachers.

CSU Sacramento

Partner: Sacramento City Unified School District

Sacramento will ensure that their candidates have robust yearlong experiences with co-teaching in their clinical placements and clear expectations and regular formative assessments cycles tied to the Prioritized Skills Profile (PSP) that delineates key skills, knowledge and habits of mind needed to be an effective NGSS and CCSS-Math educator. The PSP will be collaboratively developed with the district and the university. There will be a collaborative and rigorous selection and training process for mentor teachers; strong professional learning activities and regular calibration for mentor teachers and university supervisors so that they effectively support the co-teaching models; and, multiple professional learning and collaboration opportunities for mentor teachers, university supervisors and university faculty so that each exercises their roles in alignment with the PSP so that program components are integrated with each other. University coursework will serve as a central context for introducing candidates to the underpinnings of the Prioritized Skills Profile (PSP) and provide opportunities in which they can analyze and reflect on their growth towards PSP-outcomes, including developing a quarterly professional growth plan that is aligned to the PSP. A PSP-aligned rubric and candidate assessment system will be used to generate regular data to inform the partnership's decisions about candidates and program components.

CSU San Luis Obispo

Partner: Lucia Mar Unified School District

Cal Poly proposal focuses on providing opportunities for supported clinical preparation in K-8 classrooms. To support the curricular needs of the partner district, LMUSD, faculty from Cal Poly will work with a Teacher on Special Assignment (TOSA) in the district to design and implement trainings related to the Common Core State Standards – Mathematics (CCSS-M) and the Next Generation Science Standards (NGSS). The first strand of work will focus on the Fundamentals of Teaching by developing Clinical Preparation Coaching (CPC) cycles that will give each candidate the opportunity to observe, practice, and receive feedback on each prioritized skill via the

Prioritized Skills Learning Modules. The CPC cycle will align to the Danielson Framework and the TPEs. The second strand of work will focus on the Content of Teaching and deliver yearlong professional development in on CCSS-M and NGSS. Teacher candidates and cooperating teachers will have opportunities to apply knowledge of the Standards through the development and implementation of Problem Based Learning (PrBL) activities (emphasizing math, science, and integrated literacy and language instruction) throughout the year. The third strand of work will focus on establishing routines for collecting, reviewing, and using data through the development of a Partnership Advisory Committee. Using data, this committee will make recommendations to the partnership in order to ensure that teachers are prepared with the prioritized skills needed to provide high quality education to all students.

CSU Stanislaus

Partner: Ceres Unified School District (CSD); Turlock Unified School District (TUSD)

CSU-Stanislaus in partnership with Ceres Unified School District (CSD) and Turlock Unified School District (TUSD), will develop high quality clinical placements where carefully selected and trained mentor/cooperating teachers in collaboration with faculty demonstrate instruction and provide feedback that develop and refine candidates' fluency with prioritized skills. The project will initially use the 5D+ Teacher Evaluation Rubric developed by the Center for Educational Leadership at the University of Washington to measure candidates' progress towards prioritized skills. This initiative will do the following: 1) build access to high quality clinical mentoring through trainings addressing co-teaching, cognitive coaching, equity consciousness, mathematics/science content, and pedagogy; 2) establish anchor schools where methods classes are taught in conjunction with early clinical experiences; 3) in collaboration with K-12 partners, refine methods courses and fieldwork opportunities; and 4) develop a data sharing and assessment system that provides actionable formative and summative information to candidates and teacher preparation programs.