

Claremont Fellows Social Justice Residency Program

I. Priorities

Absolute priority. Claremont Graduate University (CGU), in partnership with the Alliance College Ready Public Schools charter school network, seeks funding for a rigorous, year-long, critical social justice teaching residency cohort program to help ensure all high need students in the greater Los Angeles area have highly supported and effective teachers. The key aim of the Claremont Fellows program directly aligns with that of the Teacher Quality Partnership Grant Program: empower competitive candidates with the social justice and evidence-based knowledge, skills, dispositions, and experiences they need to improve students' achievement and be resilient, highly effective K-12 teachers for *all* students--especially those who are least served and with the highest need. To avoid perpetuating the cycle of placing the least prepared teachers into the highest needs schools, all Claremont Fellows will receive exemplary support and instruction in developing their pedagogy and in gaining understanding of (and investment in) the strengths and needs of the communities they serve.

Goals. The Claremont Fellows program will contribute to and maximize the strengths and resources of the Alliance College Ready Public Schools charter school network, which has intentionally and successfully served low-income communities in the greater Los Angeles area for the past 15 years. Building from the existing assets and resources of the CGU's teacher education program and the strengths of the ongoing program revisions, ultimately the Claremont Fellows residency program will provide a rigorous, robust, and meaningful pathway to teaching

❖ *Goal 1: Recruit committed, competitive and content area expert Claremont Fellows*

residents/teacher candidates

- Attract 80 (4 cohorts of 20) competitive recent college graduates with exemplary academic records and/or mid-career professionals with a record of professional accomplishment, content area expertise, and social justice orientation to join the Claremont Fellows during the five-year grant period.
- Secure Fellows' commitment to teaching in an Alliance school for three years following completion of the residency.
- Offer Fellows a living stipend throughout the residency period.

❖ *Goal 2: Provide rigorous, complementary clinical and graduate coursework*

- Provide each cohort of Fellows with high quality, integrated graduate coursework about the historical, cultural, psychological, sociological, and pedagogical contexts of teachers and teaching.
- Integrate graduate coursework with clinical instruction regarding how to teach with evidence-based, culturally sustainable practices that support all learners, with an emphasis on emergent bilinguals and students with special needs.

❖ *Goal 3: Implement structured mentorship.*

- Complement Fellows' coursework with individualized mentoring from highly qualified and effective mentor teachers from the Alliance network.
- Provide clinical mentorship and coaching for Fellows and master teachers from experienced and expert teacher educators from CGU.

❖ *Goal 4: Support Fellows' professional growth*

- Support Fellows to earn a California preliminary teaching credential and a master's degree in education from CGU.

❖ *Goal 5: Deliver ongoing professional support, development, and networking*

- Deliver a two year teacher induction program in partnership with Alliance that guides Fellows to enrich and improve their practice, and earn a permanent teaching credential in California alongside their colleagues at Alliance schools who did not participate in the fellowship.
- Sustain a network of Fellows and professionals for ongoing professional development and scholarship opportunities.

❖ *Goal 7: Make an impact in student outcomes*

- Improve performance outcomes for high needs students served by Alliance schools, and in the greater Los Angeles area.

Evaluation. The Claremont Teaching Fellows Alliance (CTFA) Research, Data and Evaluation (RD&E) team will comprise the project P.I.s, Smart Start Evaluation and Research, the Teacher Education Department's Data and Evaluation Coordinator and the The Manager of Data Strategy at Alliance College Ready Public Schools. Smart Start Evaluation and Research will be responsible for the design of the evaluation plan. Throughout the project, they will provide the RD&E team with guidance and assist with the execution of a robust evaluation plan that will provide the project with formative feedback as well as analysis of the overall impact of the CTFA project on both teacher and student outcomes.

The project P.I.s will be responsible for maintaining the integrity and fidelity of project goals and activities, and for acting on formative feedback to make continual improvements to

the project. Project P.I.s will also contribute to the analysis, interpretation and dissemination of results via conference presentations and publications. The Teacher Education Data and Evaluation coordinator will assist with the collection of departmental and institutional data including creating & distributing surveys, assisting with report writing and working closely with LEA to collect necessary teacher and student level data.

The Manager of Data Strategy at Alliance College Ready Public Schools will facilitate the collection of teacher and student level data and ensure compliance with IRB, FERPA and any other school regulations regarding student and teacher data collection. The team will meet at least 2 times per year for “data days” to discuss progress towards goals, areas of improvement and develop actionable steps for improvement. See section Evaluation section for a detailed evaluation plan.

II. Significance

The Claremont Graduate University Teacher Education Program is dedicated to social justice mission aimed to include, celebrate, empower, and educate all students from all backgrounds and communities so that they achieve in school and beyond. The CGU program has had tremendous success in living out its mission over the years, but still can do more to better meet the challenges in Los Angeles posed by income, racial, and ethnic inequality, as well as years of ineffective policy and practices for supporting the highest need students and communities. Given the current context of schools in the local greater Los Angeles community, CGU is keen to establish and sustain strategic partnerships with LEAs equally committed to our mission, establish meaningful research-based pathways to teaching that build and grow the

population of highly effective critical social justice educators, and ultimately improve outcomes for high needs students.

Need for highly effective social justice teachers in Los Angeles Unified School District.

The Los Angeles metropolitan area is large and diverse with many assets and resources. Unfortunately, it is also characterized by racially and economically segregated neighborhoods, with among the country's highest rates of income segregation and the highest rates of unsheltered homeless populations (Florida & Mellander, 2015; Henry, et al., 2018). These disparities play out in Los Angeles Unified School District (LAUSD), the second largest school district in the country, where students attending schools in low-income communities of color, especially, are not adequately supported and prepared to succeed.

On California's new school rating system, the California School Dashboard (caschooldashboard.org), schools receive ratings based on their English Language Arts and math performance, graduation rates (high school), college-career preparedness (high school), suspension rates, and English learner progress. Of the 780 schools in the bottom 5 percent of public K-12 schools in California as measured by the accountability tool, 110 are in LAUSD (Romero, 2/4/2019). LAUSD is by far the largest district in the state, but even so--10% of its roughly 1000 schools are among the lowest performing schools in the state.

Outcomes within LAUSD are also not equitable. According to the dashboard, while only 40% of all *students* graduated from LAUSD college or career ready in 2018, the numbers are slightly lower for Latinx students, who comprise the majority (74%) of students in LAUSD, and Black students. Of the 23% of emergent bilinguals (English learners) in the district, only 17% graduate college or career ready; only 12% of students with disabilities graduate college or

career ready. Furthermore, according to a report released by LAUSD (October, 2018), 32% more students from non-economically disadvantaged backgrounds met or exceeded state standards compared to those who are economically disadvantaged, which is 81% of the district.

Reform Context. LAUSD reinstated their district internship program in the last few years, yet the efficacy of the internship model in preparing highly effective teachers for all students in the greater Los Angeles area is uncertain. Given the diversity of the student population and their needs in the area, residency models are gaining traction. Recently, many UC and Cal State schools announced that they have ended their internship programs, and are offering traditional programs or residencies only; this announcement reflects current research, and seems to be a harbinger of statewide policy changes to come (CTC Report of Program and Institutional Accreditation Recommendations, May 2019).

As publicized across the nation, LAUSD teachers went on strike for the first time in 20 years at the start of 2019. While the strike was a consequence of stalled negotiations regarding teacher salaries, class sizes, and school support personnel, at the crux of the contention was the tension between charter schools and traditional public schools. Although the strike was settled, there has not been a resolution regarding the proliferation and impact of (typically) non-unionized charter schools on the district, communities, and most importantly students.

Charter schools within LAUSD emerged to fill perceived needs in the district, especially in low-income communities of color; of the 277 in operation now, some are among the lowest performing and rated schools in the state, and others have been very successful. For example, all 15 eligible high schools in the Alliance College Ready Public School network, the charter LEA partner in this proposed residency, were ranked among the best high schools in the nation by

US & News World Report in 2018. Though the teachers' union (UTLA) argues that charter schools undermine unions and drain human and financial resources from district schools, both the ubiquity of charter schools and the arguments against them reflect the difficulty of identifying effective reforms to best meet the needs of all students in Los Angeles. Given that charter school policy is set at the state level, the district has limited agency in curbing the proliferation of charter schools; nevertheless, students attending charter schools in the district deserve great teachers.

Alliance needs. Since its founding in 2004, turnover at Alliance schools has exceeded 25% per year across the network (Joseph, 3/1/2016), with the United Teachers of LA union reporting that it has been as high as a 40% at individual Alliance schools. Alliance has made strides to improve retention, and in the 2017-18 school year, Alliance reports a teacher turnover rate of 15% (compared to 8.5% of teachers in California leaving the profession/state each year, and 8% moving schoolsites, Darling-Hammond, et al, 2018)), but the Claremont Fellows program could move that number even lower. Like many charter schools, Alliance schools do tend to hire new teachers and pay them salaries and benefits that are lower than those offered in traditional public schools. Alliance schools intentionally serve communities with high poverty rates, where teachers are 50% more likely than teachers in low poverty areas to leave their jobs (Ingersoll & Smith, 2003). Rather than just leaving the profession, teachers from charter schools often leave to teach at traditional and unionized public schools. The interest in the stability provided by unions is evident in the fact that 5 Alliance schools in the past 4 years have voted to unionize:

- Alliance College-Ready Middle Academy 5,

- Alliance Judy Ivie Burton Technology Academy High School, and
- Alliance Gertz-Ressler Richard Merkin 6-12 Complex
- Alliance Leichtman-Levine Family Foundation Environmental Science High School (ESAT)
and Alliance Morgan McKinzie High School

Both the high turnover rates and the recent votes to unionize testify to the challenges Alliance schools face in recruiting and retaining qualified and effective teachers to support their high potential and high need student population.

Teacher turnover does not just create logistical and financial challenges, it also significantly undermines or hinders students' learning (Ingersoll & Smith, 2003). An eight-year study of 850,000 New York city fourth and fifth graders found that students lost significant amounts of learning in schools with high teacher turnover compared to socioeconomically similar peers at schools with low teacher turnover—the negative effects are higher in schools serving majority low income or black students (Ronfeldt, Loeb, & Wyckoff, 2013).

Putting students first. Regardless of political stances and positions, there are charter schools in LAUSD enrolling thousands of students, and those students and their learning matter. Though of course the CGU teacher education program and the Alliance school are mindful and informed of the current policy debates, both organizations prioritize helping all students learn, achieve, and thrive. Regardless of the context, all students deserve highly effective teachers; the Claremont Fellows program will prepare such teachers.

III: Project Design

The existing CGU teacher education program has been successful in preparing highly effective, resilient K-12 teachers for working with underserved, high needs students and

communities. Additionally, the program has recently been updated and revised to more thoroughly integrate and focus both on high quality research regarding evidence-based core practices in teacher education and teaching, and the CGU teacher education mission of social justice. The Claremont Fellows will be built from the strong foundation laid in the existing internship program.

CGU's existing teacher education program. The Claremont Graduate University currently offers a strong, evidence-based 15-18 month internship program that supports teacher candidates as they earn their credential and master's in education, and teach full time as the teacher of record in local K-12 public or charter schools. The credentialing program model is holistic and integrates credential and graduate course work with clinical practice, supporting candidates in acquiring the necessary context, knowledge, and skills they need to successfully support and teach all students from all backgrounds they encounter in their career. Each candidate is assigned a faculty mentor/advisor who provides coaching and clinical support aligned with the coursework, and observes each candidate a minimum of 12 times over the course of the year. Currently the CGU program includes 500 more in-classroom clinical hours than the CA statewide average (CGU 1,205 average compared to 721 hours statewide average). CGU also offers a teacher-induction program, which meets California state requirements for supporting teachers as they advance their preliminary credential to a permanent credential after their first full year of teaching. Recent program revisions to CGU's existing teacher education model (see below) have ensured the curriculum even better reflects the most current research about preparing effective teachers and supporting diverse, high need students.

Consistent with top researchers in teacher education, CGU contends that outside

accountability is insufficient in creating meaningful and effective programs to prepare teachers to educate all students (Cochran-Smith, et al., 2017). Rather than relying on outside accountability, CGU relies on *democratic* accountability based on compassionate professional responsibility for students' broad and deep learning, equity, and genuine collaboration with multiple stakeholders. The existing infrastructure of the CGU internship program has demonstrated high efficacy in meeting the needs of teacher candidates pursuing their teaching credential and MA, and seeking to develop into master teachers for all students.

Need for residency pathway. Especially given the challenges currently facing Los Angeles area schools, now is the perfect time for CGU to add the Claremont Fellows pathway to its program. Though the strong relationships with faculty and the personalized and exemplary support they provide interns are tremendous strengths of the current model, an internship is not best suited for all candidates or LEAs. The residency model will build on all the strengths of the internship model, especially its intimacy, strong coursework, and highly supportive and personalized relationships, but also enable CGU to recruit and support competitive teacher candidates with less teaching experience, develop a pipeline of highly effective and committed teachers for a strong charter network in LAUSD serving high needs students, and build broad professional networks and opportunities for teachers in the greater Los Angeles area.

Currently interns accept jobs wherever they can, sometimes in school sites with values or leadership inconsistent with CGU's social justice mission. In cases where there is a mismatch between CGU's mission and intern's school sites, interns suffer through conflicting messages and limited on-site support, and their students suffer a revolving door of the least prepared teachers. Although the current CGU internship does require a partnership between school sites

and CGU, the terms of that partnership are limited as compared to the proposed residency model. While CGU prohibits interns from accepting jobs in low performing or unsupportive charter communities, we also want to redouble the efficacy of those charter networks doing good work in the community. In the proposed residency model, all Claremont Fellows will be placed and then teach in Alliance school sites, which are demonstrably committed to social justice; CGU and Alliance will work in concert to build and sustain a social justice teaching mission over time.

Candidate population. Over the past 5 years, the average CGU teacher education cohort has included 48 students (241 total students) from diverse academic, cultural, and racial backgrounds, with demographics that reflect the area, including: 39% Latinx, 32% White, 9% Asian, and 5% Black/African American. To gain admission, candidates must meet rigorous criteria standards and submit numerous supporting documents: application, transcript three letters of recommendation, resume, personal statement, proof of subject-matter proficiency. In addition candidates participate in a group interview where they are asked to complete a social justice teaching performance task. Offered for the past 5 years, the CGU induction program has enrolled an annual average of 24 students, located locally and out of state.

Demonstrated efficacy. CGU interns must pass the CA basic skills test (CBEST) and their subject-matter test (CSET) before accepting an internship, ensuring high passing rates. Throughout the program, interns are supported through the two-part Teaching Performance Assessment (TPA) required by California for a preliminary credential; between 2012 and 2017, 88% of CGU interns passed the CalTPA before completing the program. Evidence of their success in the classroom, more than 90% of intern teachers are asked to return post-graduation

by their employment site. CGU Teacher Education alumni have also accepted many teacher-of-the-year awards, been honored as an All Star teacher at the 2014 MLB all-star game, founded non-profits to serve educational needs of underserved populations (in one case homebound students), undertaken educational reform efforts in Paraguay, founded a charter management organization, as well as many other classroom, school, and community successes.

Curriculum. The curriculum and instruction offered in the CGU teacher education program is informed by high-quality research and evidence-based practices for both teaching and teacher education. Claremont Fellows will receive instruction regarding general and discipline-specific pedagogy, planning, and enacting social justice practices, embedded within a historical, sociological, psychological, and cultural context. Teacher educators model best practices, and Fellows will participate in regular guided practice, with numerous opportunities to demonstrate their knowledge in diverse academic and clinical contexts.

Fellows will need to make connections between theory and practice, but those connections will also be modeled, interrogated, and made explicit for them to ensure their understanding and ability to support all learners (Darling-Hammond, 2010; Darling-Hammond & Sykes, 1999; Grossman, 2018; Hollins, 2011; Lampert, 2010). These connections between theory and practice are also facilitated by close links between clinical support, academic instruction, and mentorship, which allow all faculty to cater and adjust the curriculum to best support Fellows' actual needs. As a result, Fellows will emerge equipped with the skills necessary to implement effective teaching practices, continue learning while teaching, and use all data they receive to inform and adjust their pedagogical approaches and improve their efficacy over time.

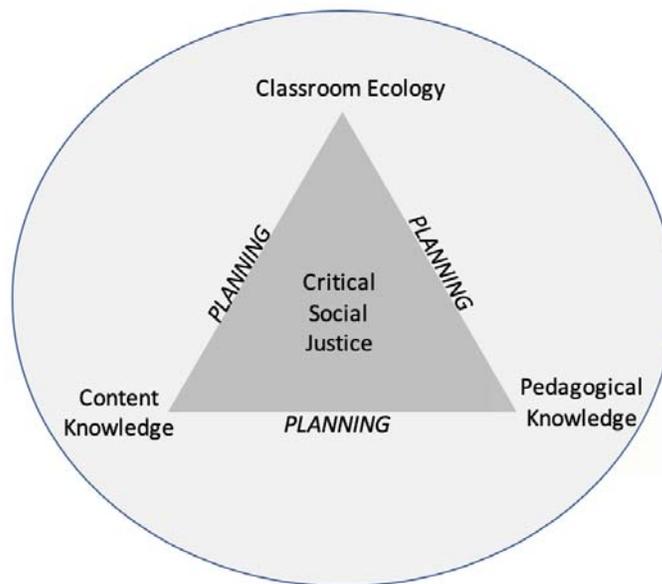
Like the most effective teacher preparation programs, CGU's program helps Fellows learn from, in, and about teaching (Darling-Hammond, 2010). All three elements support ever-developing practitioners who facilitate their students' academic, intellectual, and socio-emotional development in productive and engaging ways. Consistent with the findings regarding best practices of Cochran-Smith and Lytle (1999) in their extensive review of literature regarding relations between teacher knowledge and practice, through rigorous clinical and graduate work Fellows will gain "knowledge in practice," or practical and reflective knowledge gleaned from experience, observation, and discussion with colleagues and experts; as well as "knowledge for practice," or formal knowledge and theory; and "knowledge of practice," or that which teachers can learn while investigating the contexts and factors influencing what is happening in their own classrooms.

Recent program revisions. Since teaching is best learned *in practice*, it typically takes 3-5 years for teachers to become highly effective (Hanushek, 2011). Given the challenges of understanding the nuances of teaching without actually teaching full time for a few years, researchers have argued that teacher education programs should be organized around core practices and competencies that:

- ❖ Occur with high frequency in teaching
- ❖ Novices can enact in classrooms across different curricula or instructional approaches
- ❖ Novices can actually begin to master
- ❖ Allow novices to learn more about students and about teaching
- ❖ Preserve the integrity and complexity of teaching
- ❖ Are research based and have potential to improve student achievement

(Grossman, Hammerness, & McDonald, 2009).

Knowing teacher skills and practices is important, but students are not hypothetical and teachers must learn *how* to implement those practices in ways that support all learners, even when those learners approach schools in ways that might be unfamiliar or have been historically undervalued. Guided by the goal of ensuring all students achieve and thrive in schools, CGU has recently created grounding documents for the teacher education program, organized around the core teaching components of critical social justice, classroom ecology, content knowledge, pedagogical knowledge, and planning (see model below). These grounding documents have been piloted with a cohort of candidates in the spring of 2019, will be revisited and revised over the next year, and will be essential to the coherence and strength of the Claremont Fellows program.



Social justice teaching competencies. To improve the quality of instruction, maintain consistency across the program, and weave critical social justice through all elements of the

Claremont Fellows' experience, the experienced researchers and teacher educators from the CGU teacher education program recently developed Social Justice Teaching Competencies and Dispositions, sorted into five matrices (*see Appendix J*):

- ❖ I. Classroom Ecology and Teacher Presence to promote productive, inclusive, and empowering learning environments
- ❖ II. Content Knowledge to promote access, learning, and achievement
- ❖ III. Instructional Practices to promote learning and engagement
- ❖ IV. Assessment to inform instruction and promote learning
- ❖ V. Social Justice Dispositions to promote access, learning, achievement, and future opportunity and success.

Each set of competencies is divided into three categories that reflect new teacher development: emerging, developing, and refining. These categories also evidence CGU's commitment to developing teachers who are lifelong learners and reflective practitioners, regularly refining their pedagogy to better meet the needs of their students, and never done learning and refining their practice. To establish their readiness to meet the needs of all students, Fellows will need to demonstrate competency in all emerging items before entering their residency, mastery of all emerging and developing items before graduating from the program, and increasing competency with all the refining categories, which they will continue to address during their induction.

All competencies are derived from practices and dispositions demonstrated in the literature about teaching and teacher education to be highly effective for all learners, and especially those who are most school-dependent—typically students whose parents/guardians

have limited English skills, academic background, and/or familiarity with the norms of school in the United States (Delpit, 2012). The competencies emphasize *classroom ecology* over *classroom management*, with a focus on teacher presence and decision-making, culturally sustaining practices, and caring, reciprocal relationships that ensure all students feel safe and ready to learn (Benard, 2004; Delpit, 2006; Gay, 2010; Hammond, 2017; Ladson-Billings, 2014, Milner, et al., 2019; Noddings, 1984, 2005; Stanton-Salazar, 1997; Thompson, 2010; Valenzuela, 1999). Though *classroom ecology* is an emerging concept in education research, it is a humanizing approach that addresses elements of the classroom environment that can support students' learning rather than control over students.

Consistent with the findings of numerous researchers, the competencies highlight concrete, replicable, and differentiated explicit pedagogy and assessment practices to support all learners (Hattie & Zierer, 2018; Hirsch 2006; Kirschner, Sweller, & Clark, 2006; Marzano, 2007; Poplin, Redfern, & Hoff, 2010; Poplin, et al., 2011; Tomlinson, 2017; Rosenshine, 2009). The competencies also reflect awareness that new teachers need support identifying and checking their implicit biases before they can enact critical social justice practices that meet all students where they are and empower them to achieve (Hammond, 2015; Sensoy & DiAngelo, 2017). Critical social justice entails not only helping students recognize hegemonic systems, but also empowering students to change or dismantle them; doing so requires explicitly teaching hidden curriculum, seeking to learn from students and their communities, and helping students recognize and question the values and norms that pervade institutions and systems (Anyon, 1980, 2011, 2014; Delpit, 2006, 2012; Freier, 1970; Hammond, 2015; McLaren, 2006; Sensoy & DiAngelo, 2017; Shor, 1987).

Lesson planning. Unlike many other professions, virtually most people in society have had prolonged exposure to teachers (Lortie, 1975) and think they know what teachers do. When they enter the classroom, though, new teachers quickly realize the part of teaching they never observed: planning. With little experience and few reference points, brand new teachers have limited ability to plan and implement orderly, rigorous, and coherent lessons curriculum—keys to social justice and inclusive teaching that supports all learners (Hirsch, 2016; Ladson-Billings, 2014). In particular new teachers need help focusing on planning that moves “beyond notions of teaching as the delivery of information and begin to critically reflect on, and seek[s] to actively develop, stronger links between their teaching, their pupils’ learning and, importantly, their own learning to teach” (Nilsson, 2009, p. 239). In consideration of new teachers’ zone of proximal development, the importance of aligned, coherent and cohesive instruction, and the needs of students, CGU has made effective planning a core value and desired outcome of the program, and have redesigned instructional approaches and the lesson plan template to better support Fellows’ effective planning for all students (Darling Hammond et al., 2005; Glatthorn, 1999; Porter, 2002; Scarpaci, 2009).

Research indicates that well-aligned lesson plans facilitate student learning and mastery (Martin, 2006). A well-aligned lesson plan requires teachers to unpack standards by identifying the function and purpose of key nouns and verbs within them (Marzano & Haystead, 2008); create an objective that is aligned to the verbs and nouns in the standard; create summative and formative assessments that are aligned to the objectives and standards (Shumway & Berrett, 2004; Tyler, 2013; Wiggins & McTighe, 2011), and design meaningful instructional activities to meet the aligned objectives and assessments. Furthermore, the best plans include

what students should do *when*, in *what order*, and *how* (Darling Hammond et al., 2005).

Paramount to this planning process is analysis of what students know and can do, what they need to know, and how they can best acquire that skill and/or understanding. Additionally, lesson plans should be based on teachers' evaluation of their instructional and curriculum decisions, formative and summative assessments, and direct and indirect student feedback.

Lesson plan template. The revised lesson plan template will support Fellows' increasing ability to design meaningful, rigorous, inclusive, empowering, and aligned lessons (*see Appendix J*). The template includes scaffolding to help new teachers: differentiate for the needs of their students, use what they know about their students to inform their plans, and learn how to think about planning productively and inclusively. These design elements reflect researchers conclusions that new teachers need help using knowledge of their students to inform their instructional practices and better facilitate students' learning, and their recommendations that new teachers be provided with guiding and assessment questions they can ask themselves to analyze and improve their planning (Nilsson, 2009; Williams Chizik & Williams Chizik, 2018).

Likewise, notable elements of the plan include self-assessment tools Fellows can use to guide their planning and give feedback to teacher education faculty regarding what they do and do not understand. Such self-regulated learning and assessment help teachers develop a higher sense of self- efficacy, which in turn improves their willingness to try new things, take responsibility for their own growth, persevere despite anxiety, and be held accountable for their outcomes (Bandura, 2002; Bembenutty, 2011; Weinstein, Acee, & Jung, 2011; Zimmerman, 1989).

Self-assessment tools embedded into the lesson plan template include checklists,

guiding questions, prompts, and reflective questions. One set of checklists will help Fellows consider the feasibility and value of their content and language objectives. Other checklists will push Fellows to consider whether and how they are making content and skills accessible and engaging for all students. Reflective questions will require Fellows to review their lesson plans for alignment throughout, and to ensure they have adequately planned to meet their own and their students' developmental needs. This template is used for both formative practice and assessment of lesson planning, as well as for professional in-service use (Darling-Hammond et al., 2005; Drost & Oneonta, 2015; Grossman, 2018; Guskey, 1996). Effective teaching is complex and involves regulation of cognition when teachers: plan, set goals, and allocate resources for instruction; organize learning to promote student's cognitive processes; monitor their own and their students and use of learning strategies; debug what did not work; and evaluate the effectiveness of their teacher practices and overall performance (Hartman, 2001; Kramarski & Michalsky, 2009; Lin, Schwartz, & Hatano, 2005). Given these demands, teacher's inclusive planning is an essential part of managing educational complexity--not just before but also during and after instruction.

Shared language. Unlike in many other professions, no consensus exists regarding the professional language of teaching (Goldstein, 2014; Lortie, 2002). This lack not only impedes the professionalism of teaching, but also inhibits clear and productive communication among educators. Therefore, CGU developed a glossary of shared language, based on prominent research and scholarship and the program's core values as a grounding document to facilitate communication, enhance commitment to shared goals, and ensure social justice informs our practice (*see Appendix J*). This document will be particularly useful as we develop a new

partnership with Alliance schools and teachers through the Claremont Fellows program.

Claremont Fellows structure. The Claremont Fellows residency cohort program includes 18-months of graduate and clinical coursework, and a 10-month teacher residency in the classroom of a highly qualified and effective Alliance teacher, which will culminate in a preliminary CA teaching credential and a MA in Education from Claremont Graduate University. Over the subsequent two years, CGU will work in concert with Alliance to provide a robust new teacher induction program offered to both Claremont Fellows and other new teachers in the Alliance network. The following table provides an overview of the program.

| Claremont Fellows Cohort Program Model | | | |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TERM | CLINICAL WORK | GRADUATE & CREDENTIAL COURSEWORK | MILESTONES |
| Spring (January-May) | <ul style="list-style-type: none"> ➤ Clinical Practicum 1 | <ul style="list-style-type: none"> ➤ Teaching & Learning Process for Equity and Social Justice 1 (TLP1) | <ul style="list-style-type: none"> ➤ Pass CA Educator Credential Examinations (CSET) and basic skills test (CBEST) ➤ Complete the first part of an ethnographic research project that serves as an MA thesis |
| Summer (May-July) | <ul style="list-style-type: none"> ➤ Pre Teaching | <ul style="list-style-type: none"> ➤ Literacy & Discipline-Specific Methods | <ul style="list-style-type: none"> ➤ Meet and begin collaborating with Mentor Teacher |
| Fall (August-December) | <ul style="list-style-type: none"> ➤ Residency at an Alliance school ➤ Clinical Observations & Support from CGU ➤ Clinical Practicum 2 | <ul style="list-style-type: none"> ➤ Teaching & Learning Process for Equity and Social Justice 2 (TLP2) ➤ Special Education Seminar | <ul style="list-style-type: none"> ➤ Submit and pass instruction cycle one of the CA Teaching Performance Assessment (CalTPA) ➤ Complete the second part of ethnographic research project |

| | | | |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spring (January-May) | <ul style="list-style-type: none"> ➤ Residency at an Alliance school ➤ Clinical Observations & Support from CGU ➤ Clinical Practicum 3 | <ul style="list-style-type: none"> ➤ Teaching & Learning Process for Equity and Social Justice 3 (TLP3) ➤ Special Education Seminar | <ul style="list-style-type: none"> ➤ Submit and pass instruction cycle two of the CalTPA ➤ Complete the third part of the ethnographic research project |
| Summer (May-August) | <ul style="list-style-type: none"> ➤ Residency at an Alliance school ➤ Clinical Observations & Support from CGU | <ul style="list-style-type: none"> ➤ Teaching & Learning Process for Equity and Social Justice 4 (TLP4) ➤ Human Development ➤ MA Elective | <ul style="list-style-type: none"> ➤ Complete the final part of the ethnographic research project ➤ Earn preliminary CA Teaching Credential ➤ Earn MA in education from CGU |
| Induction, Year 1 (August-May) | <ul style="list-style-type: none"> ➤ Clinical Observations & Support from CGU | <ul style="list-style-type: none"> ➤ Special Topics in Social Justice Teaching 1 | <ul style="list-style-type: none"> ➤ Work first year as teacher of record |
| Induction, Year 2 (August-May) | <ul style="list-style-type: none"> ➤ Clinical Observations & Support CGU | <ul style="list-style-type: none"> ➤ Special Topics in Social Justice Teaching 2 | <ul style="list-style-type: none"> ➤ Earn clear (permanent) CA Teaching Credential |

Graduate, credential, & induction coursework. All graduate/credential coursework offered to Claremont Fellows will be sequenced deliberately and integrate instruction and readings on seminal and evidence-based theory, scholarship, and practice to provide Fellows with a cohesive, rigorous, and rich curriculum. Currently, CGU is in the process of revising the scope and sequence of the coursework, and building updated courses around the guiding values and grounding documents noted above. We have recently completed revisions of Teaching & Learning Process for Equity and Social Justice (TLP) 1 and 2, and the summer literacy and methods courses; we will continue to revise and refine TLP 3 and 4, and Human Development over the next year as we collect and analyze data regarding efficacy.

Guided by constructivist principles of learning and social justice values, the course designs and sequencing reflect the development of new teachers, including their need for

guidance with and the chance to frequently revisit high impact theories and practices as they grow their experience and expertise. Furthermore, the TLP sequence addresses all of the Teacher Performance Expectations (TPEs) delineated by the state of California as key to high quality an effective instruction that improves student achievement.

As supported by the TLP sequence, Claremont Fellows will also partake in a year long ethnographic research project that serves as their MA thesis. The research project will include engagement with seminal and recent scholarship, and will require Fellows to:

- ❖ Investigate their biases, motivations, influences and teaching philosophies
- ❖ Conduct research regarding the school structure and history, and the community in which it is embedded
- ❖ Conduct home visits and case studies of 5 focus students, including assets and needs inventories
- ❖ Analyze student and class data to inform an instructional action plan, including proximal and long term goals
- ❖ Analyze teaching performance and knowledge to inform an action plan for future growth

Fellows' work on their ethnographic narrative research will also prepare them to successfully pass the California Teaching Licensure requirements. Currently California requires teachers to pass a teaching performance assessment, the CalTPA, which is divided into two components. Fellows will also receive direct support and guidance with these performance assessments from their course faculty and clinical support providers.

Simultaneous to and complementing their coursework, Claremont Fellows will also partake in clinical components, including a clinical practicum (CP) with Alliance teachers and CGU faculty, to ensure their ability to explicitly connect theory and practice in ways that support students and communities, and help all students achieve success. With the exception of the

pre-teaching experience, proposed clinical components are all brand new program elements to be fleshed out and designed specifically for the Claremont Fellows and CGU's partnership with Alliance.

TLP 1 (Spring). Offered once a week for 3 hours to Claremont Fellows before they enter the classroom as residents, this class endeavors to provide candidates with information and practices they need to confidently navigate their school sites and classrooms in the fall. In addition to introducing Fellows to all the grounding documents and core values of the program, in TLP1 Fellows will also explore CGU's Social Justice Teaching Competencies, and be assessed on their understanding of what each is and how/when it can best be met in the classroom. The course will be taught by critical social justice educators and CGU professors with significant K-12 teaching, teacher education, and research experience, with specific expertise in highly effective teaching for emergent bilinguals and in working-class communities. Key instructional components include: carefully selected graduate-level readings, lecture, guided practice, modeling, guided observations, case studies, lesson planning and workshopping, recorded and annotated lessons, and ethnographic research. Specifically, TLP 1 will introduce Fellows to the following core social justice teaching ideas and practices:

- ❖ Critical social justice practices and habits of mind
- ❖ Implicit bias
- ❖ Culturally sustaining classroom ecology and teacher presence
- ❖ Lesson planning with alignment between objectives, practices, and assessment.
- ❖ CA State standards and frameworks for multiple subjects, single subjects, and English language development.
- ❖ Social justice standards from Teaching Tolerance
- ❖ Scaffolded and differentiated direct instruction, modeling, guided practice, independent practice, and assessment to boost students achievement.
 - Deep dive into the needs of emergent bilinguals and standard English learners
 - Introduction to the needs of students with special needs

❖ **Assessment and data collection to inform instruction and boost retention**

Clinical Practicum 1 (Spring). While Fellows are enrolled in TLP 1 they will also participate in a clinical practicum where they will visit classrooms across the greater Los Angeles area and participate in guided observations led by qualified and experienced CGU teacher education faculty. Observations will be in charter and traditional public schools, and in the classrooms of highly effective and average performing teachers so that Fellows can develop critical observation skills that will benefit the development of their own effective teaching practice.

Research suggests that guided and unguided observation of other teachers' practices and classrooms can improve teacher quality, in general (Goldstein, 2014). Observations across a breadth of classrooms would be particularly useful for new teachers, who need guided classroom experiences to improve their efficacy (Darling-Hammond et al., 2005). Though Claremont Fellows will have the mentorship of master teachers once their residency commences in Alliance schools, not all schools are the same and not all effective teachers enact their practices in the same ways. Therefore, exposure to diverse classrooms with guided, and critical support in analyzing elements of those classrooms, will better prepare Claremont Fellows not only for their residency, but also for their whole teaching career.

Pre-teaching (Summer). Mimicking a traditional student-teaching experience, Fellows will spend 6 weeks observing and teaching in the classroom of a highly qualified mentor teacher at local public and charter schools with summer-school programs, or in an alternative education context. During their pre-teaching, Fellows will be observed and supported at least 3 times by a qualified and experienced CGU teacher education faculty member. During pre-teaching, Fellows

will focus on *all* emerging categories of CGU's Social Justice Teaching Competencies &

Dispositions; to continue in the program must demonstrate proficiency in planning for and/or implementing practices to meet each competency and promote students' learning.

Literacy & Methods (Summer). Offered to Claremont Fellows in the summer before their residency as they partake in their pre-teaching experience, this course will provide Fellows with discipline-specific teaching methods and strategies informed by relevant Content Specifications or Subject Matter Requirements put out by the California Commission on Teacher Credentialing. (ctc.ca.gov). Each section of Literacy & Methods is taught by highly qualified and effective current or former master teachers with experience training other teachers, and robust pedagogical and content-area expertise. Instructors will help Fellows build a portfolio of effective practices and strategies for their classrooms, and will provide guidance regarding reliable sources and resources for further and deeper study of the discipline. While the content of each section is different due to the different needs of each disciplinary area, at minimum all sections incorporate the following Social Justice Teaching Competencies in a discipline-specific manner:

- ❖ All *Content Knowledge* competencies
- ❖ All *Instructional Practices* listed below, **plus** three additional developing competencies important for the discipline.
 - 1.1 Provide clear, explicit, accessible instructions
 - 1.2 Introduce lesson by tapping prior knowledge
 - 1.6 Differentiate for English learners
 - 1.7 Differentiate for students with special needs
 - 2.1 Provide scaffolded, cohesive direct instruction
 - 2.2 Provide meaningful guided practice
 - 2.3 Provide meaningful independent practice
 - 2.4 Implement structured pair shares and/or grouping strategies
- ❖ *Classroom Ecology & Teacher Presence* competencies listed below:
 - 1.6 Establish (*discipline specific*) routines that facilitate students' success

- 2.1 Provide clear, explicit, accessible expectations
- 2.2 Provide rationale for expectations
- All *Assessment* competencies listed below:
 - 1.1 Employ diverse checks for understanding and informal formative assessments
 - 1.2 Use “Exit Tickets” and/or assessment to provide closure
 - 1.3 Implement meaningful formal, summative assessment
 - 2.1 Provide constructive global feedback
 - 2.2 Provide constructive individual feedback
 - 2.3 Align assessments with objectives
- The below *Social Justice Disposition*:
 - 2.4 Understand students’ specific assets and needs

TLP 2 (fall) & TLP 3 (spring). Offered to Claremont Fellows during their residency, these courses extend the work of TLP 1, revisiting and going further into many of the topics it covered. Given Fellows will be in their school sites during the week, these courses are offered on Saturdays in 10 sessions over the course of the semester, each from 8:30-3:30. During that day, each class session is broken into 4 discrete, though integrated sections. The first section will include direct instruction regarding theoretical grounding for Fellows’ pedagogical work, and the second section will give Fellows a chance to apply, workshop, and engage that content. The third section will provide instruction about general pedagogical praxis, including high impact teaching practices for raising student achievement, and the fourth section will include discipline specific instruction and practice related to the pedagogical praxis.

Similar to TLP 1, TLP 2 and 3 will be taught by critical social justice educators and CGU professors with significant K-12 teaching, teacher education, and research experience; this faculty also has strong content knowledge in one of the single-subject credential areas and/or in elementary education and literacy instruction, for which they will be providing discipline-specific support. Key instructional components include: carefully selected

graduate-level readings, lecture, guided practice, modeling, lesson planning and workshopping, recorded and annotated lessons, collaborative group work, and ethnographic research. In addition to focusing on emerging and developing Social Justice Teaching Competencies, TLP 2 and 3 also introduce and/or delve further into to the following core social justice teaching ideas and practices:

- ❖ Classroom ecology
- ❖ Funds of knowledge
- ❖ Critical social justice practices and habits of mind
- ❖ Relationships with students to support them, and inform instruction and classroom ecology
- ❖ Connecting with and learning from families and communities
- ❖ Scaffolded and differentiated direct instruction, modeling, guided practice, independent practice, and assessment to boost students achievement.
 - Deep dive into the needs of emergent bilinguals and standard English learners
 - Deep dive into the needs of students with special needs
- ❖ Assessment and data collection and analysis to inform instruction and boost retention
- ❖ Routines and procedures that facilitate productive learning and achievement
- ❖ Lesson and unit planning with alignment between objectives, practices, assessment and state standards/frameworks
- ❖ Teaching with rigor and relevance
- ❖ Types and uses of assessment to inform instruction and boost retention
- ❖ Digital literacy and technology enhanced instruction
- ❖ Inquiry-based practices

Clinical Practicum 2 & 3 (fall & spring). The clinical practicum will run simultaneous to the residency, and will involve Claremont Fellows, Alliance mentor/master teachers, CGU faculty, and any interested teachers or administrators at Alliance schools. The CP will meet once a month for 3 hours, and function much like a professional learning community where teachers and educators have the opportunity to learn from, with, and in practice. While this component has yet to be fully designed, content will be informed by and developed based on the specific

opportunities, needs, and challenges faced in Alliance schools. Informed by formal and informal assessment data, topics will be chosen and presented as solutions to “barriers to learning.”

The CP design is also based on research regarding teacher education and development. Seminal researcher and scholar, and current president of California’s State Board of Education, Linda Darling-Hammond (2010) argued that that learning from wisdom of practice is an essential component of effective teaching, and extensive time in the field applying and examining strategies is a productive method for gaining wisdom. Other researchers have found that experienced teachers learn best through improvisation, experimentation, and reflection on their own teaching practices (Bakkenes, Vermunt, & Wubbels, 2010; Van Eekelen, Boshuizen, & Vermunt, 2005). Shulman (1986) argued for teachers practicing through case study, which they can do in and out of the classroom by assessing certain circumstances, the actions they took, and the actions they might have taken to be more successful; this practice develops flexibility when judging efficacy, weighing options, reasoning through choices, and acting reflectively.

There are other evidence-based practices that might fit well into the CP depending on the needs and strengths of the participating teachers and Fellows. Lim, Son, and Kim (2018) found that new teachers are best at modifying existing lessons for their students, and struggle most with sequencing and synthesizing in their own lesson plans. Therefore guided analysis of the sequencing of an existing lesson plan, or analysis of a master teacher’s lesson plan could help new teachers better develop and hone these skill sets. Horowitz et al. (2005) found that guided systematic observation of a child and developing case studies of students through interviews, student work and data, and observation can also help teachers better understand how to design and implement developmentally and cognitively appropriate lessons.

Nilsson (2009) found that sharing and interpreting critical classroom incidents provides significant insight into how to plan and implement their lessons more effectively. Citing Tripp (1993), Nilsson (2009) defined critical incidents with two stages: first, some phenomenon is observed, noted, and described, then the candidate reflects on and analyzes the incident alone or with guidance. For new teachers, critical incidents can be delineated into three stages: concerns about one's adequacy and survival as a teacher, limitations and frustrations in the teaching situation, and learning about students social and emotional needs. Findings from Nilsson's (2009) study suggest that deliberate interrogation of critical incidents can help teachers make a connection between their instructional designs and practices and their students' behavior and learning.

TLP 4 (summer). The final course in the TLP series will take place as Fellows finish their residency and finalize their credential and graduate work. Though this course has yet to be redesigned, it will be taught in discipline specific sections, where Fellows will receive more advanced and focused instruction regarding social justice teaching practices and skills to improve students' achievement in their discipline. Similar to TLP 1-3, TLP 4 will be taught by critical social justice educators and CGU professors with significant K-12 teaching, teacher education, and research experience; each faculty member also has strong content knowledge in one of the single-subject credential areas and/or in elementary education and literacy instruction, for which they will be providing discipline-specific support. Key instructional components include: carefully selected graduate-level readings, lecture, guided practice, modeling, lesson planning and workshopping, recorded and annotated lessons, collaborative group work, and ethnographic research. TLP 4 will mostly focus on the developing and refining

Social Justice Teaching Competencies, situated within the discipline. This course will be offered for 42 hours of instruction over a 2 month period.

Human Development & Learning Theory (summer).

While human development and learning theories will be introduced throughout the TLP course series, this capstone course is intended to help the Claremont Fellows take stock and reflect on the entirety of their residency experience and make explicit connections to human development and learning theories. Qualified CGU faculty will focus on cognitive approaches to culturally sustaining learning environments, as well as the cognitive, social, and neuroscientific foundations of learning and development. During this course, Fellows will also final, reflective chapters of their ethnographic narrative project.

Special Topics in Social Justice Teaching 1 & 2 (Induction year 1 & 2). While there is evidence that teachers who complete residency programs help students achieve better results in their first year, the results are not compelling. Rather, it is in year three and four that graduates of residency programs seem to make the greatest gains. Graduates of the Boston Teacher Residency, for example, did not distinguish themselves from teachers who had entered the classroom via different pathways in the first few years; by year four, however, graduates notably outperformed novice and veteran teachers from other pathways (Papay, et al., 2011).

Therefore, after completing their residency, earning their preliminary teaching credential, and completing their MA in education, Fellows will begin their first year teaching as the teacher on record in an Alliance school. Over the course of their first and second year as the teacher on record, Fellows will participate in induction courses, Special Topics in Social Justice Teaching. These courses will be hybrid clinical/academic courses, and will be offered in the same

format as the Clinical Practicums. In addition to supporting the Claremont Fellows cohort, the induction courses will also include other new teacher in the Alliance network. While these courses have yet to be developed, they will be taught by highly qualified CGU faculty in collaboration with Alliance mentor teachers, and informed by the Social Justice Teaching Competencies and the opportunities, needs, and challenges in Alliance schools and classrooms. Fellows, mentor teachers, and CGU faculty will also collaborate to share expertise and best practices with the Alliance network and beyond.

Teacher Residency. Claremont Fellows will participate in a teachers residency in the classroom of highly effective social justice mentor teacher at an Alliance College Ready Public School for the length of one school year. In that guided apprenticeship, teacher responsibilities will be shared, studied, practiced, and gradually released to Fellows. Both mentor teachers and Fellows will receive support in their roles. Mentor teachers will receive training and support over the course of the year, and will be in contact with CGU faculty regularly to plan and participate in the Clinical Practicums. Claremont Fellows' coursework and clinical support will be designed in concert, and Fellows will be observed teaching regularly throughout the course of the year.

The Alliance College Ready Public Schools is the largest charter school network in Los Angeles. Founded in 2004, the network now serves 13,000 students in 25 high-performing, tuition-free high school and middle school academies in low-income communities in California with historically underperforming schools. In the 2017-18 school year, nearly 100% of students attending Alliance schools were Latinx or African American, 94% qualified for free or reduced lunch prices, 17% were English learners, and 10% had special needs.

The network holds itself accountable to demonstrating annual student academic achievement growth, and graduating students ready for success in college. As a result, Alliance schools out-perform LAUSD schools in English language arts, math, and graduation rates by more than 10% in each category, with 74% of graduates accepted to 4-year colleges in 2018. Alliance has five core values that undergird their efforts to build strong school culture where Alliance principals, teachers, staff, and parents work together to prepare students for success in college and future careers. These core values guide how resources are delineated, and they align directly with CGU's social justice mission. Those values are:

1. High Expectations for All Students
2. Small Personalized Learning Environments
3. Increased Instructional Time
4. Highly Qualified Educators
5. Parents as Partners

Mentor teachers. Mentor teachers will be those who best exemplify Alliance's core values, content area and pedagogical expertise, and have demonstrated efficacy in helping students learn and achieve. Furthermore, mentor teachers will have evidence of commitment to lifelong learning, enacting social justice in classrooms and schools, collaborating with colleagues to improve student learning and outcomes, and using data to inform their instructions. Mentor teachers will be expected to model and support Fellows in demonstrating the Social Justice Teaching Competencies, and their practices and classroom ecology will need to align with those competencies and CGUs 5 core values (critical social justice, content knowledge, pedagogical knowledge, classroom ecology, and planning) so that Fellows' classroom clinical practice is tightly aligned with coursework.

Criteria and compensation for mentor teachers. All mentor teachers will have at least 5 years experience, a clear credential in the same credential area as the Claremont Fellow mentee, and will score all 3s or 4s in the Alliance Grow Instructional Rubric. The rubric includes the following standards:

1. Maintain high expectations
2. Maximize instructional time
3. Align lesson objectives, grade-level content standards, and engage scholars in challenging learning experiences
4. Foster scholar to scholar interactions
5. Empower scholars to do the “heavy lifting” of the cognitive learning experience
6. Challenge scholars to demonstrate learning

Lastly, each potential mentor teacher will be recommended by Alliance administration, and be interviewed by CGU faculty/administration.

In addition to serving as a mentor and coach to a Claremont Fellow throughout the residency period and during the induction period for the subsequent two years, mentor teachers will also participate in the Clinical Practicums, and collaborate with CGU faculty in planning them. During the induction period, mentor teachers will work with Fellows to share evidence-based practices related to best supporting high needs students with literacy, numeracy, critical thinking, creative thinking, problem solving, and acquiring cultural capital. In exchange for their engagement with Clinical Practicums, mentor teachers may be relieved from teaching duties.

Claremont Fellows. All Fellows will be recent graduates of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment. Recent graduates will

need 25-36 units of relevant coursework and minimum of a 3.0 Cumulative GPA. Given their underrepresentation, we hope to over represent students of color, and Native students especially.

Claremont Colleges students. Given our proximity to the prestigious liberal arts colleges the 5 Claremont Colleges (5Cs) and their graduates' high achievement and passion, we also hope to recruit more Claremont College graduates through the Claremont Fellows program. After working toward admission to and graduating from elite colleges, graduates often feel compelled, typically by their families or comparisons to their peers, to pursue opportunities that are equally elite. The most frequent pathway 5Cs students take to teaching is also the most well-known competitive teaching fellowship program in the states: Teach for America (TFA). Similar to TFA, the Claremont Fellows residency program will recruit highly qualified graduates from competitive colleges. By making the opportunity to learn and teach in high poverty areas selective and well-funded, we are similarly hoping to attract elite candidates for the Claremont Fellows program.

Unlike TFA, though, the Claremont Fellows program recognizes that competitive and qualified candidates are not automatically effective teachers, and especially not for students with the highest needs. TFA accepts students from privileged communities, and provides them with invaluable perspective they can carry with them into their futures as leaders in varied fields; but TFA also helps perpetuate the idea that schools and kids are saved by outsiders with privilege, and is often compared to missionary work, because many teachers do just spend two years in the schools (Labaree, 2010). To avoid perpetuating the cycle of placing the least prepared teachers into the highest needs schools, Claremont Fellows will be supported as they

gain understanding of and investment in the strengths and needs of the communities they serve.

5Cs students have demonstrated their interest in education through their participation in TFA, their high and consistent enrollment in the graduate courses in education offered to them by CGU, and the numerous clubs and organizations they dedicate to teaching/education. Yet none of the 5Cs offer an education minor or major. Furthermore, pursuing teaching is not always viewed favorably at the 5Cs; perhaps one reason is that the nature of the teaching profession inhibits its clout in society: teachers work with disenfranchised populations who are mandated to attend school, they give away their expertise, and much of society thinks they could be teachers after observing their own teachers for many years (Labaree, 2008). Furthermore, to have enough teachers to fill the schools in this nation, there must be relatively low barriers to enter the profession, yet lowering the barriers to entry deters ambitious candidates like Claremont College graduates from entering the teaching force.

Currently the CGU Teacher Education offers a moderately advertised and infrequently pursued 4+1 program to 5Cs students, allowing them to take MA classes during their final years as undergraduates. After the recent revisions to the program and coursework, CGU has had more success this year than in past years attracting 5Cs students, but believe a prestigious social justice fellowship like the Claremont Fellows program will both entice them to enroll in the program, and prepare them to serve students in high need communities. Furthermore, many 5Cs students do not want to enroll in graduate school the week after their college graduation as our program currently requires; a spring start for the Claremont Fellows programs will allow 5Cs

students a break before returning to school and starting the important work of learning teaching.

Selection criteria. In addition to strong academic and/or professional records, all eligible Fellows will also demonstrate strong verbal and written communication skills, and a commitment to social justice. In their personal statements applicants will be asked to elaborate on their desire to participate in a residency and enact social justice teaching. In the rigorous interview process, applicants will be asked to read an article related to CGU's mission, write a response to the article, and prepare for a socratic seminar with other applicants. Based on this performance assessment interview process, in addition to transcripts, letters of recommendation, resumes, and the personal statement, applicants will be assessed for evidence of their: subject matter competency, academic and professional communication skills, leadership qualities/traits, emotional stability and maturity, resourcefulness, initiative, and commitment to working with culturally and linguistically diverse students.

Beyond being highly qualified, Claremont Fellows must also demonstrate high levels of commitment to teaching. Each Fellow will receive a living stipend of \$2,500/month for the first year of the program and an employment offer from an Alliance school at the conclusion of the residency; in return, each Fellow will need to commit to teaching in an Alliance school for a minimum of three years. Fellows' applications for stipends will also include assurances of their commitment to Alliance schools and agreement to repay the stipend to the grant within a reasonable period if those assurances are not met (some exceptions to be set).

Clinical observations and support. Throughout their residency, Fellows will be observed teaching and supported by CGU faculty members who teach or assist in the graduate/credential

coursework to ensure close alignment between Fellows’ coursework and clinical experiences.

Each Fellow will be observed a minimum of 12 times over the course of the year, and each observation will include shared discussion/work on a lesson plan, observation of the lesson as it is delivered, and debrief of the lesson through the lens of CGU’s Social Justice Teaching Competencies, the observed needs of the students, and feedback/insight from the master teacher. In addition to providing coaching and support, mentor teachers will also conduct a minimum of 10 formal observations of Fellows, which will follow the same model as those with the CGU faculty.

Classroom observations will continue as Fellows enter their first years teaching, throughout their induction program. Those observations will be conducted in the same format, and might be completed by mentor teachers from the residency or at the new Alliance school site, and CGU faculty members.

Project team. To effectively administer the Claremont Fellows Residency Cohort Program, both CGU and Alliance will draw on the expertise and time of existing faculty and staff. The following table summarizes the roles and compensations of involved personnel.

| Claremont Fellows Residency Cohort Program Personnel | | |
|------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Role | Personnel | Responsibilities & Compensation |
| | ➤ [Redacted] Dean of School of Educational Studies at CGU | ➤ Research and evaluation team ➤ 5% time (in-kind) |
| | ➤ [Redacted] faculty & Program Coordinator in the Teacher Education Program at CGU | ➤ Oversight of all grant activities ➤ Research and evaluation team ➤ 5% time (in-kind) |

| | | |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Residency Co-Directors | <ul style="list-style-type: none"> ➤ 1 CGU & 1 Alliance administrator responsible for oversight of operations, coordination of all grant activities. | <ul style="list-style-type: none"> ➤ Work closely together to coordinate grant activities, including: training, meetings, recruitment, progress monitoring, and data collection ➤ Work closely with Claremont Fellows, mentor teachers, and research and evaluation team ➤ 5% time |
| Faculty | <ul style="list-style-type: none"> ➤ CGU faculty with relevant experience and expertise | <ul style="list-style-type: none"> ➤ Plan and execute TLP 1; Human Development, Special Topics in SJ ➤ CGU rate/credit |
| Residency Faculty Advisors (Content Coaches) | <ul style="list-style-type: none"> ➤ CGU faculty with relevant experience and expertise ➤ CGU faculty with content expertise in a credential area | <ul style="list-style-type: none"> ➤ Plan and execute TLP 2, 3, & 4; Methods & Literacy ➤ Conduct formal lesson observations (as described); provide discipline specific feedback ➤ \$1,200 per resident |
| Mentor Teachers | <ul style="list-style-type: none"> ➤ Alliance school-based mentor and coach (see criteria) | <ul style="list-style-type: none"> ➤ Conduct formal lesson observations (as described); provide discipline specific feedback ➤ Participate and contribute to Clinical Practicums and Special Topics in Social Justice Teaching courses ➤ Honorarium |
| Residency Site Leader | <ul style="list-style-type: none"> ➤ Alliance school leaders at each site with Claremont Fellows | <ul style="list-style-type: none"> ➤ Meet and collaborates with Residency Director, mentor teachers, and CGU faculty to ensure alignment ➤ Collect data for research and analysis ➤ 10% in-kind |
| Induction Support Providers | <ul style="list-style-type: none"> ➤ Alliance instructional coaches that will provide job-embedded support during the Induction phase of their program. | <ul style="list-style-type: none"> ➤ Provide job-embedded coaching & support ➤ Guide fellows through cycles of inquiry into specific standards of professional practice |

IV. Claremont Teaching Fellows Theory of Action/Logic Model

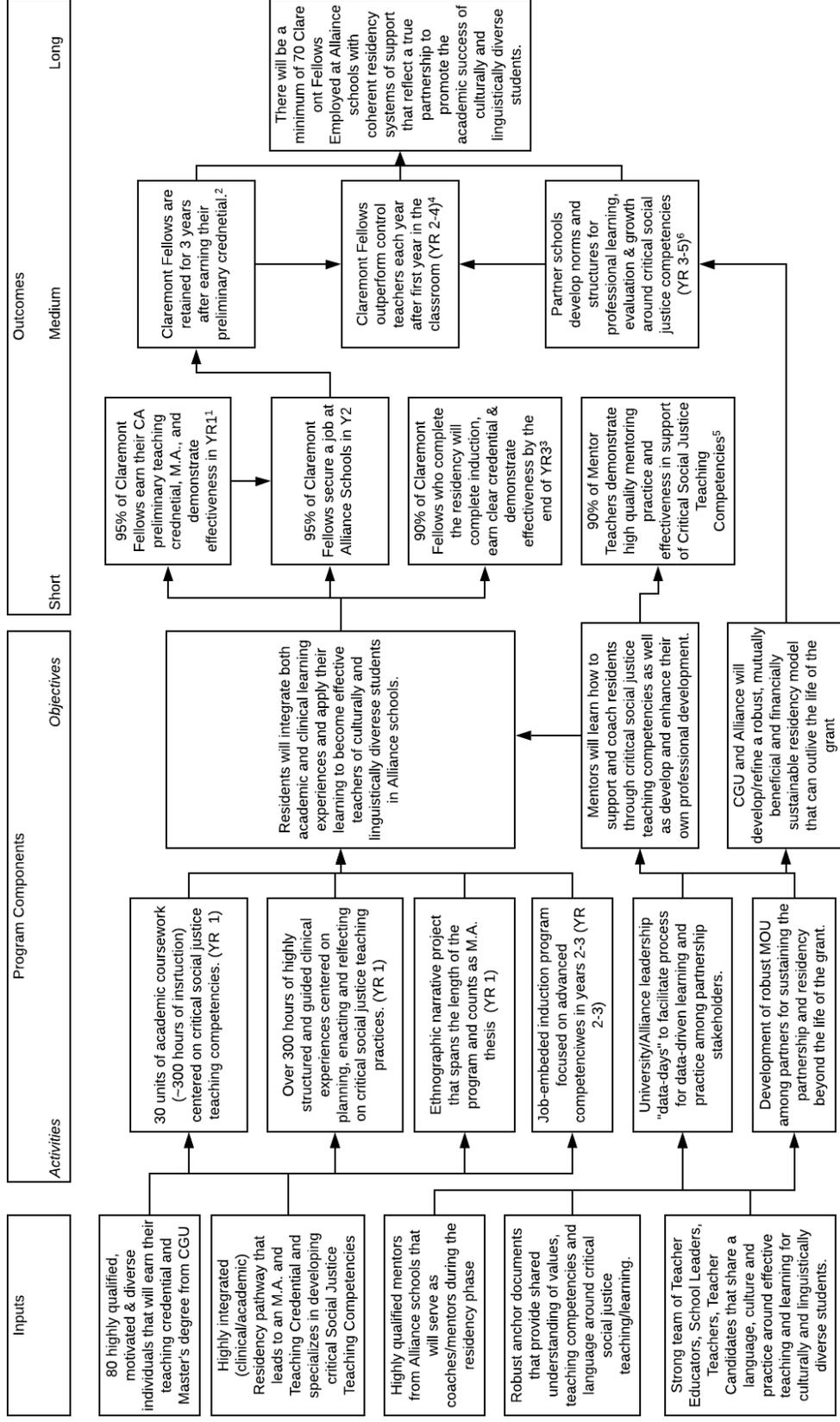
CGU's approach for preparing effective teachers of linguistically and culturally diverse students rests on the notion that teaching is an interpretive act. Effective pedagogy requires the

integration and regulation of highly specialized knowledge, skills and practices in response to the complex set of demands that are presented by the classroom context, undergirded by deep knowledge of research and theory about effective teaching and learning. Furthermore, social justice pedagogy requires understanding one's positionality, implicit biases, and the historical context and educational experiences of marginalized students.

Given these complexities and demands, effective teacher education must include: 1) learning about self and others; 2) learning about teaching; and 3) learning to teach; these through-lines to inform the interpretive act of teaching and integrating them leads to peak teaching. Taken together, this frame helps new teachers see themselves not as 'saviors' of their school or community, but rather as integral parts of a community of practice that places student's well-being, resilience and flourishing at the center; in a context supported by caring, culturally and professionally competent adults.

Effective teacher preparation requires a shared vision bolstered by a collective commitment to engage in interpretation, sense-making, and effective teaching and learning. This type of collective commitment is best enabled by common language, knowledge, skills, and practices. Each element of the Claremont Fellows program is designed to support such a community of practice. The logic model below shows the program inputs, mechanisms, and outcome measures built around a common vision and understanding of how to best prepare effective teachers of culturally and linguistically diverse students.

Claremont Fellows Social Justice Residency Logic Model



Claremont Fellows Outcome Measures

1. Claremont Fellows will demonstrate effectiveness according to Critical Social Justice (CSJ) competencies, CalTPA, classroom observation ratings as well as self-assessment logs.
2. Claremont Fellows retention rates will be benchmarked against matched comparison groups of teachers hired during the same time period at Alliance Schools.
3. 80% of Claremont Fellows will reach levels 4 or 5 on CGUs CSJ competencies matrices.
4. Student achievement gains will be measured using quasi-experimental design to compare students taught by Claremont Fellows to those taught by a matched comparison group. Outcome measures will be common strands of the California Smarter Balanced Assessment.
5. Mentor Teacher's effectiveness will be measured using a mentorship practices inventory, self-evaluation and mentoring reflection logs, resident feedback survey & faculty/administrative evaluations.
6. Interviews and surveys with stakeholders will capture implementation and professional practices of the partnership to assess the degree to which practices are sustainable and help promote the success of culturally and linguistically diverse students.

██████████, the Assistant Director of Research and Evaluation and SmartStart Evaluation and Research, will serve as the lead evaluator to provide technical assistance on the formative evaluation and conduct the summative evaluation of the Claremont Fellows program. Evaluators will consult with the Claremont Fellows team to design, implement, and analyze survey data to provide program implementation feedback to project leaders, and will meet with them to discuss the results and provide recommendations for program implementation. Evaluators will assist project leaders with the application for Institutional Review Board (IRB) approval if needed. Evaluators will use a quasi-experimental approach to assess the impact of the program on student learning

Formative evaluation. Evaluators will provide consulting/technical assistance services to the project leads to assess program implementation and sustainability. Evaluators will regularly meet with project leaders to learn about the project and keep informed of programmatic changes as well as attend data meetings twice a year (years 3-5) to discuss program implementation. Evaluators will provide feedback on surveys developed by project leaders that will be administered to program participants to assess usefulness of and satisfaction with project components, including clinical practicums, pre-teaching, residency at Alliance school, coursework, mentorship received, and the partnership between Alliance Schools and CGU. Evaluators will also provide feedback on surveys developed by project leaders that will be administered to program stakeholders to assess the degree to which practices are sustainable and promote the success of diverse students. Evaluators will review project leaders' analyses of

data collected each year and discuss recommendations during data meetings in years 3-5 of the project.

Summative evaluation. Final evaluations will assess progress made towards achievement of long-term outcomes. Guiding evaluation questions are aligned with NIA performance measures and are based on the outcomes from the Claremont Fellows program's logic model. Has the Claremont Fellows program: (1) Improved fellows' effectiveness as a preliminary credentialed teacher? (2) Improved fellows' ability to secure a job? (3) Improved fellows' ability to complete induction, clear credential, and demonstrate effectiveness as a teacher? (4) Improved fellows' retention in teaching? (5) Improved high needs students' performance outcomes?

Evaluators will work with project leaders to set up the tracking system of related institutional data in year 1 and collect institutional data on the treatment group of fellows (sample size of 30), comparison group, which constitutes of teachers hired during the same time period at Alliance Schools, and student achievement data from both treatment group and comparison group (approximately 150 students per teacher) starting from year 3. To assess the impact of the program on fellows in the targeted areas, e.g. retention rate, evaluators will compare the institutional data to targets and or data of comparison group. To assess the impact of the program on student learning, evaluators will conduct a quasi-experimental approach in year 5. Project leads will assist evaluators with recruiting a control group of teachers matched on gender, age, past GPA, and classroom characteristics (subject taught, classroom size, student demographics). An overview of the outcome indicators, data sources, and analyses for each evaluation question is shown in the table below:

| Indicator of evaluation question achievement. To what extent has the project: | Data source | Analyses/ Comparison |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved fellows' effectiveness as a preliminary credentialed teacher? | | |
| <ul style="list-style-type: none"> · Improved effectiveness in Critical Social Justice competencies <ul style="list-style-type: none"> ○ Classroom ecology and teacher presence ○ Content knowledge ○ Instructional practices ○ Assessment ○ Social justice dispositions | <ul style="list-style-type: none"> · Data collected by CGU faculty: classroom observation ratings; Self-assessment logs | <ul style="list-style-type: none"> · Frequencies; baseline to post |
| <ul style="list-style-type: none"> · Progress made toward reaching target of 95% of fellows earning their preliminary teaching credential after year 1 | <ul style="list-style-type: none"> · Institutional data | <ul style="list-style-type: none"> · Frequencies; output to target comparison |
| Improved fellows' ability to secure a job? | | |
| <ul style="list-style-type: none"> · Progress made toward reaching target of 95% of fellows securing job at Alliance schools after year 2 | <ul style="list-style-type: none"> · Institutional data | <ul style="list-style-type: none"> · Frequencies; output to target comparison |
| Improved fellows' ability to complete induction, clear credential, and demonstrate effectiveness as a teacher? | | |
| <ul style="list-style-type: none"> · Progress made toward reaching target of 90% of fellows to completing induction and clearing credential · Progress made toward target of 80% of fellows reaching levels of 4 or 5 on CGU CSJ competencies matrices after year 3 | <ul style="list-style-type: none"> · Institutional data | <ul style="list-style-type: none"> · Frequencies; output to target comparison |
| Improved fellows' retention in teaching? | | |
| <ul style="list-style-type: none"> · Improved one-year persistence in postsecondary year · Improved one-year employment retention in teaching · Improved three-year employment retention in teaching | <ul style="list-style-type: none"> · Institutional data | <ul style="list-style-type: none"> · Frequencies and t-test or proportions test between treatment and comparison group of teachers |
| Improved performance outcomes of high needs students? | | |
| <ul style="list-style-type: none"> · Improved student achievement (ELA, Mathematics, and Science) | <ul style="list-style-type: none"> · Institutional data on students' California Smarter Balanced Assessment results | <ul style="list-style-type: none"> · Frequencies and regression analyses with student as the unit of analysis; Quasi-experimental approach |

Evaluation timeline and feedback: Evaluators will prepare a progress report during year 4 to present the descriptive analysis results of outcomes achieved by cohort 1 fellows and findings between cohort 1 fellows and a final summative report in Year 5. The summative report will present findings of outcome achieved by cohort 2 fellows, a comparison between cohort 1 and 2 fellows and comparison group of teachers and findings of student learning impact. Findings from evaluations will be shared with program stakeholders and discussed at data meetings. Program leads will review and use evaluation results to improve program implementation and maximize impacts^[AR2].

| Evaluation activity | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 |
|---------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|
| Provide technical assistance for formative survey development and analysis | X | X | X | X | X |
| Develop data tracking system for institutional data | X | | | | |
| Collect institutional data | | | X | X | X |
| Attend two in-person data meetings | | | X | X | X |
| Provide report that includes descriptive statistics of institutional data findings for cohort 1 (PowerPoint format) | | | | X | |
| Summative evaluation report | | | | | X |

References

- Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 67-92.
- Anyon, J. (1981). Social class and school knowledge. *Curriculum inquiry*, 11(1), 3-42.
- Anyon, J. (2011). *Marx and education*. New York, NY: Routledge.
- Anyon, J. (2014). *Radical possibilities: Public policy, urban education, and a new social movement* (2nd Ed.). New York, NY: Routledge.
- Bakkenes, I., Vermunt, J. D., & Wubbels, T. (2010). Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers. *Learning and Instruction*, 20, pp. 533–548.
- Bandura, A. (Ed.). (2002). *Self-efficacy in changing societies*. Cambridge, UK: Cambridge University Press.
- Bembenutty, H. (2011). Introduction: Self-regulation of learning in postsecondary education. *New Directions for Teaching and Learning*, 126, pp. 3-8.
- Benard, B. (Ed.). (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.
- Cochran-Smith, M., Baker, M., Burton, S., Chang, W., Cummings Carney, M., Fernández, M., Stringer Keefe, E., Miller, & A., Sánchez, J. (2017). The accountability era in US teacher education: looking back, looking forward. *European Journal of Teacher Education*, 40(5), 572–588.
- Cochran-Smith, M. and Lytle, S.L. (1999). Relationships of knowledge and practice: Teacher learning in communities, *Review of Research in Education*, 24, pp. 249-305.
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher*

Education, 61(1-2), 35-47.

Darling-Hammond, L., & Sykes, G. (1999). *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.

Delpit, L. (2012). *“Multiplication is for White people”: Raising expectations for other people’s children*. New York, NY: The New Press.

Delpit, L. (2006). *Other people’s children*. New York, NY: The New Press.

Drost, B., Levine, A., & Oneonta, S. (2015). An analysis of strategies for teaching standards-based lesson plan alignment to preservice teachers. *Journal of Education, 195(2), 37-47.*

Florida, R. & Mellander, C. (2015). *Segregated city: The geography of economic segregation in America’s metros*. Toronto, Canada: *The Martin Prosperity Institute*.

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.

Gay, G. (2010). *Culturally responsive teaching*. New York, NY: Teachers College Press.

Glatthorn, A. A. (1999). Curriculum alignment revisited. *Journal of Curriculum and Supervision, 15(1), 26–34.*

Goldstein, D. (2014). *The teacher wars: A history of America’s most embattled profession*. New York, NY: Anchor Books.

Grossman, P. (2018). *Teaching core practices in teacher education*. Cambridge, MA: Harvard Education Press.

Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. [*Teachers and Teaching* 15\(2\), 273-289.](#)

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand

Oaks, CA: SAGE Company.

Hanushek, E. (2011). The economic value of higher teacher quality. *Economics of Education Review*, 30, 466-479.

Hartman, Hope J. (2001). Metacognition in science teaching and learning. *Metacognition in learning and instruction*, p. 173-201. Springer, Dordrecht, 2001.

Hattie, J. & Zierer, K. (2018). *10 mindframes for visible learning: Teaching for success*. London, UK: Routledge.

Henry, M., Mahathey, A., Morrill, T., Robinson, A., Shivji, A., Watt, R. (2018). The 2018 annual homeless assessment report (AHAR) to congress. The U.S. Department of Housing and Urban Development.

Hirsch, E.D. (2006). The case for bringing content into the language arts block and for a knowledge-rich curriculum core for all children. *American Educator*, 1-27.

Hollins, E. (2011). Teacher preparation for quality teaching. *Journal of Teacher Education*, 62(4), 395-407.

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(8), 30-33.

Joseph, G. (3/1/2016). The struggle to unionize within LA's biggest charter chain. *The Nation*.

Kirschner, P.A., Sweller, J., & Clark, R. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Education Psychologist*, 41, 75-86.

Kramarski, B., & Michalsky, T. (2009), Investigating preservice teachers' professional growth in self-regulated learning environments, *Journal of Educational Psychology*, 101(1), 161-175.

- Labaree, D. (2008). An uneasy relationship: The history of teacher education in the university. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.) *Handbook of research on teacher education*. New York, NY: Routledge.
- Labaree, D. (2010). Teach for America and teacher ed: Heads they win, tails we lose. *Journal of Teacher Education*, 61(1-2), 48-55.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0- a.k.a. the remix. *Harvard Educational Review*; 84 (1), 74-84.
- Lampert, M. (2009). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, 61(1-2), 21-34.
- Lin, X., Schwartz, D. L., Hatano, G. (2005). Toward Teachers' Adaptive Metacognition. *Educational Psychologist*, 40(4), 245-255.
- Lortie, D. C. (2002). *Schoolteacher: A sociological study* (2nd ed.). Chicago, IL: University Of Chicago Press.
- Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and curriculum Development.
- McLaren, P. (2006). *Life in schools: An introduction to critical pedagogy in the foundations of education* (5th ed.). Boston, MA: Allyn & Bacon
- Milner, H.R., Cunningham, H., Delale-O'Connor, L., Gold Kestenberg, E. (2019). *"These kids are our of control": Why we must reimagine "classroom management" for equity*. Thousand Oaks, CA: SAGE Company.
- Noddings, N. (1984). *Caring: A feminist approach to ethics and moral education*. Berekley, CA: University of California Press.

Nodding, N. (2005). Identifying and responding to needs in education. *Cambridge Journal of Education*, 35(2) 147–159

Papay, John P., West, R., Fullerton, J., & Kane, J. (2011). Does practice-based teacher preparation increase student achievement? Early evidence from the Boston Teacher Residency. NBER Working Paper No. 17646

Poplin, M., Redfern, M. & Hoff, L. (2012). Most-value-added and least-value-lost: Highly effective teachers in low-performing urban school. AERA: Vancouver, April 15, 2012.

Poplin M., Rivera J., Durish D., Hoff L., Kawell S., Pawlak P., Veney C. (2011). She's strict for a good reason: Highly effective teachers in low-performing urban schools. *Phi Delta Kappan*, 92(5), 39-43.

Porter, A. (2002). Measuring the content of instruction: Uses in research and practice. *Educational Researcher*, 31(7), 3–14.

Romero, E.F. (2/4/2019). For the first time in six years, California names its lowest-performing schools — & here are the 110 district and charter schools in LAUSD that require intervention. *LA School Report*.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Education Research Journal*, 50(1), 4-36.

Rosenshine, B. (2009). The empirical support for direct instruction. In: Tobias, S. & Duffy, T. (Eds.) *Constructivist instruction: Success or failure?* (pp. 201-220) New York, NY: Routledge.

Scarpaci, R. T. (2009). *Resource methods for managing K–12 instruction: A case study approach*. Boston, MA: Pearson.

- Sensoy, O. & DiAngelo, R. (2017) *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education*. New York, NY: Teachers College Press.
- Shor, I. (1987). Freire for the classroom: A sourcebook for liberatory teaching. Portsmouth, NH: Heinemann Educational Books.
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, (15(2), 4-14.
- Stanton-Salazar, R. D. (1997). A social capital framework for understanding socialization of racial minority children and youth. *Harvard Educational Review*, 67(1), 1-40.
- Thompson, G.L. (2010). The power of one: How you can help or harm *African American students*. Thousand Oaks, CA: Corwin.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.
- Van Eekelen, I. M., Boshuizen, H. P. A., & Vermunt, J. D. (2005). Self-regulation in higher education teacher learning. *Higher Education*, 50, pp. 447-471.
- Weinstein, C. E., Acee, T., & Jung, J. (2011). Self-regulation and learning strategies. *New Directions for Teaching and Learning*, 126, pp. 45-53.
- William Chizhik, E. & Williams Chizhik, A. (2018) Using activity theory to examine how teachers' lesson plans meet students' learning needs, *The Teacher Educator*, 53(1), 67-85.
- Young, K. (2007). An alternative model of special education teacher education socialization. *Teaching and Teacher Education*, 24, 901-914.
- Zimmerman, B J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, pp. 329–339.

**OPTIONAL TQP ELIGIBLE PARTNERSHIP AND PARTNER IHE CHECKLIST
APPENDIX A**

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Eligible Applicant Name: | |
| Eligible Partnership Entities | |
| High-Need LEA: | Alliance College Ready Schools |
| High-Need School within the High-Need LEA: (must identify at least ONE school within each high-need LEA at time of application) | Alliance College-Ready Middle Academy 12 Alliance College-Ready Middle Academy 4 Alliance College-Ready Middle Academy 5 Alliance College-Ready Middle Academy 8 Alliance Jack H. Skirball Middle Alliance Kory Hunter Middle Alliance Leadership Middle Academy Alliance Alice M. Baxter College-Ready High Alliance Cindy And Bill Simon Technology Academy H Alliance Collins Family College-Ready High Alliance Dr. Olga Mohan High Alliance Judy Ivie Burton Technology Academy High Alliance Leichtman-Levine Family Foundation Enviro Alliance Marc & Eva Stern Math And Science Alliance Margaret M. Bloomfield Technology Academy Alliance Morgan Mckinzie High Alliance Patti And Peter Neuwirth Leadership Acade Alliance Piera Barbaglia Shaheen Health Services A Alliance Renee And Meyer Luskin Academy High Alliance Susan And Eric Smidt Technology High Alliance Ted K. Tajima High Alliance Tennenbaum Family Technology High Alliance Marine - Innovation And Technology 6-12 C Alliance Gertz-Ressler Richard Merkin 6-12 Complex Alliance Ouchi-O'donovan 6-12 Complex |
| Partner IHE: | Claremont Graduate University |
| College or School of Education within the partner IHE: | School of Educational Studies |
| College or School of Arts and Sciences within the partner IHE: | Pomona College, Pitzer College, Claremont McKenna College, Scripps College, Harvey Mudd College |
| Partner IHE Eligibility | |
| Partner institution from Section 200(17) means an IHE, which may include a two-year IHE offering a dual program with a partner four-year IHE, participating in an eligible partnership that has a teacher preparation program-- | |
| (i) Whose graduates exhibit strong performance on State determined qualifying assessments for new teachers through-- | |
| Page APPENDIX A | (A) Demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area in which the teacher intends to teach; or |

| | | | |
|--|-------------------|---------------|----------|
| | 2016-2017 | | |
| | | CGU Pass Rate | State |
| | CBEST | 100% | 100% |
| | CSET—all subjects | 98% | 89%-100% |

Detailed pass rate data are published via the Title II data dashboards available at:
<http://www.ctc.ca.gov/reports/data/titleII-exam.html>.

(B) Being ranked among the highest-performing teacher preparation programs in the State as determined by the State--

Page APPENDIX A (1) Using criteria consistent with the requirements for the State Report Card under section 205(b) of the HEA before the first publication of the report card; and

The State of California does not use a ranking system however CGU’s Teacher Education program is ranked in the 94% of Secondary Teacher Education Programs in the country as reported by the National Council on Teacher Quality. Information about the NCTQ report ranking can be found here <https://www.nctq.org/review/view/Claremont-Graduate-University-CA-4>

Page _____ (2) Using the State report card on teacher preparation required under section 205(b), after the first publication of such report card and for every year thereafter; and

(ii) That requires--

Page __ 36 __ (A) Each student in the program to meet high academic standards or demonstrate a record of success, as determined by the institution (including prior to entering and being accepted into a program), and participate in intensive clinical experience;

Page APPENDIX A (SEE BELOW) (B) Each student in the program preparing to become a teacher who meets applicable State certification and licensure requirements; and

California requires all teacher candidates to pass the California Teacher Performance Assessment (TPA) to receive their teaching credential. Table 1 below shows CGUs pass rates since 2012. It is important to note that the pass rates are based on attempts. Since the TPA is required for licensure, 100% of teacher candidates who graduate pass the TPA.

Page _____ (C) Each student in the program preparing to become an early childhood educator to meet degree requirements, as established by the State, and become highly competent.

Note: For purposes of paragraph (ii)(C) of this definition, the term “highly competent,” under section 200(12) of the HEA, when used with respect to an early childhood educator, means an educator--

- (a) With specialized education and training in development and education of young children from birth until entry into kindergarten;
- (b) With--
 - (i) A baccalaureate degree in an academic major in the arts and sciences; or

- (ii) An associate's degree in a related educational area; and
- (c) Who has demonstrated a high level of knowledge and use of content and pedagogy in the relevant areas associated with quality ECE.

CLAREMONT GRADUATE UNIVERSITY TEACHER PERFORMANCE ASSESSMENT (TPA) PASS RATES

| TESTDATE | TESTED | PASSED | PASSRATE |
|------------|--------|--------|----------|
| 06/06/2018 | 24 | 22 | 92% |
| 04/18/2018 | 34 | 28 | 82% |
| 11/15/2017 | 54 | 48 | 89% |
| 08/29/2017 | 51 | 42 | 82% |
| 04/13/2017 | 23 | 19 | 83% |
| 11/05/2016 | 25 | 20 | 80% |
| 08/26/2016 | 22 | 21 | 96% |
| 06/02/2016 | 14 | 13 | 93% |
| 04/14/2016 | 14 | 13 | 93% |
| 11/16/2015 | 19 | 15 | 79% |
| 08/31/2015 | 26 | 23 | 89% |
| 06/04/2015 | 17 | 16 | 94% |
| 06/03/2014 | 34 | 33 | 97% |
| 03/25/2014 | 33 | 26 | 79% |
| 10/29/2013 | 29 | 23 | 79% |
| 08/26/2013 | 33 | 29 | 88% |
| 06/15/2013 | 29 | 27 | 93% |
| 04/13/2013 | 30 | 28 | 93% |

| | | | |
|------------|-----|-----|-----|
| 10/20/2012 | 35 | 31 | 89% |
| 07/30/2012 | 41 | 38 | 93% |
| <hr/> | | | |
| TOTAL | 587 | 515 | 88% |

**OPTIONAL TQP APPLICATION AND GENERAL PROGRAM REQUIREMENTS CHECKLIST
APPENDIX B**

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To be considered for funding, applicants must address the following general program application and program requirements that the HEA requires. Except as specifically noted in this section, the general application requirements are from section 202(b) of the HEA (20 U.S.C. 1022a(b)). To ensure every program requirement is met and an authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page.</p> | |
| <p>Each eligible partnership desiring a grant under this program must submit an application that contains—</p> | |
| <p>(a) pp. 5-8 A needs assessment of the partners in the eligible partnership with respect to the preparation, ongoing training, professional development, and retention of general education and special education teachers, principals, and, as applicable, early childhood educators. <i>(Place the needs assessment in Appendix C)</i></p> | |
| <p>(b) pp. 1-3</p> | <p>(b) A description of the extent to which the program to be carried out with grant funds, as described in the Absolute Priority, in this notice, will prepare prospective and new teachers with strong teaching skills</p> |
| <p>(c) pp. 12-16</p> | <p>(c) A description of how such program will prepare prospective and new teachers to understand and use research and data to modify and improve classroom instruction</p> |
| <p>(d) (1) pp. 17, 23, 27 (2) pp. 21-22</p> | <p>(d) A description of-- (1) How the eligible partnership will coordinate strategies and activities assisted under the grant with other teacher preparation or professional development programs, including programs funded under the ESEA and IDEA and through the National Science Foundation; and (2) How the activities of the partnership will be consistent with State, local, and other education reform activities that promote teacher quality and student academic achievement</p> |
| <p>(e) (1) Budget Narrative (2) Budget Narrative (3) Budget Narrative and Commitment Letters</p> | <p>(e) An assessment that describes the resources available to the eligible partnership, including-- (1) The integration of funds from other related sources; (2) The intended use of the grant funds; and (3) The commitment of the resources of the partnership to the activities assisted under this program, including financial support, faculty participation, and time commitments, and to the continuation of the activities when the grant ends.</p> |
| <p>(f) (1) pp. 20-21 (2) pg. 40</p> | <p>(f) A description of-- (1) How the eligible partnership will meet the purposes of the TQP Grant Program as specified in section 201 of the HEA;</p> |

| | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(4) pg 41-44</p> | <p>(2) How the partnership will carry out the activities required under Absolute Priority , as described in this notice, based on the needs identified in paragraph (a), with the goal of improving student academic achievement;</p> |
| <p>(5)</p> | <p>(4) The partnership’s evaluation plan, it’s plan for including the objective and measures identified in under section 204(a) of the HEA;</p> |
| <p>(5i) <u> N/A </u></p> | <p>(5) How the partnership will align the teacher preparation program with the--</p> |
| <p>(5ii) pp. 17, 23, 27</p> | <p>(i) State early learning standards for Early Childhood Education (ECE) programs, as appropriate, and with the relevant domains of early childhood development; and</p> |
| <p>(6) pp. 2, 23, 25, 27</p> | <p>(ii) Student academic achievement standards and academic content standards under section 1111(b)(1) of the ESEA, established by the State in which the partnership is located;</p> |
| <p>(7) pp. 2, 23, 27</p> | <p>(6) How the partnership will prepare general education teachers to teach students with disabilities, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the IDEA;</p> |
| <p>(8) pp. 20-21</p> | <p>(7) How the partnership will prepare general education and special education teachers to teach students who are limited English proficient;</p> |
| <p>(i) pp. 37-39</p> | <p>(8) How faculty at the partner institution will work during the term of the grant, with teachers who meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers the qualifications describes in section 612(a)(14)(C) of the IDEA, in the classrooms of high-need schools served by the high-need LEA in the partnership to—</p> |
| <p>(ii) pg. 25</p> | <p>(i) Provide high-quality professional development activities to strengthen the content knowledge and teaching skills of elementary school and secondary school teachers; and</p> |
| <p>(9) pp. 27-28, 31</p> | <p>(ii) Train other classroom teachers to implement literacy programs that incorporate the essential components of reading instruction;</p> |
| <p>(10) pp. 20-21, 30-31</p> | <p>(9) How the partnership will design, implement, or enhance a year-long and rigorous teaching preservice clinical program component;</p> |
| <p>(11) pp. 40-44</p> | <p>(10) How the partnership will support in-service professional development strategies and activities; and</p> |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>(11) How the partnership will collect, analyze, and use data on the retention of all teachers and early childhood educators in schools and ECE programs located in the geographic area served by the partnership to evaluate the effectiveness of the partnership’s teacher and educator support system.</p> |
| <p>(g) _____</p> <p>(1) pp. 20-21, 30-31</p> <p>(2) pp. 37-39</p> <p>(3) pp. 20-21, 30-31</p> <p>(4) pp. 20-21, 30-31 & Budget Narrative</p> | <p>(g) With respect to the induction program required as part of the activities carried out under the Absolute Priority—</p> <p>(1) A demonstration that the schools and departments within the IHE that are part of the induction program will effectively prepare teachers, including providing content expertise and expertise in teaching, as appropriate;</p> <p>(2) A demonstration of the eligible partnership’s capability and commitment to, and the accessibility to and involvement of faculty in, the use of empirically-based practice and scientifically valid research on teaching and learning;</p> <p>(3) A description of how the teacher preparation program will design and implement an induction program to support, though not less than the first two years of teaching, all new teachers who are prepared by the teacher preparation program in the partnership and who teach in the high-need LEA in the partnership, and, to the extent practicable, all new teachers who teach in such high-need LEA, in the further development of the new teachers’ teaching skills, including the use of mentors who are trained and compensated by such program for the mentors’ work with new teachers; and</p> <p>(4) A description of how faculty involved in the induction program will be able to substantially participate in an ECE program or elementary school or secondary school classroom setting, as applicable, including release time and receiving workload credit for such participation.</p> |

APPENDIX C. NEEDS ASSESSMENT

Claremont Graduate University

| TEP Program Component | Strengths | Weaknesses | Goals |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scope and Sequence | Progression that is grounded on developmental needs of new teachers and combines academic/clinical experiences. | Accelerated pace and intensity of the program is not well suited for all candidates, especially those with limited experiences with youth and/or professional experience. Also not great for those in most challenging settings. | Develop a residency pathway that attracts highly qualified and motivated individuals to earn their Credential and Master’s degree in 18 months; and are committed to teach for the partner LEA for a minimum of 3 years after earning their credential. |
| Curriculum | Grounded in critical social justice perspectives coupled with research-based instructional practices and competencies | Limited systematic processes to measure and collect data to assess and refine program design and impact on teacher learning and teaching. | Create and refine reliable measures of Social Justice Teaching Competencies that can be used to make decisions about program design, teacher effectiveness and student outcomes. |
| Mentorship/Support | Layered mentorship and support structures that include peers, faculty, program coordinators & staff. | Support is limited to University support and can sometimes be at odds with LEA support. For instance, school disciplinary policies may not align with principles of restorative justice that candidates learn at CGU and are asked to practice in their school-sites. | Develop tight alignment and support structures that include individuals from both CGU and the LEA. This includes adoption of common language and pedagogical stance documents that are part of the Memorandum of Understanding between LEA and CGU. |
| Completion/Retention | Completers are very well prepared, stay in the profession | X% of students complete in the program design | Develop a program that can be completed by 95% of candidates |

APPENDIX C. NEEDS ASSESSMENT

| | | | |
|--|-------------------------------------|-----------|---------------------------|
| | and advance to leadership positions | timeline. | within the allotted time. |
|--|-------------------------------------|-----------|---------------------------|

Alliance College Ready Schools

| Alliance New Teacher Recruitment/Retention/Professional Development Component | Strengths | Weaknesses | Goals |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Teacher recruitment | We've built a strong partnership with TFA and have built out a home office level teacher recruitment team to support ongoing recruitment of teacher candidates. | Recent changes to staffing have diminished capacity on the staffing team to do meaningful work in building new partnerships with institutions and programs aside from TFA. Additionally, recent legislative proposals in California (AB-221), if passed, would significantly impact our TFA recruitment stream. Because we have not intentionally built additional partnerships with other programs/institutions, we've often struggled in our hiring cycles with most of our hiring for teacher candidates completed in late summer versus in the spring (a more ideal timeline for hiring). | Intentionally build a recruitment pipeline of highly qualified and prepared teacher candidates for our schools. |
| System of support | We have a variety of support | The systems of support exist on | Develop a cohesive and comprehensive support |

APPENDIX C. NEEDS ASSESSMENT

| | | | |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| | <p>mechanisms for early career teachers in the way of general onboarding and site-based mentoring support. Our teacher evaluation system is also robust and provides feedback to teachers on their developing practice.</p> | <p>multiple home office level teams and we've also not done a strong enough job to account for the pre-service side of the teacher development experience as related to the above goal on teacher recruitment. This has led to a siloed and inconsistent system of support for our teachers starting at the pre-service level and moving to and through Induction and beyond.</p> | <p>for beginning teachers in our network.</p> |
| <p>Teacher professional learning and mentoring</p> | <p>Layered mentorship and support structures that include peers, teacher leaders, site leader coaching, and home office support staff.</p> | <p>Support can be limited and constrained if LEA and university partner are not in alignment and in regular communication about candidate supports.</p> | <p>Develop tight alignment and support structures that include individuals from both CGU and the LEA</p> |
| <p>Teacher retention</p> | <p>Current retention rate for 2017-18 is 85%</p> | <p>One area of data that we are working to determine is around percentage of teachers who leave between year 3 and 5. While retention rate is high, that number relative to the population of teachers who are early career (approx. 40% of total faculty)</p> | <p>Increase retention of Alliance teachers by at least 5% per year</p> |

APPENDIX C. NEEDS ASSESSMENT

| | | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| | | is one we've not historically calculated. | |
| Teacher growth | Our Grow Instructional Rubric which provides Alliance with a common set of criteria for effective teacher practices. It allows for calibration around instruction that guides formative feedback and teacher professional development activities. | We currently have baseline data for | Increase teacher growth as measured by Grow Observation scores by .8 points between years 2-5 of the grant. |

OPTIONAL TQP HIGH-NEED LEA ELIGIBILITY CHECKLIST
APPENDIX D

Applicants are strongly encouraged to use the checklist below to indicate the option used to support eligibility and the page of where it can be found in the application. Once complete, upload the checklist into Appendix D. Applicants must include information that confirms that each LEA (or consortium of LEAs) to be served under the grant meet the statutory definition of high-need. For high-need LEAs, data must be submitted for three components: poverty / rural area, teacher need, and high-need school within the partner LEA. The high-need schools eligibility within the partner LEA checklist is the subsequent checklist. It is very important that applicants review the definitions of high-need LEA and high-need school included in the NIA.

Poverty/Rural Area Requirement (Component A)

| | |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> (pg.) APPENDIX D (see Table 1 below) | A1: Provide the percentage that demonstrates that not less than 20% of the children served by the LEA(s) are children from low-income families. <p style="text-align: center;">OR</p> A2: Provide the number that demonstrates that the LEA(s) is one that serves not fewer than 10,000 children from low-income families. <p style="text-align: center;">OR</p> A3: Document that the LEA(s) meets the eligibility requirements for funding under the Small, Rural School Achievement (SRSA) Program under section 6211(b) of the ESEA. <p style="text-align: center;">OR</p> A4: Document that the LEA(s) meets the eligibility requirements for funding under the Rural and Low-Income School (RLIS) Program under section 6221(b) of the ESEA. |
| <input type="checkbox"/> (pg.) <u>31</u> | |
| <input type="checkbox"/> (pg.) _____ | |
| <input type="checkbox"/> (pg.) _____ | |

Teacher Need (Component B)

| | |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> (pg.) _____ | B1: The Department may accept data that demonstrates that the participating teachers in the participating LEA(s) have a lack of training in the academic subject areas or grade levels in which they were trained to teach. An applicant may demonstrate that they meet the statutory requirement of a “high percentage of teachers” by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high percentage of teachers not teaching in the academic subject areas or grade levels in which the teachers were trained to teach” in relation to State or National averages. <p style="text-align: center;">OR</p> B2: The Department may accept data that demonstrates that the participating LEA(s) has a “high percentage,” of teachers with “emergency, provisional or temporary certification or licensure.” An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high percentage of |
| <input type="checkbox"/> (pg.) _____ | |

| | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> (pg.) <u>7</u> | <p>teachers with emergency, provisional, or temporary certification or licensure” in relation to State or National averages.</p> <p style="text-align: center;">OR</p> <p>B3: The Department may accept data that demonstrates that the participating LEA(s) has a “high annual teacher turnover rate.” An applicant may demonstrate they meet this statutory requirement by including appropriate comparison data, which may include State or National-level data to indicate that the participating LEA(s) have a “high annual teacher turnover rate” in relation to State or National averages.</p> |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

OPTIONAL TQP HIGH-NEED SCHOOL ELIGIBILITY CHECKLIST
APPENDIX D

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Applicants are strongly encouraged to use the checklist below to indicate the option used to support eligibility and the page of where it can be found in the application. Once complete, upload the checklist into Appendix D. Applicant must submit data to confirm the eligibility for at least ONE partner high-need school from each eligible high-need LEA at the time of application. Additional high-need schools may be added later if the applicant is awarded funding under TQP.</p> | |
| <input type="checkbox"/> (pg.) _____ | <p>For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.</p> <p>C1: List the schools proposed for the partnership, confirm that they rank in the top quartile and provide the percentage of students eligible for FRPSL;</p> <p style="text-align: center;">OR</p> |
| <input type="checkbox"/> (pg.) _____ | <p>C2: Provide data that the school is an elementary school where not less than 60% of its students are eligible for FRPSL, or that the aggregate level of poverty of the school’s feeder schools based on the aggregate percentage of their students eligible for FRPSL yields 60% with extra documentation provided from section 200(11)(B)(ii) of HEA;</p> <p style="text-align: center;">OR</p> |
| <input type="checkbox"/> (pg.) Appendix D (see Table 1 below) | <p>C3: Provide data that the school is not an elementary school where not less than 45% of its students are eligible for FRPSL, or that the aggregate level of poverty of the school’s feeder schools based on the aggregate percentage of their students eligible for FRPSL yields 45%, with extra documentation provided from section 200(11)(B)(ii) of HEA.</p> |

Table 1. Percent of Alliance students by School classified as economically disadvantaged based on 17-18 SBAC demographic data

| CDS Code | School Type | School Name | % of students that are Economically disadvantaged(FR PL) | Grades Served |
|-----------------|--------------------|----------------------------------------------------|-----------------------------------------------------------------|----------------------|
| 19647330128058 | Middle School | Alliance College-Ready Middle Academy 12 | 97.7 | 6-8 |
| 19647330120030 | Middle School | Alliance College-Ready Middle Academy 4 | 98.4 | 6-8 |
| 19647330120048 | Middle School | Alliance College-Ready Middle Academy 5 | 91.6 | 6-8 |
| 19647330128033 | Middle School | Alliance College-Ready Middle Academy 8 | 94.3 | 6-8 |
| 19647330111518 | Middle School | Alliance Jack H. Skirball Middle | 98.1 | 6-8 |
| 19647330128041 | Middle School | Alliance Kory Hunter Middle | 98.6 | 6-8 |
| 19647330128009 | Middle School | Alliance Leadership Middle Academy | 94.5 | 6-8 |
| 19647330127217 | High School | Alliance Alice M. Baxter College-Ready High | 83.3 | 9-12 |
| 19647330121285 | High School | Alliance Cindy And Bill Simon Technology Academy H | 96.2 | 9-12 |
| 19647330108936 | High School | Alliance Collins Family College-Ready High | 97.2 | 9-12 |
| 19647330111500 | High School | Alliance Dr. Olga Mohan High | 99.0 | 9-12 |
| 19647330108894 | High School | Alliance Judy Ivie Burton Technology Academy High | 99.3 | 9-12 |
| 19647330117606 | High School | Alliance Leichtman-Levine Family Foundation Enviro | 81.7 | 9-12 |

| | | | | |
|----------------|-------------|----------------------------------------------------|------|------|
| 19647330111658 | High School | Alliance Marc & Eva Stern Math And Science | 82.9 | 9-12 |
| 19647330124941 | High School | Alliance Margaret M. Bloomfield Technology Academy | 95.7 | 9-12 |
| 19647330116509 | High School | Alliance Morgan Mckinzie High | 94.2 | 9-12 |
| 19647330111492 | High School | Alliance Patti And Peter Neuwirth Leadership Acade | 98.5 | 9-12 |
| 19647330117598 | High School | Alliance Piera Barbaglia Shaheen Health Services A | 93.2 | 9-12 |
| 19647330124891 | High School | Alliance Renee And Meyer Luskin Academy High | 92.7 | 9-12 |
| 19647330123133 | High School | Alliance Susan And Eric Smidt Technology High | 95.6 | 9-12 |
| 19647330123141 | High School | Alliance Ted K. Tajima High | 88.5 | 9-12 |
| 19647330121293 | High School | Alliance Tennenbaum Family Technology High | 90.2 | 9-12 |
| 19647330132084 | Complex | Alliance Marine - Innovation And Technology 6-12 C | 89.7 | 6-10 |
| 19647330106864 | Complex | Alliance Gertz-Ressler Richard Merkin 6-12 Complex | 97.1 | 6-12 |
| 19647330111641 | Complex | Alliance Ouchi-O'donovan 6-12 Complex | 93.8 | 6-12 |

**OPTIONAL TQP ABSOLUTE PRIORITY CHECKLIST
APPENDIX E**

Effective Teaching Residency Programs (Teacher Residency Program)

Applicants are strongly encouraged to use the checklist below to indicate the option used to support eligibility and the page of where it can be found in the application. Applicants must respond to the Absolute Priority. Applicants must address each component of this priority as listed below. To ensure the application meets all priority requirements and that reviewers and Department staff can locate this information in the application, the Department strongly encourages the applicant to use the checklist below and to indicate the page number(s) where each component is located in the program narrative.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Page Number</p> <p>(a) <u>1, 7, 31-32</u></p> <p>(b) <u>1, 3, 27-28, 30-31</u></p> <p>(c) <u>19-33</u></p> <p>(1) <u>23-26</u></p> <p>(2) <u>31-33, 36-37</u></p> <p>(3) <u>30-31, 36-37</u></p> <p>(4) <u>19-33</u></p> | <p>(I) GENERAL. Under this priority, an eligible partnership must carry out an effective teaching residency program that includes all of the following activities:</p> <p>(a) Supporting a teaching residency program described in paragraph II(a) for high-need subjects and areas, as determined by the needs of the high-need LEA in the partnership;</p> <p>(b) Placing graduates of the teaching residency program in cohorts that facilitate professional collaboration, both among graduates of the teaching residency program and between such graduates and mentor teachers in the receiving school;</p> <p>(c) Ensuring that teaching residents who participate in the teaching residency program receive—</p> <p>(1) Effective pre-service preparation as described in paragraph II;</p> <p>(2) Teacher mentoring;</p> <p>(3) Support required through the induction program as the teaching residents enter the classroom as new teachers; and</p> <p>(4) The preparation described in paragraphs (c)(i), (ii), and (iii) Clinical Experience and Interaction in the Absolute Priority.</p> |
| | |
| <p>(a) <u>19-33</u></p> <p>(1) <u>12-13, 20-21</u></p> <p>(2) <u>20-30, 40</u></p> <p>(3) <u>27-29, 30-33</u></p> | <p>(II) REQUIRED COMPONENTS OF TEACHING RESIDENCY PROGRAMS.</p> <p>(a) <u>Establishment and design.</u> A teaching residency program under this priority is one that also is based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and designed to include the following characteristics of successful programs:</p> <p>(1) The integration of pedagogy, classroom practice, and teacher mentoring;</p> <p>(2) Engagement of teaching residents in rigorous graduate-level course work leading to a master’s degree while undertaking a guided teaching apprenticeship;</p> <p>(3) Experience and learning opportunities alongside a trained and experienced mentor teacher--</p> |

| | |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(i) <u>32-33</u></p> | <p>(i) Whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework;</p> |
| <p>(ii) <u>32-33, 38</u></p> | <p>(ii) Who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher coach during the induction program for new teachers; and for establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning; and</p> |
| <p>(iii) <u>33, 38</u></p> | <p>(iii) Who may be relieved from teaching duties as a result of such additional responsibilities;</p> |
| <p>(4) <u>32-33</u></p> | <p>(4) The establishment of clear criteria for the selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge. Evaluation of teacher effectiveness shall be based on, but not limited to, observations of the following--</p> |
| <p>(i) <u>32-33</u></p> | <p>(i) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative and diagnostic assessments to improve student learning;</p> |
| <p>(ii) <u>32-33</u></p> | <p>(ii) Appropriate instruction that engages students with different learning styles;</p> |
| <p>(iii) <u>32-33</u></p> | <p>(iii) Collaboration with colleagues to improve instruction;</p> |
| <p>(iv) <u>32-33</u></p> | <p>(iv) Analysis of gains in student learning, based on multiple measures that are valid and reliable and that, when feasible, may include valid, reliable, and objective measures of the influence of teachers on the rate of student academic progress; and</p> |
| <p>(v) <u>32-33</u></p> | <p>(v) In the case of mentor candidates who will be mentoring new or prospective literacy and mathematics coaches or instructors, appropriate skills in the essential components of reading instruction, teacher training in literacy instructional strategies across core subject areas, and teacher training in mathematics instructional strategies, as appropriate;</p> |
| <p>(5) <u>1, 20</u></p> | <p>(5) Grouping of teaching residents in cohorts to facilitate professional collaboration among such residents;</p> |
| <p>(6) <u>33-36</u></p> | <p>(6) The development of admissions goals and priorities--</p> |
| <p>(i) <u>36</u></p> | <p>(i) That are aligned with the hiring objectives of the LEA partnering with the program, as well as the instructional initiatives and curriculum of such agency, in exchange for a commitment by such agency to hire qualified graduates from the teaching residency program; and</p> |
| <p>(ii) <u>33-35</u></p> | <p>(ii) Which may include consideration of applicants that reflect the communities in which they will teach as well as consideration of individuals from underrepresented populations in the teaching profession;</p> |
| <p>(7) <u>30-31, 36-37</u></p> | <p>(7) Support for residents, once the teaching residents are hired as teachers of record, through an induction program, professional development, and networking opportunities to support the residents through not less than the residents' first two years of teaching.</p> |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(b) <u>33-36</u></p> <p>(1) <u>33-36</u></p> <p>(i) <u>33</u></p> <p>(ii) <u>33, 36</u></p> <p>(2) <u>33-36</u></p> <p>(i) <u>33</u></p> <p>(ii) <u>36</u></p> <p>(iii) <u>33-36</u></p> | <p>(b) <u>Selection of individuals as teaching residents.</u></p> <p>(1) Eligible Individual. In order to be eligible to be a teaching resident in a teaching residency program under this priority, an individual shall—</p> <p>(i) Be a recent graduate of a four-year institution of higher education or a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment; and</p> <p>(ii) Submit an application to the teaching residency program.</p> <p>(2) <u>Selection Criteria for Participants.</u> An eligible partnership carrying out a teaching residency program under this priority shall establish criteria for the selection of eligible individuals to participate in the teaching residency program based on the following characteristics--</p> <p>(i) Strong content knowledge or record of accomplishment in the field or subject area to be taught;</p> <p>(ii) Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests; and</p> <p>(iii) Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as specified by the eligible partnership.</p> |
| <p>(1) <u>36</u></p> <p>(2) <u>36</u></p> <p>(3) <u>36</u></p> <p>(i) <u>36</u></p> <p>(ii) <u>36</u></p> <p>(iii) <u>36</u></p> <p>(iv) <u>20-21</u></p> | <p>(c) <u>Stipends or salaries; applications; agreements; repayments.</u></p> <p>(1) Stipends or salaries. A teaching residency program under this priority shall provide a one-year living stipend or salary to teaching residents during the teaching residency program;</p> <p>(2) Applications for stipends or salaries. Each teacher residency candidate desiring a stipend or salary during the period of residency shall submit an application to the eligible partnership at such time, and containing such information and assurances, as the eligible partnership may require;</p> <p>(3) Agreements to serve. Each application submitted under paragraph (c)(2) of this priority shall contain or be accompanied by an agreement that the applicant will—</p> <p>(i) Serve as a full-time teacher for a total of not less than three academic years immediately after successfully completing the teaching residency program;</p> <p>(ii) Fulfill the requirement under paragraph (c)(3)(i) of this priority by teaching in a high-need school served by the high-need LEA in the eligible partnership and teach a subject or area that is designated as high-need by the partnership;</p> <p>(iii) Provide to the eligible partnership a certificate, from the chief administrative officer of the LEA in which the resident is employed, of the employment required under paragraph (c)(3)(i) and (ii) of this priority at the beginning of, and upon completion of, each year or partial year of service;</p> <p>(iv) Meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the IDEA, when the applicant begins to fulfill the service obligation under this provision; and</p> |

| | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (v) <u>36</u> | <p>(v) Comply with the requirements set by the eligible partnership under paragraph II-(d) of this priority if the applicant is unable or unwilling to complete the service obligation required by the paragraph.</p> <p>(d) <u>Repayments.</u></p> |
| (1) <u>36</u> | <p>(1) In general. A grantee carrying out a teaching residency program under this priority shall require a recipient of a stipend or salary under paragraph (c)(1) of this priority who does not complete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by paragraph (c)(3) of this priority to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary;</p> |
| (2) <u>36</u> | <p>(2) Other terms and conditions. Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro rata repayment of the stipend or salary described in paragraph (c)(1) of this priority or for deferral of a teaching resident’s service obligation required by paragraph (c)(3) of this priority, on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances;</p> |
| (3) <u>36</u> | <p>(3) Use of repayments. An eligible partnership shall use any repayment received under paragraph (d) to carry out additional activities that are consistent with the purposes of this priority.</p> |

Appendix I
Evidence of Matching Contributions



May 17, 2019

Dear [REDACTED]

We are pleased to confirm that we will provide direct cash and in-kind contributions of a value totaling \$3,395,812 for your project *Claremont Fellows Social Justice Residency Program* as proposed for funding under the U.S. Department of Education's Teacher Quality Partnership (TQP) program.

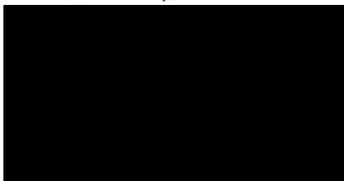
The contribution CGU will provide is our service to offer the courses, training and stipends to the project. The value of our contribution reflects the amount of funds budgeted for project services in the proposed budget in your application and represents the amount we would customarily charge to conduct a service of the nature, size, and scope of the service described in your TQP application.

| Project Year | In-Kind + Cash Contribution Amount |
|--------------|------------------------------------|
| 1 | \$ 127,627 |
| 2 | \$ 681,610 |
| 3 | \$ 791,042 |
| 4 | \$ 897,466 |
| 5 | \$ 898,068 |
| Total | \$ 3,395,812 |

The attached budget narrative includes a breakdown of all contributions reflected in the table above.

We are confident that the *Claremont Fellows Social Justice Residency Program* will have a dramatic impact on the student population being served and look forward to conducting the project evaluation, consistent with the application requirements and the grant agreement.

Sincerely,



Vice President for Finance and Administration

Senior Management

Dan Katzir, CEO

May 17, 2019

Board of Directors

Joseph Drake, Co-Chair
Lionsgate Motion Picture Group

Jeff Marine, Co-Chair
Hybrid Apparel

Frank Baxter, Founding Chair

James Andrews
SmashD

Alan Arkatov
Rossier School of Education – USC

Brett Brewer
CrossCut Ventures

David I. Fisher
Capital Group International, Inc.

Cecilia Aguilera Glassman
Los Angeles Police Foundation

Thomas A. Heymann
National Notary Association

Rickey Ivie
Ivie, McNeil & Wyatt

John Kissick

Erik Kronstadt
Accenture

Meyer Luskin
Scope Industries

Maurício Mota
Wise Entertainment

Dale Okuno
Okuno Associates, Inc.

William Ouchi
Geffen UCLA School of Medicine

Elizabeth Riordan
Harvard-Westlake School

Virgil Roberts
Bobbitt & Roberts

Darline P. Robles
Rossier School of Education – USC

Fred Simmons
Freeman Spogli & Co

Michele Siqueiros
Campaign for College Opportunity

Eva Stern

Rachel Kaganoff Stern
The Junior Statesmen Foundation

Ronald D. Sugar
Chairman Emeritus
Northrop Grumman Corporation

Senior Advisors

Antonia Hernández
California Community Foundation

Richard Merkin
Heritage Provider Network

Richard J. Riordan
Chair Emeritus of the Alliance Board

Robert E. Wycoff
ARCO (retired)

To Whom It May Concern:

Alliance College Ready Public Schools is pleased to provide a 5-year grant of \$730,000 to Claremont Graduate University for the project The Claremont Fellows Program as outlined in the application to the U.S. Department of Education’s Teacher Quality Partnership (TQP) program. These funds can be used only toward project activities as proposed in the TQP application.

The grant commitment of \$730,000 will be disbursed in installments over a 5-year period, as outlined in the following payment schedule. The funds will be disbursed annually to your organization with the first payment being made within 30 days of the signed grant agreement.

| Project Year | Award Amount |
|--------------|--------------|
| 1 | \$15,000 |
| 2 | \$85,000 |
| 3 | \$160,000 |
| 4 | \$235,000 |
| 5 | \$235,000 |
| Total | \$730,000 |

We are confident that this program will have a sustained impact on the student population being served, and look forward to reviewing the evaluation results and program reports, consistent with the application requirements and the grant agreement.

Sincerely,



Chief Business Officer

Appendix J
CGU Program Documents

CGU Social Justice Teaching Competencies Matrices

- I. *Classroom Ecology & Teacher Presence to Promote Productive, Inclusive, & Empowering Learning Environments*
- II. *Content Knowledge to Promote Access, Learning, & Achievement*
- III. *Instructional Practices to Promote Learning & Engagement*
- IV. *Assessment to Inform Instruction & Promote Learning*
- V. *Social Justice Dispositions to Promote Access, Learning, Achievement, and Future Opportunity, & Success*

| <i>Level</i> | I. Classroom Ecology & Teacher Presence to Create Productive, Inclusive, and Empowering Learning Environments | <i>Score</i> |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|
| | <u>1. Establish Baseline of Respect for Students & Their Learning</u> | |
| <i>Emerging</i> | 1.1 Speak clearly and audibly | |
| <i>Emerging</i> | 1.2 Use students' names | |
| <i>Emerging</i> | 1.3 Dress professionally and appropriately | |
| <i>Emerging</i> | 1.4 Communicate with students in developmentally appropriate ways | |
| <i>Emerging</i> | 1.5 Seek feedback and/or support from colleagues, mentors, and community members | |
| <i>Developing</i> | 1.6 Establish routines that facilitate students' success | |
| <i>Refining</i> | 1.7 Demonstrate awareness of what's happening in the classroom | |
| | <u>2. Set & Demonstrate Expectations:</u> | |
| <i>Emerging</i> | 2.1 Provide clear, explicit, accessible expectations | |
| <i>Developing</i> | 2.2 Provide rationale for expectations | |
| <i>Developing</i> | 2.3 Use personal tone to deliberately set classroom tone | |
| <i>Developing</i> | 2.4 Maintain supportive and safe classroom culture | |
| <i>Refining</i> | 2.5 Demonstrate consistency in reinforcing expectations | |
| | <u>3. Support Productive Learning with Culturally Sustaining Practices</u> | |
| <i>Emerging</i> | 3.1 Identify and reinforce positive behavior | |
| <i>Emerging</i> | 3.2 Show and tell students that/ how they can be successful in each lesson | |
| <i>Developing</i> | 3.3 Focus students' attention in culturally responsive ways | |
| <i>Developing</i> | 3.4 Provide multiple opportunities for students to be successful | |
| <i>Refining</i> | 3.5 Anticipate and implement support for productive behavior | |

Appendix J
CGU Program Documents

| | | | |
|-------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------|--|
| <i>Refining</i> | 3.6 | Provide meaningful opportunities for students to contribute/participate | |
| <i>Refining</i> | 3.7 | Validate and incorporate students' experiences and skills into your class | |
| <i>Refining</i> | 3.8 | Show and tell students they have unlimited potential in school and life | |
| <i>Refining</i> | 3.9 | Manage behaviors with supportive relationships | |
| <u>4. Use Knowledge of Students to Anticipate & Limit Unproductive Behavior</u> | | | |
| <i>Emerging</i> | 4.1 | Use proximity strategically and appropriately | |
| <i>Developing</i> | 4.2 | Organize physical space in safe and productive manner | |
| <i>Developing</i> | 4.3 | Manage and designate time to maximize engagement in learning | |
| <i>Refining</i> | 4.4 | Implement appropriate consequences | |
| <u>5. Harness Instructional Cohesion & Intensity</u> | | | |
| <i>Emerging</i> | 5.1 | Use appropriate body language and facial expressions to demonstrate engagement with content and students | |
| <i>Emerging</i> | 5.2 | Develop meaningful and measurable content objectives | |
| <i>Developing</i> | 5.3 | Develop meaningful and measurable language objectives | |
| <i>Developing</i> | 5.4 | Create a language-rich environment | |
| <i>Developing</i> | 5.5 | Give students the chance to make decisions and/or have choice | |
| <i>Refining</i> | 5.6 | Plan cohesive units | |
| <i>Refining</i> | 5.7 | Provide opportunities for students to be experts and/or teachers | |
| <i>Refining</i> | 5.8 | Manage with instructional intensity & enthusiasm | |

Appendix J
CGU Program Documents

| <i>Level</i> | II. Content Knowledge to Promote Access, Learning, & Achievement | <i>Score</i> |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <u>1. Develop Facility with the Curriculum:</u> | | |
| <i>Emerging</i> | 1.1 Use reliable resources to grow content area expertise | |
| <i>Developing</i> | 1.2 Sequence content instruction to support and build students' fluency | |
| <i>Developing</i> | 1.3 Select developmentally appropriate curriculum (or approaches to it) and instructional practices based on knowledge of and relationships with students | |
| <i>Refining</i> | 1.4 Design and implement disciplinary and cross-disciplinary learning sequences | |
| <u>2. Align Curriculum & Instruction with Measurable Goals:</u> | | |
| <i>Emerging</i> | 2.1 Align curriculum and instruction with state standards | |
| <i>Emerging</i> | 2.2 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language for all learners | |
| <i>Developing</i> | 2.3 Align curriculum and practices with individual student goals | |

| <i>Level</i> | III. Instructional Practices to Promote Learning & Engagement | <i>Score</i> |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------|
| <u>1. Make Productive Learning Accessible:</u> | | |
| <i>Emerging</i> | 1.1 Provide clear, explicit, accessible instructions | |
| <i>Emerging</i> | 1.2 Introduce lesson by tapping prior knowledge | |
| <i>Developing</i> | 1.3 Provide rationale for instructions | |
| <i>Developing</i> | 1.4 Introduce lesson by connecting to students' experiences/knowledge | |
| <i>Developing</i> | 1.5 Provide closure with discussion | |
| <i>Developing</i> | 1.6 Differentiate for English learners | |
| <i>Developing</i> | 1.7 Differentiate for students with special needs | |
| <i>Refining</i> | 1.8 Differentiate to support struggling and advanced learners | |
| <i>Refining</i> | 1.9 Facilitate students' use technology to support learning | |
| <u>2. Use Instructional Practices to Grow Students' Knowledge, Skills, & Understanding</u> | | |
| <i>Emerging</i> | 2.1 Provide scaffolded, cohesive direct instruction | |

Appendix J
CGU Program Documents

| | | | |
|-------------------|------|-----------------------------------------------------------------|--|
| <i>Emerging</i> | 2.2 | Provide meaningful guided practice | |
| <i>Emerging</i> | 2.3 | Provide meaningful independent practice | |
| <i>Emerging</i> | 2.4 | Implement structured pair shares and/or grouping strategies | |
| <i>Developing</i> | 2.5 | Model | |
| <i>Developing</i> | 2.6 | Think aloud | |
| <i>Developing</i> | 2.7 | Pose probing questions | |
| <i>Developing</i> | 2.8 | Implement structured group work | |
| <i>Developing</i> | 2.9 | Align with assessment | |
| <i>Developing</i> | 2.10 | Align with objectives | |
| <i>Refining</i> | 2.11 | Provide students with multiple ways to access content | |
| <i>Refining</i> | 2.12 | Link abstract concepts with concrete representations | |
| <i>Refining</i> | 2.13 | Alternate solved and unsolved problems | |
| <i>Refining</i> | 2.14 | Acknowledge when instruction has been ineffective and adjust it | |
| <i>Refining</i> | 2.15 | Anticipate and plan for potential challenges | |
| <i>Refining</i> | 2.16 | Demonstrate appropriate and increasing rigor | |

| Level | IV. Assessment to Inform Instruction & Promote Learning | | Score |
|-------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------|--------------|
| | <u>1. Identify & Meet Students Where They Are:</u> | | |
| <i>Emerging</i> | 1.1 | Employ diverse checks for understanding and informal formative assessments | |
| <i>Emerging</i> | 1.2 | Use “Exit Tickets” and/or assessment to provide closure | |
| <i>Developing</i> | 1.3 | Implement meaningful formal, summative assessment | |
| <i>Refining</i> | 1.4 | Help students develop meaningful and productive self-assessment strategies | |
| | <u>2. Use Assessments Strategically:</u> | | |
| <i>Emerging</i> | 2.1 | Provide constructive global feedback | |
| <i>Developing</i> | 2.2 | Provide constructive individual feedback | |
| <i>Developing</i> | 2.3 | Align assessments with objectives | |
| <i>Refining</i> | 2.4 | Design assessment to inform instruction | |

Appendix J
CGU Program Documents

| | | | |
|-----------------|-----|---------------------------------------------|--|
| <i>Refining</i> | 2.5 | Distribute practice strategically over time | |
| <i>Refining</i> | 2.6 | Use assessment to boost retention | |

| Level | V. Social Justice Dispositions to Promote Access, Learning, Achievement, and Future Opportunity & Success | | Score |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------|
| <u>1. Grow Self-Awareness</u> | | | |
| <i>Emerging</i> | 1.1 | Identify own social identities, cultural influences, and implicit biases | |
| <i>Developing</i> | 1.2 | Maintain awareness of your socio-emotional development in stages of teaching | |
| <i>Developing</i> | 1.3 | Seek feedback and insight from parents/guardians and community members | |
| <i>Refining</i> | 1.4 | Develop empathic accuracy | |
| <u>2. Raise Consciousness</u> | | | |
| <i>Emerging</i> | 2.1 | Avoid making assumptions about students' motivation and experiences | |
| <i>Emerging</i> | 2.2 | Assume that all parents/guardians care and want their children to learn | |
| <i>Emerging</i> | 2.3 | Demonstrate a strength-based perspective of students, households, and communities | |
| <i>Developing</i> | 2.4 | Understand students' specific assets and needs | |
| <i>Developing</i> | 2.5 | Learn about students as people beyond the classroom and their communities | |
| <i>Refining</i> | 2.6 | Make hidden curriculum explicit to students and households | |
| <u>3. Share Power & Tools</u> | | | |
| <i>Emerging</i> | 3.1 | Learn about interpersonal, cultural, institutional, and systemic/structural forms of oppression | |
| <i>Emerging</i> | 3.2 | Develop appreciation of others' ways of thinking, being, and doing | |
| <i>Developing</i> | 3.3 | Maintain a socio-emotionally appropriate and empowering classroom culture | |
| <i>Refining</i> | 3.4 | Prepare students to be successful in light of the forms of oppression they might encounter | |

Appendix J
CGU Program Documents

CGU Social Justice Teaching Lesson Plan Template

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Name: | Date: | Subject: | Grade: |
| Unit Topic (+ big ideas, essential question(s), and/or goals): | | | |
| At what point in the unit is this lesson? | | | |
| How long (minutes) is this lesson? | | | |
| Objectives & Standards | | | |
| Lesson Topic (+ big ideas, essential question(s), and/or goals): | | | |
| Content Objective(s): | | <input type="checkbox"/> Measurable? <input type="checkbox"/> Manageable? <input type="checkbox"/> Meaningful to you and/or students? <input type="checkbox"/> Important? <input type="checkbox"/> Academically <i>rigorous</i> ? <input type="checkbox"/> Socio-emotionally appropriate? <small><i>*Ideally, should strive to check all boxes</i></small> | |
| Content Standard(s): | | | |
| Language Objective(s), (including relevant academic vocabulary): | | <input type="checkbox"/> Measurable? <input type="checkbox"/> Manageable? <input type="checkbox"/> Meaningful to you and/or students? <input type="checkbox"/> Important? <input type="checkbox"/> Academically <i>rigorous</i> ? <input type="checkbox"/> Socio-emotionally appropriate? <small><i>*Ideally, should strive to check all boxes</i></small> | |
| ELD Standard(s): | | | |
| How will you know if students met the above content and language objectives <i>by the end of the lesson</i> ? <small><i>*Note for each objective</i></small> | | | |
| Social Justice Objective(s): | | | |
| <i>(Optional)</i> CCSS Literacy Standard(s): | | | |
| Beginning of the Lesson | | | |
| How will you begin/introduce the lesson? Describe teacher and student activities. <small><i>*right click and add rows as needed</i></small> | | | |
| Time: | Teacher will: | Students will: | |
| | | | |
| | | | |
| | | | |
| Given your objectives and what you know about your students, why is this a good way to start? | | | |

Appendix J CGU Program Documents

Does this intro: **Ideally, should strive to check all boxes**

- Include an engaging and student-relevant hook?
- Check for students' existing understanding?
- Tap prior knowledge?
- Connect to past/future learning?

- Introduce necessary academic language and concepts?
- Introduce the objectives?
- Provide rationale for the objectives?
- Provide rationale for the lesson plan?

Middle of the Lesson

What do you have planned for the middle of the lesson? Describe teacher and student activities.
right click and add rows as needed

| Time: | Teacher will: | Students will: |
|-------|---------------|----------------|
| | | |
| | | |
| | | |

Given your objectives and what you know about your students, why is this a good plan for this lesson?

Does the middle of your lesson include: **Ideally, should strive to check ~8 boxes**

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction? <input type="checkbox"/> Guided practice/inquiry? <input type="checkbox"/> Modeling? <input type="checkbox"/> Thinking aloud? <input type="checkbox"/> Independent practice? <input type="checkbox"/> Pair shares? <input type="checkbox"/> Structured group work? <input type="checkbox"/> Choral responses? <input type="checkbox"/> Cold calling? | <ul style="list-style-type: none"> <input type="checkbox"/> Multiple opportunities for students to participate/contribute meaningfully? <input type="checkbox"/> Diverse opportunities for students to participate/contribute meaningfully? <input type="checkbox"/> Multiple and diverse ways for students to access the content? | <ul style="list-style-type: none"> <input type="checkbox"/> Rigorous work for students to complete and/or consider? <input type="checkbox"/> Formative assessment? <input type="checkbox"/> Checks for understanding? <input type="checkbox"/> Clear instructions? <input type="checkbox"/> Clear expectations? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

End of the Lesson

How will you provide closure for this lesson? Describe teacher and student activities.
right click and add rows as needed

| Time: | Teacher will: | Students will: |
|-------|---------------|----------------|
| | | |
| | | |
| | | |

Given your objectives and what you know about your students, why is this a good way to end this lesson?

Does the end of your lesson include: **Ideally, should strive to check ~4 boxes**

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Review? <input type="checkbox"/> Checks for understanding? <input type="checkbox"/> Formative assessment? <input type="checkbox"/> Exit ticket? | <ul style="list-style-type: none"> <input type="checkbox"/> Reflection on what was learned/done? <input type="checkbox"/> Connections to past/future learning? <input type="checkbox"/> Explanation/discussion of why the lesson matters? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Things to Consider

Which of your students' strengths and needs will you need to consider to ensure students can be successful meeting your objectives? Why?

Appendix J
CGU Program Documents

How does your plan address those strengths and needs?

What of **your** strengths and needs as a developing new teacher will you need to consider to ensure you are successful helping your students meet your objectives? Why?

How does your plan build from your strengths and provide scaffolding for your needs?

Read through your whole lesson plan again and make sure all components are in alignment!

CGU Teacher Education Program

Shared Language

for Critical Social Justice Teaching & Learning

Core Ideas

| | | |
|---|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Critical Social Justice | By recognizing society is stratified along social group lines, inequality is deeply and structurally embedded, and schools are not neutral sites, then actively seeking to change this (<i>Sensoy & DiAngelo, 2017</i>), teachers can both empower students (households, and communities) with the resources they need to navigate an unjust world with empathy and savvy, and chip away at injustice. |
| 2 | Planning | When viewed as an iterative, critical, and reflective process informed by relationships to students and to self, as well as feedback and data from prior instruction, planning can facilitate strong links between instructional practices, students' learning, and teachers' learning to teach more effectively (<i>Nilsson, 2009</i>). |
| 3 | Classroom Ecology | All interactions between teachers, students, curriculum, and the classroom environment contribute to students' learning experiences. When teachers are mindful of how their presence and classroom culture, climate, physical layout, routines, norms, expectations, etc. support students, they can limit the need for discipline policies. |
| 4 | Pedagogical Knowledge | When teachers understand dispositions, strategies, and instructional practices that enhance students' learning , including discipline specific and developmentally appropriate pedagogy, they can cultivate safe and productive classrooms. |
| 5 | Content Knowledge | When teachers understand disciplinary thinking , as well as content and how to best sequence and scaffold it, they can better support students' successful learning and understanding. |

Lesson Plan Template

**The lesson plan template is designed to be completed from the top down*

| | | |
|---|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | Big Ideas | Concepts or principles central to a lesson/unit; they anchor or connect all of the smaller ideas in a lesson/unit. |
| 7 | Goals | Aims and aspirations for what students will take away from a lesson/unit; may or may not be measurable. |
| 8 | Essential Questions | Core, generative questions that allow students to probe for deeper meaning, make connections, and relate to content; they are questions students should ask as they explore the main ideas in each lesson/unit. |
| 9 | Content Objective | What students should know (facts, formulas, processes, concepts, etc.) and/or be able to do (skills, application, etc.) by the end of the lesson or unit. Strong objectives are clear, discrete, and: measurable, manageable, meaningful, rigorous, and socio-emotionally appropriate. |

Appendix J
CGU Program Documents

| | | |
|----|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | Content Standards | <p>Learning goals and frames of reference for what students for what students should know and be able to do at each grade level. Standards (and frameworks) are <i>not</i> curriculum and they are <i>not</i> standardized tests (<i>CCSS, 2015</i>); should be aligned with content objectives.</p> <p>Can be drawn from: Common Core ELA & Mathematics Standards, Next Generation Science Standards, 2016 History-Social Science Framework, California Arts Framework, 2016 Science Framework for California Public Schools</p> |
| 11 | Language Objective | <p>What students should know and be able to do regarding their processing and production of English language; will sometimes overlap with content objectives; should be aligned with ELD Standards.</p> <p>Recommended format: Students will (active verb phrase) using (language target) (<i>Kinsella & Ward Singer, 2011</i>).</p> |
| 12 | ELD Standards | <p>California English Language Development Standards</p> <p>*Consider using estandards to help you align ELD and content standards: estandards.scoecurriculum.net</p> |
| 13 | Measurable Objectives | Objectives that can be (fairly) objectively assessed ; typically include concrete verbs (example: define; <i>non-example</i> : appreciate). |
| 14 | Manageable Objectives | Objectives that can reasonably be met within the period of time allotted . |
| 15 | Meaningful/Important Objectives | Objectives that are relevant or essential because of their significance to students' current or future lives and/or success . |
| 16 | Academically Rigorous | <p>Objectives that challenge all students to increase their knowledge, understanding, and capability relative to where they are.</p> <p>*Consider Googling Webb's Depth of Knowledge for guidance with verbs that reflect different levels of rigor.</p> |
| 17 | Socio-Emotionally & Developmentally Appropriate Objectives | Objectives that are considerate of students' age, developmental stage(s), and ability/need to: understand and manage emotions , set and achieve positive goals , feel and show empathy for others, establish and maintain positive relationships , and make responsible decisions . (<i>Collaborative for Academic, Social, and Emotional Learning, CASEL</i>) |
| 18 | Social Justice Objective | <p>Objectives students and/or teachers can meet within the context of one lesson or unit to help students recognize society is stratified along social group lines, inequality is deeply and structurally embedded, and/or actively seek to disrupt inequality.</p> <p>*Consider using the social justice <i>standards</i> provided by Teaching Tolerance as a resource: tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf</p> |
| 19 | CCSS Literacy Standards | The Common Core State Standards include anchor literacy standards that apply across all grade levels and disciplines. |
| 20 | Engaging Hook | Introducing a new unit or lesson based on knowledge of students' experiences, interests, strengths, and goals leads to their buy-in. |

Appendix J
CGU Program Documents

| | | |
|----|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 | Check for Existing Understanding | Determining what students know and/or remember about a particular topic ensure teachers can validate and build from students' knowledge and expertise . |
| 22 | Tap Prior Knowledge | Using what students already know and understand to introduce and teach new material validates their knowledge and gives them meaningful ways to participate and contribute to class. |
| 23 | Connect to Past/Future Learning | Making explicit how what students are learning and doing relates to their past and future experiences helps students see their learning experiences as cohesive and meaningful rather than disconnected and random. |
| 24 | Introduce Academic Language & Concepts | Frontloading new content and concepts helps students anticipate and prepare for what they will be doing during a lesson/unit. |
| 25 | Rationale for Objectives | Explicitly communicating reasons for selecting objectives pushes teachers to consider those reasons, and provides students with context for understanding their value and application. |
| 26 | Rationale for Lesson Plan | Explicitly communicating reasons for the design of lesson plans pushes teachers to consider the reasons, makes transparent teachers' thinking , and facilitates students' productive participation in the plan. |
| 27 | Direct Instruction | Telling students what they need to know and showing them what they need to be able to do on their own (<i>Killian, 2015</i>). Scaffolded, explicit introduction of new material, including: vocabulary, rules, formulas, processes, how to learn/think/apply/create/produce, etc. |
| 28 | Guided Practice | Leading students through practice by modeling procedures and providing structured opportunities for students to practice them with feedback, guidance, and increasingly less support. |
| 29 | Modeling | Showing students how to do something; can include showing them a finished product, or a model, but should also include modeling of the process to arrive at the finished product so students can see how they too can develop such a product . |
| 30 | Thinking Aloud | Thinking aloud while approaching a task or problem to make visible to students the ways teachers think, trouble-shoot, access resources, correct errors, etc. |
| 31 | Independent Practice | Providing students with opportunities to practice what they have learned without the direct support of a teacher. Whenever possible, it is best to avoid letting students practice bad habits, and to allow opportunities for revision . |
| 32 | Pair Shares | Providing students with the chance to speak with a partner . This strategy can be used as a formal think-pair-share, where students are first given a chance to think about their ideas and then share them with a partner (and perhaps develop them further). It can also be an informal pair share to give all students a chance to be heard or start getting their ideas flowing . |
| 33 | Structured Group Work | Developing specific and appropriate structures for group work to support students' successful collaborative learning and ensure all students have a clear role, understanding of the tasks , and opportunities to contribute and learn . |

Appendix J
CGU Program Documents

| | | |
|----|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 34 | Choral Responses | Asking all students to reply to a question to get a general sense of students' understanding , to give students supports to stay engaged , and/or to scaffold students' access to content. Choral responses are not an adequate representation of each students' understanding. |
| 35 | Cold Calling | Asking non-volunteers to respond to a question. This strategy can be used with or without giving students advanced warning they will be called on. When teachers have established a supportive and safe classroom ecology, cold calling can help keep all students engaged since they might be called on at any moment. *Note this strategy is best used to improve students' learning and engagement, not to punish them. |
| 36 | Multiple Opportunities to Participate/Contribute Meaningfully | Ensuring all students with diverse strengths and abilities have many chances to participate and contribute their knowledge and/or expertise in classroom activities and assignments, so they know they are each important members of the class. |
| 37 | Diverse Opportunities to Participate/Contribute Meaningfully | Ensuring all students with diverse strengths and abilities have may different ways to participate and contribute their knowledge and/or expertise in classroom activities and assignments, so they can all best show what they know and find success. |
| 38 | Multiple and Diverse Ways to Access Content | Providing students with many and varied ways to access content to ensure all students with diverse strengths and abilities learn and achieve success . |
| 39 | Rigorous Work to Complete and/or Consider | Introducing increasingly challenging ideas and concepts, and regularly providing students with opportunities to scale up their knowledge and ability. |
| 40 | Formative (informal) Assessment | Checking for students' understanding and ability as they are learning to inform additional instruction in the moment or in the future. |
| 41 | Checks for Understanding | Collecting data on students' understanding (relative to the objective) to inform current and future instruction and reteaching, and prepare all students to be successful. |
| 42 | Clear Instructions | Providing students with explicit and detailed instructions for what to do during direction instruction, guided and independent practice, group work, homework, etc. |
| 43 | Clear Expectations | Providing students with clear information regarding how they should work/participate/engage , including how much time they have/should need, how they will be assessed, how they can be successful , etc. |
| 44 | Exit Ticket | Administering a short assessment that can be submitted at the end of class to determine students' understanding and inform future instruction . |
| 44 | Reflection on what was learned/done | Guiding students to ask and answer questions about what they learned, how they learned, and how it relates to other areas of their experience and knowledge . |

Appendix J
CGU Program Documents

| | | |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 45 | Explanation/discussion of why the lesson matters | Making connections between content and/or skills and life explicit for students to ensure they understand the relevance of what they are learning. |
| Competencies | | |
| I. Classroom Ecology & Teacher Presence to Create Productive, Inclusive, and Empowering Learning Environments | | |
| 46 | Establish Baseline of Respect for Students & Their Learning | Before students will feel safe and prepared for productive learning , they must know their teacher shows up prepared, sees them , has control of the classroom , and is committed to creating a classroom culture organized around learning . |
| 47 | Set & Demonstrate Expectations: | Students need to know how to be successful , know why certain behaviors will contribute to their success, and see teachers and other students model those behaviors to be successful. |
| 48 | Support Productive Learning with Culturally Sustaining Practices | When teachers invest time in knowing and seeing their students beyond what is readily visible, and developing meaningful relationships with them, they can provide effective supports and explicit instructions that help all students be successful. |
| 49 | Use Knowledge of Students to Anticipate & Limit Unproductive Behavior | When teachers know all of their students as individuals and believe all students can succeed , they can anticipate challenges, provide interventions and supports , and mitigate the need for disciplinary action . |
| 50 | Harness Instructional Cohesion & Intensity | When teachers design and implement dynamic, cohesive curriculum and instruction , and provide students with meaningful opportunities to participate and contribute their expertise , students stay engaged, learn, and achieve. |
| II. Content Knowledge to Promote Access, Learning, & Achievement | | |
| 51 | Develop Facility with the Curriculum: | Teachers must invest in growing their own content knowledge through reliable sources so they can organize and sequence that content for the specific novice learners in their classroom, and expand those students' understanding of key concepts and ideas. |
| 52 | Align Curriculum & Instruction with Measurable Goals: | Teachers should align their practices with state, language development, and student goals to ensure relevant reference points, hold themselves accountable , and prepare students for success . |
| III. Instructional Practices to Promote Learning & Engagement | | |
| 53 | Make Productive Learning Accessible: | Provide clear, cohesive, differentiated instruction of content, process, and product to support all students' productive and empowering learning. |
| 54 | Use Instructional Practices to Grow Students' Knowledge, Skills, & Understanding | Make content accessible to students by breaking it down , providing multiple and diverse opportunities to practice and respond to feedback , and multiple opportunities to meet learning objectives. |

Appendix J
CGU Program Documents

IV. Assessment to Inform Instruction & Promote Learning

| | | |
|----|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 55 | Identify & Meet Students Where They Are: | Identify students’ knowledge, skills, and expertise so you can help them grow all areas. |
| 56 | Use Assessments Strategically: | Teachers should design and use assessments to improve students’ retention and understanding, and to inform their own instruction. |

V. Social Justice Dispositions to Promote Access, Learning, Achievement, and Future Opportunity & Success

| | | |
|----|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 57 | Grow Self-Awareness | To best include and support all students, teachers must first identify and acknowledge their own biases, influences, and limitations, and seek insight from others to develop empathic accuracy. |
| 58 | Raise Consciousness | After better understanding themselves, teachers are prepared to check their assumptions about students, households, and communities, and instead take strength based views that allow them to learn from and grow students’ strengths, insights, and experiences. |
| 59 | Share Power & Tools | As teachers grow increasingly aware of interpersonal, cultural, institutional, and systemic/structural forms of oppression, they can empower students with the tools they need to identify, navigate, and dismantle that oppression. |

Additional Vocabulary

| | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate | Conducting conversations, practices, activities, oneself, etc. in ways that enhance rather than undermine or distract from learning, remaining mindful of students’ developmental stages, showing appreciation for others’ cultural values and norms, and recognizing that teachers are looked to as role models. |
| Differentiation | Providing multiple and diverse ways for students to take in information (content), make sense of ideas (process), & express what they learn (product) (Tomlinson, 2017) gives students with varied strengths and abilities more opportunities to learn and be successful. |
| Funds of Knowledge | Important knowledge, activities, and strategies that individuals have acquired through household practices, ideologies, and labor history; social networks and exchanges, which teachers can recognize and utilize to help students learn and achieve (Gonzalez, Moll, & Amanti, 2005; Vélez-Ibañez & Greenberg, 1992). |
| Hidden curriculum | Unwritten, unvoiced, unofficial (and often unintended) lessons students learn in school about the knowledge, behaviors, values, and perspectives that are or are not valid and privileged, typically as determined by dominant, hegemonic culture. (Delpit 2006; McLaren, 2006) |
| Instructional Intensity | Managing time to maximize students’ meaningful and rigorous engagement, practice, and learning; providing cohesive, coherent curriculum and instruction. |
| Positionality | <p>“The concept that gender, race, class, and other aspects of our identities are markers of relational positions [in society, to dominance, in context, etc.] rather than essential qualities” (Tetreault, 1993, p.118).</p> <p>Student learning opportunities may be hindered when teachers fail to consider their own and their students’ racial and cultural positionality in their P–12 work and instead adopt color- and culture-blind beliefs, ideologies, and practices (Johnson, 2002; A. E. Lewis, 2001; Milner, 2007a).</p> |