Resident Handbook

2017-2018

A collaborative partnership with

California State University, Los Angeles (CSULA)
Center for Collaborative Education (CCE)
Los Angeles Unified School District (LAUSD)
Montebello Unified School District (MUSD)
Alhambra Unified School District (AUSD)
Pasadena Unified School District (PUSD)
Program Partners:

Community Partners:

The Partnership

The Los Angeles Urban Teacher Residency – Transformation Initiative is a collaborative partnership of the Charter College of Education at California State University, Los Angeles, the Center for Collaborative Education, Los Angeles Unified School District, Montebello Unified School District, Alhambra Unified School District, Pasadena Unified School District, the Mayor’s Partnership for Los Angeles Schools, and community organizations: Families In Schools and WestEd. All of the partners share a social justice mission and envision preparing teachers who are responsible for equity, excellence, and innovation in their classroom as well as for their entire school culture.
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Program Information
Los Angeles Urban Teacher Residency – Transformation Initiative (LAUTR-TI)

Program Overview

Research tells us that good teaching, along with effective leadership, is the strongest correlate to high student achievement. Based on the medical model of residencies in preparing doctors, the LAUTR-TI program recruits highly talented people from diverse backgrounds who are committed to becoming transformative teachers, and places them in a program in which they earn a credential in 12 months and a Master’s degree after an additional 30 semester units. Working closely with a Mentor teacher, Residents learn, on the job, what it means to be a teacher. Blending the theories of teaching with practical applications, Residents learn the essential skills, habits, and knowledge that will best position them to be excellent teachers in high-need urban schools.

Residents are clustered in high-need, reform-minded schools, based on the belief that participating in cohorts strengthens the support and learning that Residents receive. Residents will also participate in the professional learning communities and school-wide reform initiatives within each school, with the understanding that becoming an effective teacher also requires a commitment to contribute to creating a high-performing school.
Los Angeles Urban Teacher Residency – Transformation Initiative

*Inquiry Cycle*

The LAUTR-TI inquiry cycle is a frame of mind by which to approach the craft of teaching. Data in its many forms (e.g., student work, class discussions, and formal assessments) should inform a teacher’s decisions around curriculum, instruction, assessment, and student support. This inquiry cycle should also be used as the framework for a Resident’s field project, from selecting a challenge to identifying the cause, developing and implementing an action plan, and assessing progress.
Steps in the LAUTR-TI Inquiry Cycle

Step 1: Examine the data
- What data can you examine as a gauge of student learning?
- What does the data tell you about student strengths and gaps?

Step 2: Identify a challenge area
- What challenges in student learning are evident in the data?
- Which challenge area, if addressed, would most impact student learning?

Step 3: Hypothesize causes of the challenge area
- What do you think are the root causes of this challenge area?
- What assumptions might you be operating under?

Step 4: Determine cause of the challenge area
- What data can be collected to test the validity of each hypothesis?
- Based on the data collected, which hypothesis (or two) is/are the most likely root cause(s) of the challenge?

Step 5: Develop and implement an action plan to address the challenge
- What instructional, curriculum, academic support, or other strategies will you undertake to address the challenge?
- How and when will you implement your action plan?

Step 6: Assess progress and tune the plan
- What data can be collected to see if your action plan made a positive impact on student learning?
- Based on the data collected, how can your action plan be fine-tuned to better meet student needs?
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Core Principles

Blending Theory and Practice
• Residents engage in rigorous master’s level coursework and experiential learning about teaching
• Clinical practice through guided teaching apprenticeship
• Continuously test, improve, and reflect on skills

Mentoring
• Residents are paired with an experienced, trained Mentor
• Daily classroom experiences aligned with university coursework
• Residents acquire essential skills outlined in the California Standards for the Teaching Profession

Resident Cohorts
• Residents are organized into cohorts of 3-7 in host schools
• Build strong support networks for Residents and Mentors
• Engage in common experiences
• Foster a culture of sharing, questioning, and developing new ideas

Effective Partnerships
• Residents will establish relationships with mentors, principals, instructors, school personnel, LAUTR-TI staff, etc.
• Commit to the process of clear, respectful, and open communication

Service to Partner School Districts
• LAUTR-TI’s admissions goals and priorities are driven by partnering districts’ hiring objectives
• Residents learn to teach in the same district in which they will work
• Extensive knowledge of participating school district’s expectations and challenges

Support Differentiated Career Roles
• LAUTR-TI enables veteran teachers to take on roles as Mentors and supplemental instructors at Cal State LA
• Supports these teachers to gain necessary skills through professional development

New Teacher Support
• LAUTR-TI provides professional learning and networking opportunities for the first three years of teaching for Residents
• Encourages collaborative work among stakeholders

Continuous Program Improvement
• LAUTR-TI seeks input and feedback from key stakeholders
• Conducts multiple forms of evaluation
• Residents are a source of input and feedback
• Tracks measurable goals
Los Angeles Urban Teacher Residency – Transformation Initiative

**Habits of Mind**

Following are the habits of mind that the Los Angeles Urban Teacher Residency aspires to instill in each and every program graduate; habits that we hope will frame each graduate’s approach to teaching, work with colleagues, relationships with parents, and approach to leading reform within their school.

<table>
<thead>
<tr>
<th>Asset-based Thinking</th>
<th>Commitment to Partnerships</th>
<th>Persistence</th>
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| • Views students and parents through the lens of the strengths they bring | • Fosters collaborative learning in the classroom and democratic decision-making at the school  
• Collaborates with colleagues to strengthen instruction  
• Engages parents, colleagues, and students as partners | • Approaches dilemmas with relentlessness and resourcefulness in seeking solutions that work  
• Strives for accuracy and knowledge of content  
• Delivers instruction with fidelity |

<table>
<thead>
<tr>
<th>Advocacy</th>
<th>Inquiry</th>
<th>Personal Responsibility</th>
</tr>
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</table>
| • Speaks out and stands up for what is best for students and parents | • Seeks new ways to improve instruction and address challenges  
• Thinks outside the norm  
• Eager to keep up to date with educational research  
• Is comfortable with discomfort | • Takes ownership for student learning  
• Is reflective and thinks about thinking (Metacognition)  
• Uses data to inform instruction  
• Willing to try new and different approaches to meet students' diverse needs |
The Los Angeles Urban Teacher Residency seeks to graduate new teachers who share a social justice mission, and who are prepared to work for equitable and strong student achievement inside and outside their classroom. We view education as empowering and a civil right. We believe that every teacher is a change agent who is responsible for, and capable of, assisting every student to learn at high levels. LAUTR-TI expects every graduate to be able to demonstrate the following Vision of Effective Teaching:

**Equity**

*Demonstrate high expectations and a commitment to equity*

- Hold all students to high expectations, and demonstrate persistence in helping all students to achieve them
- Build inclusive classrooms in which all students, including those with special needs and English Language Learners, are well served
- Demonstrate the capacity to help all students use their unique talents to meet high academic expectations
- Strive toward equity in learning across student subgroups and use data to change practices so as to eliminate inequitable outcomes for student subgroups
Knowledge

**Know your content**

Display strong content knowledge in teaching subject matter, as well as state and national standards of the student's discipline(s)

Construct and deliver an academically challenging and meaningful curriculum to all students that is aligned with the school's vision

Seek ways to integrate the curriculum across the disciplines through themes and inquiry

Knowledge

**Know your students' cultural contexts**

Know your students, their development, and their individual learning patterns

Know the cultural contexts in which your students live, and integrate them within the curriculum and the classroom

Know the role of language and disabilities in learning

Knowledge

**Demonstrate personalization and building of classroom community**

Construct a classroom culture that creates a safe, personalized, student-centered, engaging, and high functioning classroom that promotes learning

Establish a classroom culture and discipline system based on fairness, respect, and trust

Establish personalized relationships with students
**Pedagogy**  
*Deliver effective instruction*

- Be transparent with students about learning objectives, outcomes, and expectations for learning.
- Differentiate instruction based on student needs and learning styles, including students with special needs and English Language Learners.
- Effectively integrate technology as a key instructional tool to engage students in learning and deepen their understanding of what is being taught.
- Provide students with multiple entry points and scaffolding when introducing new concepts.

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**Pedagogy**  
*Deliver effective instruction (cont.)*

- Embed effective literacy practices to help students access the curriculum.
- Frame instruction around higher order thinking skills, including analysis, synthesis, evaluation, making connections and inquiry.
- Facilitate students being able to connect and apply their prior knowledge, life experience, and interests to new learning and the achievement of learning goals.
- Build motivation and engagement through self-directed learning.

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**Pedagogy**  
*Use data to improve instruction and demonstrate student learning*

- Employ a data-based inquiry process that includes qualitative and quantitative data to inform and improve instruction.
- Use multiple measures, formative and summative, to assess student learning for purposes of having students demonstrate what they know and can do as well as identifying gaps in learning that need additional instructional focus.
Collaboration

**Build professional learning communities**

Model professional collaboration through teaming with colleagues to improve instructional practice and align curriculum and academic expectations.

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Collaboration

**Partner with parents and community**

Value parents as active partners, and engage them in multiple ways inside and outside the classroom to improve their children's learning.

Demonstrate an understanding of students' home and community life, and weave this understanding into the academic curriculum.

Seek ways to use community resources to enhance the curriculum and build classroom community.
**Professional Responsibility**

**Practice reflection as a tool for growth**

Demonstrate, in multiple ways, the capacity to be a reflective practitioner in examining the students’ own practice, with the understanding that continuous learning and reflection are key attributes for becoming an effective, successful teacher.

Pursue opportunities to strengthen content knowledge and instructional strategies as a teacher.

Seek professional development in multiple venues for areas in which the need for self-growth is identified.

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**Professional Responsibility**

**Develop the habits of mind of a learner and activist educator**

Demonstrate asset-based thinking about students and parents/guardians.

Persist in seeking solutions that work.

Advocate for policies and practices that support learners and their families.

Practice inquiry to address challenges.

Take personal responsibility and ownership for student learning, as well as commit to partnerships.
Resident Information
Los Angeles Urban Teacher Residency – Transformation Initiative

Standards of Professionalism

Professionalism:
Residents are expected to be professional at all times, whether in schools or in Cal State LA courses. LAUTR-TI Residents represent themselves as new educators in the district and as members of the LAUTR-TI program. While professionalism is important at all times, it is especially important when interacting with students. Students watch and learn from adults’ behavior all the time, whether intended or not. Residents should observe a variety of school personnel to learn appropriate school culture (such as using first/last names and attire).

Please note: Although building relationships with students is important, it is crucial that new teachers understand and establish clear boundaries between being a friend and being a teacher to students. Residents should continuously remember that their primary role in the school is that of a teacher and not a friend. Residents should review the District’s Code of Conduct and abide by all guidelines provided by the District.

Professional Responsibilities:
As an important part of the Standards for the Teaching Profession, Residents are required to:

I. Maintain accurate records
   a. Track progress towards identified learning outcomes
   b. Complete assignments
   c. Submit records/assignments on time

II. Communicate with Mentors and LAUTR-TI staff any concerns that may impact progress in the program.

III. Demonstrate Professionalism
   a. Ethical Conduct and Compliance with School, District, and University Regulations
   b. Advocacy/Intervention for Students
   c. Decision-Making

If at any time the Resident fails to meet these professional responsibilities, an LAUTR-TI staff member will communicate the concern with the Resident. If the issue persists, it will be grounds for a disciplinary plan of action and may result in dismissal from the program.

Appropriate Dress and Behavior:
While there is no specific dress code, Residents are expected to dress professionally at all times while at Host District schools. Specifically, midriff tops, low cut blouses, low-rise pants, shorts, t-shirts and worn-out jeans would be deemed unprofessional. In
addition, Residents should make sure that undergarments are not visible when sitting or bending. Since we consider the residency to be a year-long interview, a good guideline to abide by is to wear clothes that would be appropriate for a job interview.

If at any time the Resident’s dress is perceived as too casual or inappropriate, the Mentor, Residency Director or any other LAUTR-TI staff member will communicate the concern with the Resident. If the issue persists, it can be grounds for a disciplinary plan of action.

**Appropriate Language:**

Residents are to speak to administrators, colleagues, staff, families and students in a professional manner devoid of profanity, sexually explicit, disparaging or demeaning remarks, and violent or intimidating behavior. In addition, Residents must model appropriate professional behavior in the school/classroom/course settings (e.g. not checking email, sleeping, eating or talking on the phone during class time, including periods in which the Resident assists).

**Attendance and Absences:**

All LAUTR-TI Residents are expected to arrive each day prepared to positively impact the lives of their students. Residents are expected to arrive at the designated time of entry for staff at their host school or a minimum of fifteen minutes prior to the first bell. All absences are to be reported by the Resident to the Mentor and Residency Director. In addition, any time the Resident is absent from the host school will not be counted toward service hour accrual (approximately 720 hours). As a guideline, Residents are allowed a maximum of ten excused absence days and three late arrivals to the school-based residency site. The ten excused absences exclude all LAUTR-TI professional development (pull out days and induction workshops). The professor of each Cal State LA course will determine attendance standards for their courses and they must be adhered to. Failure to meet the attendance requirements may result in a Resident Support Plan of Action and/or dismissal from the program.

**Attendance Policy:**

Attendance during the residency teaching day, as well as the Resident Pull Out Meetings and Joint Mentor meetings is integral to success in the LAUTR-TI Residency program.

**Residency Teaching Days**

Residents are expected to follow the school calendar of the school site/district to which they are assigned. This includes school year start date, end date, school holidays, and professional development days. Residents are eligible for a maximum of 10 days excused absence from their residency teaching days. If absence is unavoidable, please send documentation of the cause of the absence to the appropriate parties on the Communication Protocol. Common reasons for excused absences include, but are not limited to, hospitalization (of self or an immediate family member), military orders, severe illness, family emergency, or funeral attendance.

**Resident Pull Out Meetings and Joint Mentor Meetings**
Residents are eligible for a maximum of 1 excused absence from the non-residency teaching day meetings. An excused absence request should be communicated to your faculty advisor and reported via laurbanteacherresidency@gmail.com. Common reasons for excused absences include, but are not limited to, hospitalization (of self or an immediate family member), military orders, severe illness, family emergency, or funeral attendance.

**Daily Sign In:**
Residents will be required to submit a daily sign in sheet to the Residency Coordinator at the end of each month. The attendance sheet will be signed by both the Mentor and Resident to confirm accuracy of information. The Daily Sign-In Sheet for the previous month is due the first Friday of the following month.
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Resident Roles, Expectations and Responsibilities

Guiding Principles:
The LAUTR-TI residency and curriculum experiences align to support the development of effective teaching skills and knowledge grounded in current educational research and district initiatives. Residents’ sustained efforts and success in both the practicum and coursework components of the program are key to their success as Resident Teachers. Low performance in either area could constitute a disciplinary action and/or program dismissal.

Specific Duties:
- Prepare and execute well-planned lessons using best practices for further student learning including adaptations for English Language learners and students with special needs.
- Maintain positive relationships with LAUTR-TI staff, Cal State LA faculty, School District staff, families, and students.
- Collaborate with the Mentor teacher and engage in ongoing conversations around student learning.
- Participate in school-based meetings (e.g. team, grade level or department meetings).
- Participate in Back to School and Parent-Teacher Conferences at the school site.
- Complete all coursework and readings on time.
- Engage in conversations with your Mentor and other staff at the school site to improve student learning.
- Attend professional development at school sites, Cal State LA, School Districts and/or LAUTR-TI.
- Complete and submit all necessary paperwork in a timely fashion.
- Complete and submit signed Daily Sign-In sheets by the first Friday of the following month.
- Complete and submit weekly Sacred Meeting Logs by the first Friday of the following month.
- Follow Mentor contractual expectations of attendance at the school site.
- Arrive at school site 15 minutes prior to the first bell and check in with Mentor.
- Participate in program evaluation data collection activities, such as interviews and surveys, at the request of the LAUTR-TI Evaluation Team to provide LAUTR-TI with feedback about the effectiveness of the program.
- Facilitate program evaluation data collection activities by connecting the LAUTR-TI Evaluation Team with other individuals (such as principals, BTSA providers and induction mentors) who will be asked to participate in data collection activities.

Confidentiality:
Student academic, health, and discipline records are all confidential. Residents should not discuss these records except in appropriate settings with people who also have access, and should consult with the Mentor, Site Facilitator, or LAUTR-TI staff if questions
arise. Residents should not give family members information (academic or social) about a student unless it has been discussed with the Mentor.

Media:
The LAUTR-TI model is part of a national strategy for training new teachers in the areas of Math and Science. It will be analyzed for study or replication in cities across the nation, and media outlets. University, district, and community representatives are also interested in learning about the inner workings of the yearlong residency. Residents are obviously the best source for firsthand knowledge of the program, and can offer a unique view of the residency year. If asked about their experiences, Residents are expected to maintain an appropriate focus on teaching and learning practices within the context of the residency and the School Districts, to keep all comments diplomatic and respectful, and to inform the LAUTR-TI Residency Director of the inquiry. While giving their unique perspective on the program, Residents should not discuss specific students or colleagues, and should ensure that the content of their comments is consistent with LAUTR-TI's values and professional standards. Residents are also expected to exercise extreme caution in regard to the privacy of students, families, teachers and self.

Lesson Planning:
Being an effective teacher means being well organized and prepared. It also means internalizing important questions about teaching, such as, “What are the key concepts in the lesson?” and “How will I know my students met the objective I was trying to teach?” Residents are expected to have a lesson plan for each lesson they teach and share these lesson plans with their Mentor teacher a minimum of two business days prior to the day they are planning to teach unless otherwise mutually agreed upon. If a Resident is not prepared with a lesson plan, s/he will NOT be allowed to teach and will not accrue student teaching hours for that time. In addition, a formal observation of teaching requires that lesson plans be made available to all observers at the time of the observation unless otherwise mutually agreed upon.

Formal Observations:
Residents will be observed formally by LAUTR-TI staff, Field Supervisors, Mentors, School District human resources, and other school personnel during their residency year. LAUTR-TI staff and Mentors will use the Classroom Observation Form and Rubric to assess the Resident’s teaching. Residents will be provided with copies of all observations and notes.

Substitute Teaching:
Residents are not allowed to serve as substitute teachers in the classroom and may not be left alone with the students since they do not possess a teaching credential. In addition, Residents may not be pulled from their practicum to serve as a substitute teacher in another class. This includes Residents who might have served as substitute teachers for the School Districts. Any existing substitute credential or permit is waived upon becoming a Resident Teacher.
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Co-Teaching Model
St. Cloud University

LAUTR-TI Residents and Mentors engage in a co-teaching model throughout the residency. We use the St. Cloud University Co-Teaching Model as the basis of our residency practicum experience.

Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

Co-Teaching is an Attitude...
An attitude of sharing the classroom and students
Co-Teachers must always be thinking
We’re Both Teaching!

Why Co-Teach?
- Increased options for flexible grouping of students
- Enhanced collaboration skills for the teacher candidate and cooperating teacher
- Professional support for both the cooperating teacher and the teacher candidate
- Another set of eyes to watch and help problem solve
- Flexibility to try things you wouldn’t be able to do alone
- Collaboration in classroom and lesson preparation
- Help with classroom management
- Diversity and size of today’s classrooms
- Reduce student/teacher ratio
- Increase instructional options for all students
- Diversity of instructional styles
- Greater student engaged time
- Greater student participation levels

What Co-Teaching is NOT:
- A way to hide weak candidates
- A less rigorous student teaching experience
- Simply dividing the tasks and responsibilities between two people

For example, Co-Teaching is NOT:
- One person teaching one subject followed by another who teaches a different subject
- One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers’ lounge
- One person teaching while the other sits and watches
• When one person’s ideas prevail regarding what will be taught and how it will be taught
• Someone is simply assigned to act as a tutor

Co-Teaching is a way:
• To build stronger connections between universities and their school partners
• To increase opportunities for placements
• To provide both support and professional development for cooperating teachers
• To better meet P-12 student needs
• For teacher candidates to have more opportunities to teach
• For teacher candidates and cooperating teachers to enhance their communication and collaboration skills
• For teacher candidates and cooperating teachers to build strong relationships
• For university supervisors to become a stronger part of the triad
• To induct and mentor teacher candidates

Co-Teaching Strategies:
A variety of strategies can be used when Co-Teaching. Our project incorporates seven strategies adapted from the work of Marilyn Friend and Lynne Cook. There is no hierarchical order for implementing these strategies – pairs are asked to determine where, within the curriculum or daily schedule, strategies would best fit. Strategies can be used individually or in combination. The goal of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning. Although pairs may combine strategies to best meet student needs, we begin by defining each strategy – establishing a common language. Once both the cooperating teacher and teacher candidate have an understanding of the benefits of each strategy we encourage them to combine them as they see fit.

These are the Co-Teaching strategies that are used in our project:

One Teach, One Observe:
One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction and observing specific behaviors. It is important to remember that either the teacher candidate or the cooperating teacher could take on both roles.

One Teach, One Assist:
Is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.

Station Teaching:
This occurs when the Co-Teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, which then rotate or spend a designated amount
of time at each station. Often independent stations will be used along with the teacher led stations.

**Supplemental Teaching:**
Allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.

**Alternative or Differentiated Teaching:**
Provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

**Team Teaching:**
Incorporates well-planned, team-taught lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

*Co-Teaching strategies have been used successfully at all grade levels and in every content area, from pre-school to senior high. Teacher candidates and their cooperating teachers have effectively incorporated co-teaching into the classroom.*

[http://www.stcloudstate.edu/soe/coteaching/](http://www.stcloudstate.edu/soe/coteaching/)

**Los Angeles Urban Teacher Residency – Transformation Initiative**

**Stipend and Contract**

Residents sign a contract with Cal State LA specifying responsibilities and terms of payment. Residents are paid a stipend of $25,000 in 5 installments. Each installment is based upon successful completion of residency requirements to date, as specified in the signed contract. This contract is provided to Residents and signed during LAUTR-TI 101.
Los Angeles Urban Teacher Residency – Transformation Initiative

Communication Protocol

RESIDENT is Absent

Inform MENTOR in Advance

Inform RESIDENCY COORDINATOR

Show absence on Daily Sign-In Sheet

Situation involving a STUDENT

Discuss with MENTOR

Inform RESIDENCY COORDINATOR

(Mentor & Resident Discuss with STUDENT

Discuss outcome with RESIDENCY COORDINATOR

(FIELD SUPERVISOR, RESIDENCY COORDINATOR, and RESIDENT determine next steps

Discuss with PRINCIPAL (if needed)

Situation Involving MENTOR

Discuss with MENTOR first, then FIELD SUPERVISOR

Inform FIELD SUPERVISOR AND RESIDENCY COORDINATOR

(Discuss outcome with RESIDENCY COORDINATOR

(Even if there is no action required)
LAUTR-TI Course Information
Los Angeles Urban Teacher Residency – Transformation Initiative

School-based Residency and Academic Coursework

One of the LAUTR-TI’s core principles is the commitment to weave together education theory and practice from university courses with daily classroom practice. For this reason, the LAUTR-TI coursework has been designed to align closely with the Residents’ work in schools. Residents are expected to collaborate and learn with Mentors and align their work at their school site with academic expectations at Cal State LA. Key assignments throughout the year will require Residents and Mentors to experiment, practice, and reflect together.

Residency Schedule:
Residents work in schools four days per week (Monday – Thursday) throughout the school year (with the exception of selected LAUTR-TI professional development sessions). Residents maintain the same school schedule as their Mentors and should arrive and remain at their host school with enough time to prepare for their work at the school, a minimum of 15 minutes on each end, as if they were contracted teachers at that site.

It is important that Residents remain flexible about their schedule. There will be times when the schedule changes due to opportunities or responsibilities, for example: parent/family conference nights, extracurricular activities, tutoring, professional development opportunities and other LAUTR-TI commitments.

The residents in the Special Education pathway will earn the Education Specialist Instruction Credential in Mild/Moderate Disabilities, which spans grades Kindergarten through 12. In addition to the LAUTR-TI residency fieldwork in their mentors’ secondary classrooms, the Special Education residents will complete a fieldwork in the university’s C. Lamar Mayer Learning Center on Saturdays (8 am to 1 pm) in Spring semester, where they will be assigned to teach children from the local community in the early elementary grades. Residents will enroll in EDSP 4061 Early Fieldwork in Inclusive Teaching: Mild/Moderate Disabilities.
Single Subject Residency Pathway: Math or Science Single Subject Credential

Summer 2017
Introductory Block
Must be completed before Developmental Block

EDCI 4000 Transformative Teaching in Diverse Urban Classrooms
3 units
Practical, dispositional introduction for developing personal visions as Transformative Educational Leaders. Introduction to laws, and analysis, application and evaluation of strategies to prepare teacher candidates to teach in urban schools. Also covered are the current state standards (i.e. Common Core ELA and Math, Next Generation Science Standards, etc.) and helps teachers to begin to think about how standards and assessments intersect across content curriculum.

EDFN 4130 Introduction to Psychological Foundations of Education
2 units
Psychological research and theory in human learning and development related to educational processes.

EDFN 4200 Educational Foundations: Diversity and Equity in Urban Schools
2 units
This Course provides foundational knowledge in education by examining cultural, historical, political, philosophical, and sociological perspectives of schooling.

EDSE 4480 Instructional Fieldwork Laboratory for Urban Schools
1 unit
Laboratory Course gives students an opportunity to be placed into schools for 3 hours per week to explore, examine, implement and practice the technical components for teaching in urban schools (i.e. Design and deliver lessons that account for student needs and interests, explore differentiated instruction).

EDSE 5490 Contextual Fieldwork Laboratory for Transforming Urban Schools
1 unit
Laboratory Course gives students an opportunity to be placed into schools to examine the contextual features that make up a unique school climate and culture.

EDSE 5000 Transformative Classroom Instruction and Management
3 units
This course serves as an introduction to the areas of instructional design, classroom assessment and management; with an emphasis on the practical aspects of creating the transformative single subject classroom.
EDSP 4900 Foundations of Special Education for Secondary Teachers in Urban Schools
1 unit
Course looks the assessment of students with special needs in urban schools focusing on specific adaptations for individuals within classrooms.

Fall 2017
Developmental Block
Must be completed before Instructional Block

EDSE 5101 Research on Characteristics and Needs of Urban Secondary Schools, Families, and Students
3 units
Course explores the developmental stages of secondary students within specific targeted communities. Candidates will also learn how families interact with schools and work to build a positive and successful school climate. Course also explores the implications of planning and management choices on specific student populations.

EDSE 4301 Supporting Academic Language Development for English Learners
3 units
Students examine and practice techniques for supporting access to the language of complex texts for English learners and language minority students. Course examines California’s English Language Development Standards, the laws on EL education, theories of SLA, and methods for understanding the characteristics of English learners in urban classrooms.

EDSE 4501 Language and Literacy in Context
1 unit
Course looks at the characteristics of students who struggle with academic literacy and focus is placed on how to work in diverse classrooms (ethnically, ability, linguistically, etc.) in urban schools.

EDSP 4901 Understanding Learners with Special Needs in Urban Secondary Classrooms
1 unit
Understanding framework of support for students with disabilities and/or gifts and talents in secondary classrooms. Universal Design for Learning, differentiating instruction, positive behavior support, health factors, and collaboration and co-teaching.

EDSE 5002 Advanced Secondary Instructional & Management Strategies
3 units
Course explores the implications of the use of pedagogical and instructional models for student learning. Course also targets the cultural understandings of students within specific targeted communities.
EDSE 4455 Directed Teaching in a Residency Program
6 units
Supervised Practicum: Co-teaching in a partner school district with a mentor teacher.

    Spring 2018
    Instructional Block
    Must be completed before Master's Sequences

EDSE 4212 Instructional Methods for Secondary School Subjects
3 units
Course develops instructional strategies and curricular themes in specific subjects taught in secondary schools.

EDCI 4292 21st Century Assessment Strategies and Processes
3 units
Course is an interactive e-learning experience that offers an in-depth look at assessment that meets the needs of 21st century teaching and learning. The course offers opportunities to apply the assessment concepts with action planning exercises.

EDSE 4502 Understanding Academic Language Development
2 units
Course addresses the characteristics of specific instructional and assessment methods/strategies for developing academic literacy in urban classrooms.

EDSP 4902 Supporting Learners with Special Needs in Urban Secondary Classrooms
1 unit
Demonstrating skills in supporting students with disabilities and/or gifts and talents in secondary classrooms: co-planning and co-teaching with special educators; differentiating instruction and providing accommodations/modifications; high engagement strategies; high-stakes assessments.

EDSE 4455 Directed Teaching in a Residency Program: Supervised Practicum
6 units
Co-teaching in a partner school district with a mentor teacher.
Special Education Residency Pathway: Education Specialist Instruction Credential in Mild/Moderate Disabilities

Summer 2017

EDSP 4000 Foundations of Special Education
3 units
Legal, historical, and practice-based foundations of special education. Classification systems, characteristics, and individualization of services for students with disabilities and/or gifts and talents. Implications of risk factors for health and development.

EDSP 4001 Observations in Urban Classrooms
1 unit
Observation and problem-solving of issues in urban classrooms, including: classroom management, ongoing assessment and legal/ethical practices of special education teachers. Requires 45 hours of observation in classroom settings.

EDCI 4000 Transformative Teaching in Diverse Urban Classrooms
3 units
Practical, dispositional introduction for developing personal visions as Transformative Educational Leaders. Introduction to laws, and analysis, application and evaluation of strategies to prepare teacher candidates to teach in urban schools. Also covered are the current state standards (i.e. Common Core ELA and Math, Next Generation Science Standards etc.) and helps teachers to begin to think about how standards and assessments intersect across content curriculum.

EDSP 4010 Cognitive, Linguistic, and Literacy Processes in Individuals with Special Needs
3 units
Theories and sequences of cognitive, linguistic, and literacy development; impact of disabilities and culture; informal techniques of assessment of communication skills in students with disabilities and English Learners.

EDSP 4030 Behavior Supports, Social Skills, and Classroom Management
3 units
Introduction to principles and application of Positive Behavioral Support and intervention, facilitating appropriate behavior, creating healthy environments, promoting positive social interactions for students with special needs.
Fall 2017

EDSP 4020 Assessment and Educational Planning for Students with Disabilities
3 units
Principles, procedures, interpretation, communication, and application of formal/informal assessment techniques for individuals with exceptional needs in diverse educational settings. Using assessment data to develop IEPs and select appropriate curriculum.

EDSP 4040 Collaboration, Co-Teaching, and Consultation for Effective Education and Transition Planning
3 units
Principles and practices of collaboration, co-teaching, and consultation essential for effective individualized planning for education and life-long transition for students with mild to severe disabilities in a variety of educational settings.

EDSP 4050 Instruction to Support Students with Disabilities in Core/English Language Arts Curriculum
3 units
Instruction in reading, writing, listening, and speaking in English Language arts across K-12 settings for students with disabilities. Emphasis on instructional methods, access, and accommodations in standards-based assessment and curriculum.

EDSE 5002 Advanced Secondary Instructional & Management Strategies
3 units
Implications of the use of pedagogical, instructional, and management models for student learning and understanding of strategies for differentiation of instructions.

Note: This course is a substitution for EDSP 4252 Instructional Planning and Delivery for Students with Mild/Moderate Disabilities.

EDIT 5100 Using Educational and Assistive Technology
2 units
Provides students with the ability to analyze technology and its appropriate use for facilitating the teaching and learning process for accessibility. Course examines issues and methods used in assistive technology.

EDSP 5050 Fieldwork in Residency: Mild/Moderate Disabilities
Prerequisites: Formal admission into special education pathway of Los Angeles Urban Teacher Residency (LAUTR-TI) program and approval of program coordinator. Demonstration of instructional competencies specified for Education Specialist Instruction Credential in Mild/Moderate Disabilities under supervision and guidance of Mentor Teacher and University Supervisor. Required both fall and spring semesters. Repeated to a maximum of 12 units. Graded CR/NC.

Note: Two semesters of EDSP 5050 substitute for the EDSP 4071/4091 student teaching requirement on the MM program plan.
WINTER 2018

RICA Test Preparation Workshop (Date TBD)

SPRING 2018

EDEL 4170 Curriculum and Teaching of Elementary Mathematics
3 units
Analysis, application and evaluation of strategies for teaching mathematics in various socioeconomic and cultural milieus.

EDSP 4253 Instruction, Assessment, and Curricular Supports in Math, Science, and Social Studies for Students with Mild/Moderate Disabilities
3 units
Strategy-based instruction, assessment, and curricular supports in K-12 mathematics, science, and social studies courses for students with mild/moderate disabilities.

EDSP 4061 Early Fieldwork in Inclusive Teaching: Mild/Moderate Disabilities
4 units
Early fieldwork in teaching students with and without disabilities in an inclusive classroom; unit and lesson planning, instructional delivery, co-teaching, writing instruction, and classroom/behavior management.

NOTE: This class meets on Saturdays from 8 am to 1 pm in Spring 2018.

EDSP 5257 Advanced Study of Literacy Problems and Specialized Interventions for Students with Mild/Moderate Disabilities
3 units
Advanced study of literacy problems and methods for providing individualized, intensive, specialized literacy instruction to K-12 students with significant difficulties in reading and writing, across service delivery settings.

EDSP 5050 Fieldwork in Residency: Mild/Moderate Disabilities
Prerequisites: Formal admission into special education pathway of Los Angeles Urban Teacher Residency (LAUTR-TI) program and approval of program coordinator. Demonstration of instructional competencies specified for Education Specialist Instruction Credential in Mild/Moderate Disabilities under supervision and guidance of Mentor Teacher and University Supervisor. Required both fall and spring semesters. Repeated to a maximum of 12 units. Graded CR/NC.

To earn the preliminary MM teaching credential, residents must successfully pass the RICA exam and complete infant/child/adult CPR. Residents will submit applications for their preliminary MM teaching credentials in Spring 2018.

Clearing the MM Teaching Credential
Special education residents will have the option of clearing their teaching credentials in Mild/Moderate Disabilities through the university. Residents will have
a MM clear program plan that includes master’s courses as electives. Upon completion of these master's level electives and enrollment in EDSP 5095: Assessment of Induction plan in the year following their residency (while employed as full-time teachers), special education residents can apply for their clear MM teaching credentials through Cal State LA.

To enroll in EDSP 5095 in Fall 2018, residents must complete the master's level electives on MM clear plan and submit an application for EDSP 5095 by July 2018. To enroll in EDSP 5095 in Spring 2019, residents must complete the master's level electives on MM clear plan and submit an application for EDSP 5095 by September 2018. Further information will be given to you by your SPED program coordinator.
**Master of Arts in Education, Option in Integrated STEM Teaching**

**Summer 2018**

**EDIT 5030 Introduction to Online Teaching and Learning**
3 units
This course will introduce students to concepts and issues around E-Learning and Online learning, emerging pedagogy, applications and how they can be integrated into today's K-12 classrooms and training environments.

**EDFN 5000 - Research Methods in Education**
3 units
Criteria for evaluation of educational research; critical analysis of representative research reports. Survey of educational research methods, planning a research study, organization of a research report.

**OR**

**EDSP 5800 Research Methods in Special Education:**
3 units
Study of research relating to psychological and educational problems of exceptional children, introduction to methodological problems in developing conducting, and reporting research in special education.

**EDCI 5600 - Principles and Practices of Curriculum in Urban Schools**
3 units
Curricular trends in historical perspective; sociological change, research in child growth and development, basic philosophies. Objectives, practices, materials, evaluation in curriculum development process.

**OR**

**EDSP 5801 Problems and Practices in Special Education**
3 units
Problems of organization, administration, and supervision of special education programs; evaluation of recent proposed needed legislation; review of current literature for advanced students and administrators.

**EDCI 5250 - Integrated STEM Methodological Content Literacy**
3 units
Examination of the implications of the use of integrated models of Science, Technology, Engineering, and Mathematics for student learning in urban schools.

**EDCI 5350 Teaching for Cross-Cultural and Global Awareness**
3 units
Instructional strategies, materials, resources for examining cross-cultural and global education issues in the classroom.

**OR**
EDSP 5811 Seminar: Issues and Strategies for Multicultural Special Education Students
3 units
Introduction to special education for multicultural/bilingual exceptional students, issues in nondiscriminatory assessment, instructional strategies for multicultural/bilingual special education students.

Fall 2018

TECH 4930 - Curriculum Development in STEM Education
3 units
Planning, designing, integrating, and assessing STEM curriculum and instructional materials. Strategies for integrating STEM throughout the existing school curriculum and aligning STEM/technology education activities to help students achieve academic standards.

EDIT 5040 - Instructional Design for Online Teaching and Learning
3 units
This course provides students with the knowledge and skills for designing engaging online learning experiences using a grounded approach based on a range of theoretical perspectives and instructional design models.

OR
EDCI 5370 - Teacher Leadership in the Urban School: Issues, Trends and New Directions:
3 units
This course prepares teachers to examine and execute leadership roles in educational institutions. It includes instructional leadership, implementing Action Research in leadership and school change, and National Board Certification.

EDCI 5200 Advanced Methods for Teaching Secondary Content
3 units
Advanced analysis and evaluation of instructional strategies, objectives, current methods and curriculum in urban secondary teaching emphasizing current research and materials, assessment, parental and community resources, and digital technologies.

OR
EDEL 4320 - Teaching STEM for Early Childhood
3 units
Professional course presenting methods and materials for teaching STEM to children, prekindergarten through grade three.
Spring 2019

TECH 4940 - STEM Project-Based Learning: Planning, Construction, Equipment, and Maintenance
3 units
A course designed to teach how to plan to use an integrated STEM curriculum and instructional materials. A review of projects that have undertaken STEM integration will be made. Students will learn how to map STEM content and then design STEM integrated curriculum and instructional materials.

OR
EDIT 5050 Authoring Tools for Online Delivery and Universal Design for Learning
3 units
Students will study trends/issues of online content development and delivery methods, develop content using authoring tools and applications, examine interface design standards, management systems, and Universal Design for Learning.

EDIT 5060 Learning Communities and Pedagogies in Online Teaching Learning
3 units
This course will provide students with knowledge, skills, and strategies in pedagogical, social, cognitive, managerial, and technical aspects of online teaching, moderation, facilitation, collaboration, and community building.

EDCI 5960 Comprehensive Examination
0 units
The comprehensive exam for the Masters of Arts degree in Education with an Option in Inclusive, Integrated STEM Teaching will require candidates to engage in an extended inquiry by completing an interlocking set of structured activities such as field research, teacher research, literature reviews, grant writing, and program development.

OR
EDCI 5990 Thesis or Project Planning
2 units
Student will complete thesis/project proposal draft, select a thesis/project committee, submit a final draft of the proposal to the committee, and submit all required paperwork, including IRB application, if applicable.

AND
EDCI 5991 Thesis or Project
2 units
Completion of thesis or project or substantial progress toward completion under direct supervision of thesis or project committee.
LAUTR-TI Residency Information
Los Angeles Urban Teacher Residency – Transformation Initiative

Mentor-Resident Relationships in Teaching Classes

Gradual release of responsibility is an important part of the residency experience. Over the course of the school year, the Mentor and Resident will work together, along with the Residency Director, to follow the guidelines below in providing the Resident with increased teaching responsibility.

Resident teachers will primarily teach in their practicum classes: two same-content classes, while actively participating in co-teaching the remaining classes.

The Resident is expected to remain actively engaged in the classroom throughout the school day. In other words, the remainder of the day, the Resident is still considered a co-teacher and should not view this time as his/her own.

Possible Mentor-Resident relationships in non-residency classes:

- Mentor teaches, while the Resident observes (collecting data, examining Mentor teaching choices to strengthen his/her teaching skill).
- Mentor teaches, while the Resident assists (e.g., works with small groups and individual students).
- Resident teaches, while the Mentor observes (collecting data to best support Resident in his/her teaching development).
- Resident teaches, while the Mentor assists.
- Mentor and Resident co-teach (this could include station teaching, team teaching or trading off teaching parts of a lesson, parallel teaching, differentiated teaching, and supplemental teaching).
Los Angeles Urban Teacher Residency – Transformation Initiative

Resident Placement and Mentor Policies

Resident Placement:
In assigning residents to their residency placements, the LAUTR-TI staff consider the needs of the residents; credential the resident is pursuing so as to match the specific credential directed teaching requirements; grade level; geographic location of their home and potential resident school location; and the disposition, teaching style, and personality of the mentor teacher.

Criteria for Mentors:
Mentors must receive a strong endorsement by the school’s Principal. LAUTR-TI Mentors are noted for their efforts to ensure that each student achieves high standards, consistent modeling of effective teaching practices, and the ways in which they engage in discussions around teaching and learning with colleagues focused on issues of equity. Mentor teachers have typically taught for three or more years on a clear credential and are deemed successful based on students’ achievement, recommendation of the principal, as well as their work as a teacher leader in their school.

Mentor teachers complete an application form, which includes demographic information, educational and professional background, previous mentoring and professional development experiences, and written responses to two case studies. Mentor applicants must also provide evidence of planning by submitting unit or lesson plans and student work. Potential new mentors are interviewed and observed by LAUTR-TI Project Management Team members or stakeholders, who provide recommendations for selection.

Mentor teachers have a clear credential in the subject(s) they are teaching, preferably have a Master’s Degree, and three years of teaching experience with a clear credential. Mentors are deemed successful based on student achievement, as well as their work as a teacher leader in their school. Mentor teachers must execute data-based instruction, lesson planning, as well as short and long-term planning, which leads to important outcomes for students. Mentor teachers are willing to actively engage in collaborating with Teacher Residents through weekly “sacred time” conversations, as they explore together issues around effective teaching in urban settings. This year-long conversation is based in practice, Cal State LA coursework, observations, and data collection and analysis.

Matching a Resident with a Mentor:
The process of matching Residents and Mentors takes into account many variables, including content/CSETs passed, Residents’ subject and grade level preferences, as well as Mentor geography and availability. While LAUTR-TI does its best to meet the needs of Residents and Mentors, the program cannot guarantee that Residents will be placed in a host school that is convenient or easily accessible from home or school. The program
reserves the right to change Resident/Mentor assignments as needed on a case-by-case basis.

**Resident Placement Change:**
If an issue arises and a Resident, Mentor, and/or LAUTR-TI Staff member feel a change of placement is warranted, it is the responsibility of both parties to contact the Residency Director. The Residency Director will meet with both parties within a timely manner in order to strategize next steps and enhance the possibilities for success with the pair. If the issue persists, the Residency Director will inform the Project Leadership Team in writing of the situation and, together, they will collectively determine whether further action is necessary. When deemed appropriate and necessary, the LAUTR-TI program with the approval of the Project Leadership Team, will agree to a change in placement. It is important to note that placement changes may leave the Resident in an extremely difficult position of having to recoup the necessary hours needed to complete the practicum and student teaching hours required to receive an endorsement for licensure.

**Termination of Mentoring Relationship:**
In the event that the mentoring relationship ends, and the Resident is no longer placed in the Mentor’s classroom, LAUTR-TI will pay the Mentor stipend up to that point. LAUTR-TI will not pay additional stipend installments for the remainder of the year.

**Program Postponement:**
If a Resident needs to postpone program progress a Program Postponement Request must be completed by the Resident and submitted to the Project Leadership Team for review. Residents must acknowledge it is understood that they must complete the entire MA program for the LAUTR-TI Project in order to fulfill the obligation agreed upon in the original contract signed at the beginning of the program.

If approved, Residents are required to meet with their program advisor to develop a road map for the completion of this program. By postponing completion of this program, a Resident may be required to complete other courses, not on the original program plan. Course availability can further delay program progress, since the courses in this program are not offered every semester. Failure to return from a Postponement as scheduled or to complete this program would result in repayment of grant funds with the LAUTR-TI and University Auxiliary Services.

**Program Termination:**
If there are circumstances that require a Resident to not complete the program, a Program Termination Notice will be sent to the Resident. If the Resident needs to voluntarily terminate their participation in the program, the Resident must complete the Program Voluntary Termination Request form.

Both forms require review from the Project Leadership Team, and the Resident must acknowledge that he/she will be obligated to repay Cal State LA University Auxiliary Services the full amount of the debt obligation at 0% interest. Any amount that Cal State LA is entitled to recover under this clause, must be paid within three years; with a minimum of
one-third of the payment each year by September 1. This time frame may be extended if Dr. A.Dee Williams, the Principal Investigator and the LAUTR-TI Project Leadership Team, agrees in writing. If the financial damages owed are not paid for three months, Cal State LA may refer the debt to a collection agency. Delinquencies of 60 days (or longer if Cal State LA determines) in paying damages of more than $100 will be disclosed to appropriate credit reporting agencies.

Note: A candidate that is asked to leave the LAUTR-TI program, but is otherwise eligible to pursue a credential, certificate or graduate degree program, must re-apply to the program of interest in the Charter College of Education at Cal State LA for admission consideration. In some instances, candidates may be referred to the CCOE Student Development Committee or Teacher Admission Committee as part of that consideration.
Los Angeles Urban Teacher Residency – Transformation Initiative

*Residency Pacing Schedule for Gradual Release – Fall 2017*

The Teacher Performance Expectations (TPEs) are in the appendix, and provide further detail regarding the aspects of each TPE and the expectation of Resident performance in that area as outlined below.

We understand that Residents will have a significant work-load and in an effort to support their planning, every Single Subject Resident is to be assigned two (2) practicum classes that will be her/his primary focus and will form the basis for their student teaching assessment. These classes must be the same content (e.g. two Algebra classes; two Biology classes, etc.). One Honors Biology class and one non-honors Biology class would not be an appropriate assignment for a Resident, and will be considered as two separate preps for the purposes of this Residency. We are not permitted to assign an AP class to a Resident.

**Summer Semester 2017**
**Module Release July 30, 2017**

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Building respectful relationships with students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.</td>
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<table>
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<tr>
<th>Primary TPE:</th>
<th>TPE 2-1 Creating and Maintaining Effective Environments for Student Learning</th>
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<tr>
<th>Secondary TPEs:</th>
<th>TPE 2-6 Creating and Maintaining Effective Environments for Student Learning&lt;br&gt; TPE 4-1 Planning Instruction and Designing Learning Experiences for All Students</th>
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<tr>
<th>Deliverable:</th>
<th>• Reflection on the Pedagogical Practices that foster student empowerment</th>
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### Fall Semester 2017

**Weeks 1-2**

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<td>Primary TPE:</td>
<td>TPE 2-1 &amp; TPE 2-6</td>
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<td></td>
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<td>TPE 2-6</td>
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<tr>
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<td></td>
<td>TPE 4-1</td>
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<tr>
<td></td>
<td>Planning Instruction and Designing Learning Experiences for All Students</td>
</tr>
<tr>
<td>Deliverable:</td>
<td>None</td>
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</table>

| Co-Teaching Expectations      | Mentor teaches and Resident assists and/or observes and collects data. |
| Gradual Release Expectations  | Resident builds rapport with students through learning names, interacting with students in and outside of class, and preparing and presenting an "intro speech" in the first week of school. |
|                               | One-two times per week, the Resident assists with parts of the lesson: warm-up, exit ticket, homework review, etc. These are parts of the lesson that are not high stakes and do not interrupt the flow of the lesson if not successfully delivered. This is intended as an opportunity for the Resident Teacher to get used to addressing the students as a class and for students to become accustomed to two teachers in the classroom. |
**Weeks 3-6:**
Joint Meeting August 23rd to introduce HLP
Joint Meeting September 6th to reflect
Learning Cycle Due September 22nd

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Implementing organizational norms and routines for classroom discourse and work</th>
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<tbody>
<tr>
<td></td>
<td>Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.</td>
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<tr>
<td></td>
<td>Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one’s thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.</td>
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| Primary TPE:           | TPE 2-6 Creating and Maintaining Effective Environments for Student Learning |
|                        | TPE 2-6 Creating and Maintaining Effective Environments for Student Learning |
|                        | TPE 4-7 Planning Instruction and Designing Learning Experiences for All Students |

| Secondary TPE:         | TPE 2-1 Creating and Maintaining Effective Environments for Student Learning |
|                        | TPE 5-3 Assessing Student Learning |

| Professionalism:       | TPE 6-5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. |

| Deliverables:          | • Letter home to parents introducing themselves as a co-teacher and sharing communication protocols. |
|                        | • List of classroom routines, rules/norms. |
|                        | • Lesson plan and accompanying video clip of students using |
| Co-Teaching Expectations | • Week 3-4: Mentor teaches and Resident assists and/or observes and collects data.  
• Week 5-6: Resident is actively engaged in the teaching but still taking a less prominent role. |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.  
• Mentor Teacher provides specific feedback to the Resident on delivery of the lesson.  
• Resident assists with bulletin board, poster creation, and displaying student work as needed. |
### Week 7-8:

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Explaining and modeling content, practices, and strategies</th>
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<tbody>
<tr>
<td></td>
<td>Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling “modeling.” Modeling includes verbal explanation, but also thinking aloud and demonstrating.</td>
</tr>
<tr>
<td>Primary TPE:</td>
<td>TPE 3-4 Understanding and Organizing Subject Matter for Student Learning</td>
</tr>
<tr>
<td>Secondary TPEs:</td>
<td>TPE 1-8 Engaging and Supporting All Students in Learning</td>
</tr>
<tr>
<td></td>
<td>TPE 3-7 Understanding and Organizing Subject Matter for Student Learning</td>
</tr>
<tr>
<td>Professionalism:</td>
<td>TPE 6-1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
</tr>
<tr>
<td></td>
<td>TPE 6-5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</td>
</tr>
<tr>
<td>Special Education Competency:</td>
<td>Demonstrating evidence-based practices specifically tailored to needs of students with disabilities.</td>
</tr>
<tr>
<td>Deliverables:</td>
<td>• In script form, submit a portion of a lesson plan which shares how your mentor or you explained/modeling content during one lesson this week.</td>
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<tr>
<td></td>
<td>• Reflection--In what ways did the explanation/modeling meet and/or not meet students’ varied needs? What opportunities for enrichment/remediation might you suggest for the future?</td>
</tr>
</tbody>
</table>
| Co-Teaching Expectations | Resident is actively engaged in the teaching and takes a more prominent role.  
| | Resident takes over one class period or block. |
| Gradual Release Expectations | Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc. Resident takes over one class period or block.  
| | Resident rehearses delivery of instruction for their assigned one class period or block. Mentor provides specific feedback to ensure Resident delivery is effective during rehearsal.  
| | Mentor Teacher provides actionable feedback to the Resident after first delivery of the lesson and engages in further rehearsal.  
| | Mentor guides Resident to grade and record assignments for one class period or block they teach and the small group they assist with.  
| | Resident assists with bulletin board, poster creation, and displaying student work as needed. |
**Week 9-10:**

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Setting up and managing a small work group</th>
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<td></td>
<td>Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.</td>
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<tr>
<td>Secondary TPE:</td>
<td>TPE 4-5 Planning Instruction and Designing Learning Experiences for All Students</td>
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</table>

| Professionalism: | TPE 6-5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. |

| Deliverables: | • Lesson plan which includes small group work as a method of presenting students’ concrete skills to maximize listening, speaking, and interpreting content in a collaborative setting. • Include the directions students are given for groupwork with how they are held accountable for individual and collective learning. • Submit sample work products/reflections from 2-3 students that indicate they were strategic in their time and participation in the group activity. • Reflect on what worked and how you might enhance group work in future lessons. |

| Co-Teaching Expectations | • Resident is actively engaged in the teaching and takes a more prominent role. • Resident takes over one class period or block and engages in supplemental co-teaching model for at another class 2-3 times this week. |
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.  
• Resident takes over one class period or block.  
• Resident instructs small group of students at least one class per day 2-3 times this week.  
• Mentor and resident engage in rehearsal and feedback prior to delivery of lesson.  
• Mentor guides Resident to grade and record assignments for one class period or block they teach and the small group they assist with.  
• Resident assists with bulletin board, poster creation, and displaying student work as needed. |
**Weeks: 11-14**

Joint Meeting October 18th to introduce HLP  
Joint Meeting Week of November 8th to reflect

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Specifying and reinforcing productive student behavior</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Clear expectations for student behavior and careful work on the teacher’s part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.</td>
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<table>
<thead>
<tr>
<th>Primary TPE:</th>
<th>TPE 2-2</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Creating and Maintaining Effective Environments for Student Learning</td>
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<tr>
<th>Secondary TPEs:</th>
<th>TPE 1-1</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>TPE 1-3</td>
</tr>
<tr>
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<td>Engaging and Supporting All Students in Learning</td>
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<tr>
<th>Professionalism:</th>
<th>TPE 6-5</th>
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<tr>
<td></td>
<td>Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</td>
</tr>
</tbody>
</table>

| Special Education Competency: | Conducting functional behavior assessments and designing/implementing positive behavior support plans, as needed. |

| Deliverables:              | • Lesson plan and accompanying 10-12 min video clip of students using discourse norms/protocols and students and teacher ensuring productive student behavior.  
|                           | • Reflect on the development of a positive classroom environment in the first two months of school through the lens of student empowerment and growth mindset.  
|                           | - What are specific student needs in relation to maintaining a positive classroom environment?  
|                           | - Are there differences in the needs between classes and what might contribute to these differences? How are you addressing these needs to maintain an effective learning environment?  
|                           | - Are there particular students that require additional resources/support and how are you addressing their needs? |
| Co-Teaching Expectations | • Resident is actively engaged in the teaching and takes a more prominent role.  
• Resident takes over one class period or block and engages in supplemental co-teaching model for at another class 2-3 times this week. |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.  
• Resident takes over one class period or block.  
• Resident instructs small group of students at least one class per day 2-3 times this week.  
• Mentor and resident engage in rehearsal and feedback prior to delivery of lesson.  
• Mentor guides Resident to grade and record assignments for one class period or block they teach and the small group they assist with.  
• Mentor guides Resident to make positive phone calls home as well as communicate for assistance in meeting needs of specific students. Resident makes two phone calls home in this period (one positive and one assistance) and follows up with the assistance call with a positive call. |

**Week: 15**  
Break
**Week 16-17:**

| High Leverage Practice: | **Setting long- and short-term learning goals for students**  
Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals. |
| Primary TPEs: | TPE 4-1  
Planning Instruction and Designing Learning Experiences for All Students  
TPE 5-5  
Assessing Student Learning |
| Secondary TPE: | TPE 5-3  
Assessing Student Learning |
| Professionalism: | TPE 6-5  
Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. |
| Special Education Competency: | Writing appropriate, measurable IEP goals based on assessment data. |
| Deliverable: | Submit a set of five sequential learning goals from former or current unit. Learning goals must include success criteria stating what students must know, understand, be able to do, and how they will be assessed for each lesson. |
| Co-Teaching Expectations | • Resident is actively engaged in the teaching and takes a more prominent role.  
• Resident takes over one class period or block and engages in supplemental co-teaching model for at another class 2-3 times this week. |
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.  
• Resident takes over one class period or block.  
• Resident instructs small group of students at least one class per day 2-3 times this week.  
• Mentor and resident engage in rehearsal and feedback prior to delivery of lesson.  
• Resident grades and record assignments for one class period or block they teach and the small group they assist
with.

• Resident makes phone calls home as needed.
• Resident assists with bulletin board, poster creation, and displaying student work as needed.
Los Angeles Urban Teacher Residency – Transformation Initiative

RT 360

LAUTR-TI uses multiple sources of evidence to support continuous improvement of Residents as well as the overall program. RT360 is designed to provide formative feedback about Resident teacher progress at the end of each semester. It will also be used to help Residents reflect on and develop individual Resident learning plans. 360 refers to the importance of getting the combined feedback from the full circle of those involved with the LAUTR-TI Residency: Mentors, Residents, University Faculty, and LAUTR-TI Staff.

Beginning with Cohort 7, we have made the instrument available for completion online. The power of the RT360 process culminates in a debrief process which uses the results from the assessment to facilitate a conversation between Residents and all their support providers about areas of strength and areas for improvement. This is a developmental tool and you are not expected to reach mastery during the first term. Reflecting critically about your progress ensures that the program provides the support needed for you to successfully complete the program and increase your mastery.
Residency Year Culmination Processes
Los Angeles Urban Teacher Residency – Transformation Initiative

Portfolio Requirements

The LAUTR-TI **Single Subject** residency and credential coursework culminate in a final teaching portfolio that provides evidence that Residents have demonstrated competence in the Teacher Performance Expectations and the LAUTR-TI's Vision of Effective Teaching. Successful completion of the edTPA portfolio is a LAUTR-TI completion requirement. Residents are required to complete and submit their portfolio for evaluation through Pearson.

The LAUTR-TI **Special Education** residency and credential coursework culminate in a final teaching portfolio that provides evidence that Residents have demonstrated competence in the Teacher Performance Expectations and the LAUTR-TI's Vision of Effective Teaching.

<table>
<thead>
<tr>
<th>Equity</th>
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<tbody>
<tr>
<td><strong>Portfolio Requirements</strong></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td><em>Demonstrate High Expectations and a Commitment to Equity</em></td>
<td>edTPA Task 1 Question 2a</td>
</tr>
<tr>
<td>Submit lesson plans that demonstrate effective instructional strategies that consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students to attain a high academic, grade-level curriculum.</td>
<td>edTPA Task 1 Question 2b</td>
</tr>
<tr>
<td>Submit lesson plans that demonstrate student groupings that take into account race, language, gender, learning styles, abilities/disabilities, and instructional interventions you made to address student’s needs and the impact of your interventions.</td>
<td>edTPA Task 3 Question 2b</td>
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<tr>
<td></td>
<td>edTPA Task 3 Question 2c</td>
</tr>
<tr>
<td><strong>Special Education Residents</strong></td>
<td>Submit at least 5 lesson plans from across the following courses: EDSP 4252, 4253, 5257, 4050, 4061, 5050, EDEL 4170</td>
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<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td><strong>Portfolio Requirements</strong></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td><em>Know Your Content</em></td>
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<tr>
<td>Submit a unit that is standards-based, academically challenging, sequential through scaffolding concepts, relevant to students, and engages students in higher order questioning, thinking and responding.</td>
<td>edTPA Task 1 Question 3a, 3b, 3c</td>
</tr>
<tr>
<td>Explain how your plans build on each other to help students understand relationships throughout the learning segment.</td>
<td>edTPA Task 1 Question 1c</td>
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</table>
**Know Students’ Cultural Contexts**

<table>
<thead>
<tr>
<th>Justify how your understanding of students’ prior academic learning, personal, cultural, and community assets guided your choice or adaptation of learning tasks and materials. Be explicit about these connections and include relevant research/theory to support your response.</th>
</tr>
</thead>
</table>
| edTPA Task 1 Question 2b  
edTPA Task 1 Question 3a  
edTPA Task 2 Question 3b |

**Demonstrate Personalization and Building of Classroom Community**

<table>
<thead>
<tr>
<th>Submit an analysis of the classroom culture in which you are working to show how you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning. This might include creating a safe, personalized, student-centered, engaging, and high functioning classroom, as well as a culture based on fairness, respect, and trust.</th>
</tr>
</thead>
</table>
| edTPA Task 2 Question 2a  
RT 360 |

**Special Education Residents**

| EDSP 4252 concept plan assignment  
EDSP 4252 compilation of strategies assignment  
EDSP 4050 compilation of reading strategies assignment  
EDSP 5050 (EDSP 4030) behavior change project  
EDSP 4010 language sample project |

**Pedagogy**

<table>
<thead>
<tr>
<th>Portfolio Requirements</th>
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<tr>
<td><strong>Deliver Effective Instruction</strong></td>
<td>edTPA Task 2 Questions 4a and 4b</td>
</tr>
<tr>
<td>Submit a 2 video clips and 3-5 lesson plans of your instruction that demonstrate a variety of teaching components such as but not limited to instructional strategies – differentiation, integration of literacy practices, use of scaffolding to introduce new concepts, engagement in higher order thinking and questioning skills, and self-directed learning.</td>
<td>edTPA Task 2 Question 2a</td>
</tr>
</tbody>
</table>
| From your videos and lesson plans, show how you demonstrated mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning. | edTPA Task 1 Question 2b  
edTPA Task 2 Question 3b |
| Describe how your instruction linked students’ prior academic learning and personal, cultural, and/or community assets with new learning. | edTPA Task 1 Question 2b  
edTPA Task 2 Question 3b |

**Use Data to Improve Instruction and Demonstrate Student Learning**

| Describe how your planned formal and informal assessments will provide direct evidence of students’ understanding throughout a learning segment. | edTPA Task 1 Question 5a |
| Explain how the design or adaptation of your | edTPA Task 1 Question 5b |
planned assessments allows students with specific needs to demonstrate their learning.

Select 3 focus students, use evidence found in 3 student work samples and the whole class to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to a learning segment.

Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

Describe how you will support each of the 3 focus students to understand and use your feedback to further their learning related to learning objectives, either within a learning segment or at a later time.

<table>
<thead>
<tr>
<th><strong>Special Education Residents</strong></th>
<th>EDSP 5050 lesson plans and video critiques from fall 2016 and spring 2017</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>EDSP 4061 unit plan</td>
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<td>EDSP 4020 case study</td>
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<td>EDSP 4050 diagnostic assessment/intervention</td>
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<td>EDSP 5257 diagnostic assessment/intervention,</td>
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<td>EDSP 5050 progress monitoring assignment</td>
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<td>EDSP 4061 student profiles</td>
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**Collaboration**

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<tr>
<th><strong>Portfolio Requirements</strong></th>
<th><strong>Evidence</strong></th>
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<tbody>
<tr>
<td><strong>Build Professional Learning Communities</strong></td>
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<tr>
<td>Reflect on documentation of your contributions and/or participation to a professional learning community in your school (e.g., academic team, committee, lesson study, data team).</td>
<td>RT 360</td>
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</tbody>
</table>

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<tr>
<th><strong>Partner with Parents and Community</strong></th>
<th>RT 360</th>
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<tbody>
<tr>
<td>Reflect on documentation of your participation with community resources and organizations that can be tapped and integrated into the curriculum and academic support for students</td>
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<tr>
<th><strong>Special Education Residents</strong></th>
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<tbody>
<tr>
<td>EDSP 4040 team teaching demonstration</td>
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<tr>
<td>EDSP 4040 IEP/ITP planning project</td>
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<tr>
<td>EDSP 5050 fall 2016 IEP reflection</td>
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<tr>
<td>Professional Responsibility</td>
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<tr>
<td><strong>Portfolio Requirements</strong></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td><strong>Practice Reflection as a Tool for Growth</strong></td>
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<tr>
<td>Submit a written description of your analysis and reflections on your growth in the unit sequence.</td>
<td>edTPA Task 2 Question 5a</td>
</tr>
<tr>
<td>Submit a written description of how you would improve student learning based on the unit taught. Support your explanation with evidence of student learning and principles from theory and/or research.</td>
<td>edTPA Task 2 Question 5b</td>
</tr>
<tr>
<td><strong>Develop the Habits of Mind of a Learner and Activist Educator</strong></td>
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</tr>
<tr>
<td>Cite evidence of what students know, what they can do, and what they are still learning to do-Whole Class, IEP’s, 504’s, EL’s, Other Learning Needs. This can include student/s who is/are having trouble learning a new concept or skill varied strategies and ways of thinking to engage the student resulted in the student having new understandings.</td>
<td>edTPA Task 1 Question 2a</td>
</tr>
<tr>
<td><strong>Special Education Residents</strong></td>
<td>RT 360</td>
</tr>
<tr>
<td>EDSP 4061 weekly and unit reflections on self-growth and teaching</td>
<td></td>
</tr>
<tr>
<td>Reflection component of EDSP 4050 diagnostic project</td>
<td></td>
</tr>
<tr>
<td>Individual reflection on EDSP 4040 team teaching demo</td>
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Los Angeles Urban Teacher Residency – Transformation Initiative

Credential Requirements

Once you have completed all your credential requirements or are enrolled in the only remaining credential requirements this quarter, you are ready to apply for your credential. For credential requirements and processing information, your main source of info will be located on the link provided in Step 1 below.

Please follow the steps to initiate process before the deadline.

Step 1: Download the Evaluation & Processing Form for the credential you are seeking from http://www.calstatela.edu/academic/ccoe/off_studentservices_cred_eval.htm

Step 2: Enter your information on the form. Only typed applications will be accepted.

Step 3: Submit the typed application along with all required documents to the Cal State LA Charter College of Education, Office for Student Services, located in King Hall D2078. No faxed, handwritten, or emailed applications will be accepted.

Note: Evaluation application deadlines are located on the link provided in Step 1.

Step 4: Your application will be evaluated in the date order it was received. If it is determined that there are outstanding requirements, you will be sent a Deficiency Letter. The letter will outline the outstanding requirements, and it is important that you respond to the outstanding requirements immediately to prevent delays in processing your credential.

Note: If you are enrolled in coursework, pending coursework will be listed as a deficiency until grades are earned for the courses. When grades are posted at the end of the semester, an analyst will again evaluate your record.

Step 5: Once all requirements and documents have been completed and submitted, the Office for Student Services will send an electronic recommendation to the California Commission on Teacher Credentialing (CCTC) on your behalf.

Step 6: You will receive an email from the CCTC. The email will outline steps that you must complete to continue moving through the credentialing process. These steps include responding to Character and Identification Clearance questions as well as fee payment.
Note: If you answer “yes” to any of the Character and Identification Clearance questions, CCTC may need additional time to process your credential.

Step 7: Once you have completed the process with CCTC, a confirmation page will be displayed. Print the CCTC Payment Confirmation Page for your records.

Note: CCTC processing time for issuance of a credential is approximately 10 business days from the date you submit your online payment. Once your document is processed by the CCTC, you will receive a second email confirmation including the issuance date and document number of your credential.

If you do not receive an email from the CCTC after 6 weeks from the end of your final semester, and ALL your credential requirements have been completed, you will need to inquire with the CCTC about your status.