Site Leader Handbook

2018-2019

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 DES 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.
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**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 District Employed Supervisor or DES (Mentor Teacher)
- 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 DESs
- Engage in common experiences
- Foster a culture of sharing, questioning, and developing new ideas

**Effective Partnerships**
- Residents will establish relationships with DESs, 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 DESs 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
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**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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</thead>
<tbody>
<tr>
<td>• Views students and parents through the lens of the strengths they bring</td>
<td>• Fosters collaborative learning in the classroom and democratic decision-making at the school</td>
<td>• Approaches dilemmas with relentlessness and resourcefulness in seeking solutions that work</td>
</tr>
<tr>
<td></td>
<td>• Collaborates with colleagues to strengthen instruction</td>
<td>• Strives for accuracy and knowledge of content</td>
</tr>
<tr>
<td></td>
<td>• Engages parents, colleagues, and students as partners</td>
<td>• Delivers instruction with fidelity</td>
</tr>
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<thead>
<tr>
<th>Advocacy</th>
<th>Inquiry</th>
<th>Personal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaks out and stands up for what is best for students and parents</td>
<td>• Seeks new ways to improve instruction and address challenges</td>
<td>• Takes ownership for student learning</td>
</tr>
<tr>
<td></td>
<td>• Thinks outside the norm</td>
<td>• Is reflective and thinks about thinking (Metacognition)</td>
</tr>
<tr>
<td></td>
<td>• Eager to keep up to date with educational research</td>
<td>• Uses data to inform instruction</td>
</tr>
<tr>
<td></td>
<td>• Is comfortable with discomfort</td>
<td>• Willing to try new and different approaches to meet students' diverse needs</td>
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Vision of Effective Teaching

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:

<table>
<thead>
<tr>
<th>Equity</th>
<th>Demonstrate high expectations and a commitment to equity</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Hold all students to high expectations, and demonstrate persistence in helping all students to achieve them</td>
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<tr>
<td></td>
<td>Build inclusive classrooms in which all students, including those with special needs and English Language Learners, are well served</td>
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<td></td>
<td>Demonstrate the capacity to help all students use their unique talents to meet high academic expectations</td>
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<tr>
<td></td>
<td>Strive toward equity in learning across student subgroups and use data to change practices so as to eliminate inequitable outcomes for student subgroups</td>
</tr>
</tbody>
</table>
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

### 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

### 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.

**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.

### 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.
Site Leader Information – Resident Teachers
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 DESs 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 DES, 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 follow the contractual expectations of attendance at their assigned school site. This includes school site start date, end date, school holidays, professional development days, and school hours. 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 DES 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 Action Plan or Improvement Plan and/or dismissal from the program.

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

### Residency Teaching 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 DES 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 Director at the end of each month. The attendance sheet will be signed by both the DES 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, DES, School District staff, families, and students.
- Collaborate with the DES 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 DES 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 contractual expectations of attendance at the school site. This includes school site start date, end date, school holidays, professional development days, and school hours.
- Arrive at school site at least 15 minutes prior to the first bell and check in with DES.
- 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 DES, 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 DES.

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 DES 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, DESs, School District human resources, and other school personnel during their residency year. LAUTR-TI staff and DESs 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.
Los Angeles Urban Teacher Residency – Transformation Initiative

**Co-Teaching Model**
St. Cloud University

LAUTR-TI Residents and DESs 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/)
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Communication Protocol

RESIDENT is Absent → Inform DES in Advance → Inform RESIDENCY DIRECTOR → Show absence on Daily Sign-In Sheet

Situation involving a STUDENT → Discuss with DES → Inform RESIDENCY DIRECTOR (Even if there is no action required) → DES & Resident Discuss with STUDENT → Discuss with PRINCIPAL (if needed) → Discuss with DES → Inform RESIDENCY DIRECTOR (Even if there is no action required)

Situation Involving DES → Discuss with DES first, then FIELD SUPERVISOR → Inform FIELD SUPERVISOR AND RESIDENCY DIRECTOR (Even if there is no action required) → Discuss outcome with RESIDENCY DIRECTOR → FIELD SUPERVISOR, RESIDENCY DIRECTOR, and RESIDENT determine next steps
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School-based Residency Schedule

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 DESs and align their work at their school site with academic expectations at Cal State LA. Key assignments throughout the year will require Residents and DESs 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 DESs 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 DESs’ 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.
Site Leader Information – District Employed Supervisor (DES)
Los Angeles Urban Teacher Residency – Transformation Initiative

DES-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 DES 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 DES-Resident relationships in non-residency classes:
- DES teaches, while the Resident observes (collecting data, examining DES teaching choices to strengthen his/her teaching skill).
- DES teaches, while the Resident assists (e.g., works with small groups and individual students).
- Resident teaches, while the DES observes (collecting data to best support Resident in his/her teaching development).
- Resident teaches, while the DES assists.
- DES 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).
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Resident Placement and DES 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 DES teacher.

Criteria for DESs:
DESs must receive a strong endorsement by the school’s Principal. LAUTR-TI DESs 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. DESs 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.

DESs 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. DES applicants must also provide evidence of planning by submitting unit or lesson plans and student work. Potential new DESs are interviewed and observed by LAUTR-TI Project Management Team members or stakeholders, who provide recommendations for selection.

DESs 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. DESs are deemed successful based on student achievement, as well as their work as a teacher leader in their school. DESs must execute data-based instruction, lesson planning, as well as short and long-term planning, which leads to important outcomes for students. DESs 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 DES:
The process of matching Residents and DESs takes into account many variables, including content/CSETs passed, Residents’ subject and grade level preferences, as well as DES geography and availability. While LAUTR-TI does its best to meet the needs of Residents and DESs, 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/DES assignments as needed on a case-by-case basis.
Resident Placement Change:

If an issue arises and a Resident, DES, 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 Resident-DES Relationship:

In the event that the Resident-DES relationship ends, and the Resident is no longer placed in the DES’s classroom, LAUTR-TI will pay the DES 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 s/he 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

RT 360

LAUTR-TI uses multiple sources of evidence to support continuous improvement of Residents as well as the overall program. The 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: DESs, 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.
Los Angeles Urban Teacher Residency – Transformation Initiative

Residency Pacing Schedule for Gradual Release

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.
Resident/DES Joint Meeting #1  
August 29th  
Time: TBD

Fieldwork Structure

- Review gradual release for September 1-16
- Introduce learning cycle
- Introduction to RT360
  - RT360 Items 5, 6, 7 + 13 of 360

Unpacking High Leverage Practice and TPEs

- #7 Specifying and reinforcing productive student behavior
- #10 Building respectful relationships with students
- TPEs 2.2, 1.1, and 1.3
- 360 Items 5, 6, 7, + 13

Observing Teaching Practice

- What to look for in DES practice
- Following a Think Aloud to articulate components of a teaching skill

DES Learning Cycle: Setting the Stage for Huddling Practice

- Receiving, understanding, and applying bite-sized feedback
- Setting collaborative goals using RT360

Gradual Release:

- Resident Teacher 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.
- Twice per week, Resident Teacher 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.
## Fieldwork Structure
- Review gradual release for October 22-November 2
- DES/Resident reflection on 360 feedback/goal development and action planning
- Review co-teaching models
- Completion of 360 RT360 Items 10,14,17+ 13 + 14

## Unpacking High Leverage Practice and TPEs
- #14 Designing Single Lessons
- #5 Implementing norms and routines for classroom discourse and work
- #7 Specifying and reinforcing productive student behavior
- #10 Building respectful relationships with students
- TPEs 3.1, 3.2, and 3.3
- RT 360 items 10,14,17+ 13 + 14

## Maximizing Opportunities for Practice
- Using Teach Live to practice accepting, understanding, and applying in the moment feedback

## Provide Targeted and Continuous Feedback
- Soliciting actionable feedback
- Identifying concrete action steps

### Gradual Release:
- Week of October 22nd and 29th: Resident Teacher takes over one class period or block and engages in co-teaching model 2-3 times per week.
- Resident Teacher plans and executes two lessons during this cycle.
- DES and Resident Teacher engage in rehearsal and feedback prior to delivery of lesson.
- Resident Teacher assists with bulletin board, poster creation, and displaying student work as needed.
- DES completes mid-semester evaluation by November 2nd.
### Resident/DES Joint Meeting #3

**November 7th**  
**Time: TBD**

<table>
<thead>
<tr>
<th>DES Roles/Responsibilities</th>
<th>Reviewing High Leverage Practices and TPEs</th>
</tr>
</thead>
</table>
| ● Review gradual release for November 5-December 14 | ● *All previous HLPs*  
| ● DESs and Residents review: | ● RT 360 items 2, 15, 16, 13, and 17 |
|   ○ Mid-semester evaluation and update action plan | |
|   ○ Fall RT 360 for submission in December | |
| ● Clarify items 360 items 15 and 16 in preparation of full 360 | |

| DES and Resident Self-Reflection and Assessment  
Learning Cycle Log (LCL) | Provide Targeted and Continuous Feedback |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● DESs complete self-assessment and reflection form</td>
<td>● Soliciting <em>actionable feedback</em> and identifying concrete action steps</td>
</tr>
<tr>
<td>● Residents complete reflective writing and action steps</td>
<td>● Building on previous feedback for continuous growth</td>
</tr>
<tr>
<td>● DESs and Residents develop action plan.</td>
<td></td>
</tr>
</tbody>
</table>

**Gradual Release:**
- **Week of November 12th-December 15th:** Resident Teacher takes over one class period and engages in co-teaching for another class 2-3 times.
- Resident Teacher plans and executes one-two lessons per week during this cycle.
- DES establishes schedule of lesson plan draft, feedback, and final submission prior to lesson.
- DES and Resident Teacher engage in rehearsal and feedback prior to delivery of lesson.
- DES guides Resident Teacher to grade and record assignments for one class period they teach and the small group they assist with.
- Resident Teacher assists with bulletin board, poster creation, and displaying student work as needed.
- RT-360: launch right after PD#4 on 11/8/18 and due Dec 3rd.
- End of Semester Evaluations due December 14th.
- Learning Cycle Logs due December 14th.
<table>
<thead>
<tr>
<th>Fieldwork Goals</th>
<th>Unpacking High Leverage Practice and TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Resident goal-setting driven by RT360 and End-of-Semester Evaluations</td>
<td>● #15 Checking Student Understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introducing Video Coaching</th>
<th>Planning for Self-Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Using video as a tool for feedback and reflection</td>
<td>● Self-reflection, goal-setting, and developing action plans as a teacher</td>
</tr>
<tr>
<td>● Integrating video coaching into feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Gradual Release:**
- Resident Teacher plans and executes two lessons per week during this cycle.
- DES establishes schedule of lesson plan draft, feedback, and final submission prior to lesson.
- DES and Resident Teacher engage in video coaching.
- Resident Teacher assumes complete responsibility of grading, feedback, and planning for at least one section.
Resident Responsibilities and Deliverables:

➢ Read and respond to LAUTR communication in a timely manner.
➢ Arrive at fieldwork site daily at least 10 minutes before bell rings. No more than 10 absences for the year.
➢ Attend weekly 2 hour Sacred Meeting Time with Resident to provide goal-driven, actionable feedback.
➢ Review Sacred Meeting Log weekly as a product of the Sacred Meeting Time to carry out action steps.
➢ Submit all Sacred Meeting Logs on a monthly basis.
➢ Receive two Resident performance evaluations per semester.
➢ Complete one Learning Cycle Log at the end of each semester to reflect growth.
➢ Complete one RT360 Evaluation at the end of each semester.
➢ Attend one RT360 Debrief with program staff at the end of January (Dates TBD).
➢ Attend all DES/Resident Meetings as outlined in this document. These meetings are mandatory.
  ○ Meetings are held at 634 South Spring Street Los Angeles, CA 90014
  ○ Parking validation is provided for the lot at: 530 South Spring St., Los Angeles, CA 90014 (one block away). Parking validations will be distributed at the meeting to be used along with your entry ticket when you exit the lot.
  ○ Food is served at 4:30.

Fall Dates:

➢ DES/Resident Meeting #1 August 29th, 5-7pm Partial Joint Meeting with Residents
➢ DES/Resident Meeting #2 October 17th, 5-7 pm Joint Meeting with Residents
➢ DES/Resident Meeting #3 November 7th, 5-7 pm Joint Meeting with Residents
➢ Mid-Semester Evaluation Completed November 2nd
➢ End of Semester Evaluation Completed December 14th
➢ Learning Cycle Log Due December 14th
Los Angeles Urban Teacher Residency – Transformation Initiative

**DES Support Structure**

<table>
<thead>
<tr>
<th>Novice</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏ Does not demonstrate investment or practice of criteria.</td>
<td>❏ Demonstrates investment and consistent practice in two criteria.</td>
<td>❏ Demonstrates consistent proficiency in two or more criteria.</td>
<td>❏ Demonstrates consistent proficiency in three or more criteria.</td>
</tr>
<tr>
<td>❏ Is unable to engage in or actively resists opportunities for growth.</td>
<td>❏ Actively seeks opportunities to grow based on self-reflections and feedback.</td>
<td>❏ Demonstrates investment and practice in one or more criteria.</td>
<td>❏ Actively seeks opportunities to share practice in learning community.</td>
</tr>
<tr>
<td>❏ Actively seeks opportunities to grow based on self-reflections and feedback.</td>
<td>❏ Actively seeks opportunities to grow based on self-reflections and feedback.</td>
<td>❏ Actively seeks feedback from multiple stakeholders.</td>
<td>❏ Actively seeks feedback from multiple stakeholders.</td>
</tr>
</tbody>
</table>

### Competency | Indicators

**Building and Maintaining a Performance Oriented Culture**

- ❏ DES shows positive attitude towards teaching profession, students, and Resident Teacher.
- ❏ DES empowers Resident Teacher to learn, engage, enact, and reflect through learning cycles and dedicates regular time to them.
- ❏ Constructive feedback is framed by DES and viewed by Resident Teacher as a productive method of attaining high-performance levels.
- ❏ DES and Resident Teacher interactions are trusting, to the degree that both are comfortable sharing issues freely and respect confidentiality of the relationship.
- ❏ DES views the Resident Teacher as a co-learner and is open to new ideas and instructional practices.

**Use of Data-Driven, Actionable Coaching Practices**

- ❏ DES understands common problems of beginning teachers and delivers strategic, effective feedback targeted towards Resident Teacher growth.
- ❏ DES consistently uses program tools for collecting observation notes, analyzing data, and planning actionable feedback.
- ❏ DES consistently ensures Resident Teacher is aware of, and completing, action steps following feedback conversations.
- ❏ DES and Resident Teacher use program technology to collect, track, and share progress towards goals.
- ❏ DES feedback consistently builds on previous feedback and Resident Teacher’s action steps.
- ❏ DES personalizes gradual release model to meet the specific needs and learning gaps of the Resident Teacher while remaining true to the LA-UTR residency model and expectations.

**Modeling of “Teacher Performance Expectations”**

- ❏ DES shares the importance of TPE competencies and High Leverage Practices and grounds feedback in these competencies.
- ❏ DES consistently models Level 3 or higher practices on TPE rubric in planning and delivery of instruction.
- ❏ DES acts as a role model for continuous learning by articulating their own areas of growth and actively seeking opportunities to learn, engage, enact, and reflect on their practice.
- ❏ DES models professional self-efficacy and effective relationship skills with Resident Teacher, students, colleagues, and community.
### Building and Maintaining a Performance Oriented Culture

**DES Roles/Responsibilities**

- Review gradual release for September 1-16
- Introduce coaching cycle
- DES rubric goal setting
- Introduction to RT360 performance management
  - RT360 Items 5, 6, 7 + 13 of 360

### Modeling of Teacher Performance Expectations

**Unpacking High Leverage Practice and TPEs**

- #7 Specifying and reinforcing productive student behavior
- #10 Building respectful relationships with students
- TPEs 2.2, 1.1, and 1.3
- 360 Items 5, 6, 7, + 13

### Modeling and Practice of Teacher Performance Expectations:

**Make the Work of Teaching Explicit**

- Modeling high-quality practice: *Call the Shots*
- Deconstruct and label the components of practice: *Isolate the Skill*
- Make thinking tangible: *Think-Aloud*

### Use of Data-Driven, Actionable Coaching Practices

**DES Learning Cycle: Setting the Stage for Huddling Practice**

- Plan for implementing Call the Shots, Isolate the Skill, and Think-Aloud for HLP/TPE related practice area
- Introduce bite-sized feedback: DESs will understand components of bite-sized feedback and how to deliver it in the moment
- Apply to collaborative goal setting using 360 ratings

### Gradual Release:

- Resident Teacher 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.
- Twice per week, Resident Teacher 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.
**DES Meeting #2**  
**Date:** September 12th, 5-7 pm

### Building and Maintaining a Performance Oriented Culture

#### DES Roles/Responsibilities
- Review gradual release for September 17-October 12
- DES reviews data from 8/29 360 for collaborative discussion with RT
- Review coaching cycle connecting TPEs, HLPs
- Completion of RT360 Items 8, 9, 11, 12, +13

### Modeling of Teacher Performance Expectations

#### Unpacking High Leverage Practice and TPEs
- #5 Implementing norms and routines for classroom discourse and work
- #7 Specifying and reinforcing productive student behavior
- #10 Building respectful relationships with students
- TPE 2.6, 4.7, and 2.1
- RT 360 Items 8, 9, 11, 12, +13

### Use of Data-Driven, Actionable Coaching Practices

#### Data-Driven Feedback
Collecting Low Inference Notes for TPE’s 2.6, 4.7, and 2.1

#### DES Learning Cycle: Setting the Stage for Huddling
- Prep: Deliver bite sized feedback during role play
- Select a portion of a lesson and teaching skill to implement
- Create an action plan to share with resident

#### Gradual Release:
- Week of Sept 17 and 24th: DES teaches and Resident Teacher assists and/or observes and collects data.
- Week of Oct 1 and 8th: Resident Teacher assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.
- DES provides specific feedback to the Resident Teacher on highlighted TPEs using low inference notes.
- Resident Teacher assists with bulletin board, poster creation, and displaying student work as needed.
## Building and Maintaining a Performance Oriented Culture

### DES Roles/Responsibilities
- Review gradual release for October 22-November 2
- Continue DES/Resident reflection on 360 feedback/goal development and action planning
- DES gathers data to inform mid-semester evaluation
- Review co-teaching models
- Completion of 360 RT360 Items 10,14,17+ 13 + 14

30 mins.

## Modeling of Teacher Performance Expectations

### Unpacking High Leverage Practice and TPEs
- #14 Designing Single Lessons
- #5 Implementing norms and routines for classroom discourse and work
- #7 Specifying and reinforcing productive student behavior
- #10 Building respectful relationships with students
- TPEs 3.1, 3.2, and 3.3
- RT 360 items 10,14,17+ 13 + 14

## Use of Data-Driven, Actionable Coaching Practices

### Provide Targeted and Continuous Feedback
- Introduce actionable feedback
- Identify concrete action steps that are followed up upon (by the teacher educator and the novice)

## Gradual Release:
- Week of October 22nd and 29th: Resident Teacher takes over one class period or block and engages in co-teaching model 2-3 times per week.
- Resident Teacher plans and executes two lessons during this cycle.
- DES and Resident Teacher engage in rehearsal and feedback prior to delivery of lesson.
- Resident Teacher assists with bulletin board, poster creation, and displaying student work as needed.
- DES completes mid-semester evaluation by November 2nd
## Building and Maintaining a Performance Oriented Culture

**DES Roles/Responsibilities**
- Review gradual release for November 5-December 14
- Using cumulative data from previous 360 practice items
  - DES and Resident review:
    - Mid-semester evaluation and update action plan
    - Fall RT 360 for submission in December
- Clarify items 360 items 15 and 16 in preparation of full 360

## Modeling of Teacher Performance Expectations

**Reviewing High Leverage Practices and TPEs**
- #14 Designing Single Lessons
- #5 Implementing norms and routines for classroom discourse and work
- #7 Specifying and reinforcing productive student behavior
- #10 Building respectful relationships with students
- Cumulative TPEs
  - RT 360 items 2, 15, 16, 13, and 17

## Use of Data-Driven, Actionable Coaching Practices

**Provide Targeted and Continuous Feedback**
- Practice actionable feedback and identifying concrete action steps
- Building on previous feedback for continuous growth

## Gradual Release:
- Week of November 12th-December 15th: Resident Teacher takes over one class period and engages in co-teaching for another class 2-3 times.
- Resident Teacher plans and executes one-two lessons per week during this cycle.
- DES establishes schedule of lesson plan draft, feedback, and final submission prior to lesson.
- DES and Resident Teacher engage in rehearsal and feedback prior to delivery of lesson.
- DES guides Resident Teacher to grade and record assignments for one class period they teach and the small group they assist with.
- Resident Teacher assists with bulletin board, poster creation, and displaying student work as needed.
- RT-360: launch right after PD#4 on 11/8/18 and due Dec 3rd.
- End of Semester Evaluations due December 14th.
- Learning Cycle Logs due December 14th.
### Building and Maintaining a Performance Oriented Culture
#### DES Roles/Responsibilities
- Resident goal-setting driven by RT360 and End-of-Semester Evaluations
- DES goal setting and action plan

### Modeling of Teacher Performance Expectations
#### Unpacking High Leverage Practice and TPEs
- #15 Checking Student Understanding

### Modeling and Practice of Teacher Performance Expectations:
#### Introducing Video Coaching
- Using video as a tool for feedback and reflection
- Integrating video coaching into sacred meeting time

### Use of Data-Driven, Actionable Coaching Practices for Reflection and Application of Skills

### DES Learning Cycle: Setting the Stage and Planning for Coaching
- Shifting to the role of facilitator

### Gradual Release:
- Resident Teacher plans and executes two lessons per week during this cycle.
- DES establishes schedule of lesson plan draft, feedback, and final submission prior to lesson.
- DES and Resident Teacher engage in video coaching.
- Resident Teacher assumes complete responsibility of grading, feedback, and planning for at least one section.
DES Meeting #6  March Week 1

**Building and Maintaining a Performance Oriented Culture**

**DES Roles/Responsibilities**
- Balancing the diverse roles a DES plays
- DES collaborative problem solving around Resident performance
- Mid-semester Resident Evaluation norming

**Modeling of Teacher Performance Expectations**

**Unpacking High Leverage Practice and TPEs**
- #15 Coordinating and Adjusting Instruction During Lesson

**Use of Data-Driven, Actionable Coaching Practices for Reflection & Skill Application**

**Integrating Questioning into Video Coaching**
- Building the Resident’s capacity for self-reflection through questioning and video coaching

**Use of Data-Driven, Actionable Coaching Practices for Reflection & Skill Application**

**DES Learning Cycle: Implementing Coaching**
- Strategic questioning to prompt Resident reflection
- Shifting to the role of facilitator

**Gradual Release:**
- Resident Teacher plans and executes two lessons per week during this cycle.
- DES establishes schedule of lesson plan draft, feedback, and final submission prior to lesson.
- DES and Resident Teacher engage in video coaching and self-reflection to prompt Resident Teacher goal setting and action planning.
- Resident Teacher assumes complete responsibility of grading, feedback, and planning for at least one section.
## DES Meeting #7  April Week 1

<table>
<thead>
<tr>
<th>Building and Maintaining a Performance Oriented Culture</th>
<th>Modeling of Teacher Performance Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>DES Roles/Responsibilities</td>
<td>Unpacking High Leverage Practice and TPEs</td>
</tr>
<tr>
<td>● DES self-reflection on progress towards goals</td>
<td>● #19 Analyzing Instruction for the Purpose of Improving It</td>
</tr>
<tr>
<td>● Final RT360 Evaluation</td>
<td></td>
</tr>
<tr>
<td>● Final Resident Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

### Modeling and Practice of Teacher Performance Expectations:

- **Mentoring, Coaching, Evaluating**
  - Soliciting feedback as a coach
  - Reflecting on modeling of Teacher Performance Expectations

### Use of Data-Driven, Actionable Coaching Practices for Reflection and Application of Skills

- **DES Learning Cycle: Reflecting on Coaching**
  - Reflecting on mentoring and coaching practices
  - Analyzing effectiveness, planning for growth

### Gradual Release:

- Resident Teacher plans and executes five days of consecutive lessons during this cycle assuming all teaching responsibilities for at least one class.
- DES establishes schedule of lesson plan draft, feedback, and final submission prior to lesson.
- DES engages Resident Teacher in self-reflection of instruction and goal-setting for improvement.
DES Responsibilities and Deliverables:

➢ Read and respond to LAUTR communication in a timely manner.
➢ Schedule weekly Sacred Meeting Time with Resident Teacher to provide goal-driven, actionable feedback.
➢ Complete Sacred Meeting Log weekly as a product of the Sacred Meeting Time to track Resident Teacher progress.
➢ Submit all Sacred Meeting Logs on a monthly basis.
➢ Use observation form, note-taking form, feedback planning tools, and other mentoring tools as prescribed by LAUTR.
➢ Assist in scheduling and participate in two DES in-school support meetings with LAUTR staff per semester. This will include either a co-observation of the Resident Teacher conducting a lesson or an observation of the DES/Resident Teacher followed by a 30 min DES debrief with LAUTR staff.
➢ Complete two Resident Teacher performance evaluations per semester.
➢ Complete one RT360 Evaluation at the end of each semester.
➢ Complete one Learning Cycle Log at the end of each semester to reflect DES and Resident Teacher growth.
➢ Attend all DES Support Meetings as outlined in this document. These meetings are mandatory.
   ○ Meetings are held at 634 South Spring Street Los Angeles, CA 90014
   ○ Parking validation is provided for the lot at: 530 South Spring St., Los Angeles, CA 90014 (one block away). Parking validations will be distributed at the meeting to be used along with your entry ticket when you exit the lot.
   ○ Food is served at 4:30.

Fall Deliverable Dates:

➢ DES Meeting #1 August 29th, 5-7 pm Partial Joint Meeting with Residents
➢ DES Meeting #2 September 12th, 5-7 pm DESs only
➢ DES Meeting #3 October 17th, 5-7 pm Joint Meeting with Residents
➢ DES Meeting #4 November 7th, 5-7 pm Joint Meeting with Residents
➢ Mid-Semester Evaluation November 2nd
➢ RT-360 December 3rd
➢ End of Semester Evaluation December 14th
➢ Learning Cycle Log December 14th