Webinar Topics and Presenters

- **Welcome**
  Jose Luis Alvarado, CSU Monterey Bay

- **Introduction**
  Marquita Grenot-Scheyer, CSU Chancellor’s Office

- **Overview: The CalED Program**
  Joan Bissell, CSU Chancellor’s Office

- **CalED and CSU EduCorps**
  Ken Futernick, CSU Chancellor’s Office

- **CalED and the New Generation of Educators Initiative**
  Macy Parker, S. D. Bechtel Jr. Foundation

- **Clinically Oriented Teacher Preparation**
  National Center for Teacher Residencies

- **CalED Proposal Resources and Next Steps**
  Joan Bissell, CSU Chancellor’s Office
Welcome: A CSU Dean’s View of the CalED Program

Jose Luis Alvarado
CSU Monterey Bay
alvarado@csumb.edu

- Excellent opportunity for CSU campuses and their partners
- Opportunities to sustain and institutionalize
- Integrated Teacher Education programs
- Teacher Quality Partnership programs
- New Generation of Educators initiative
- Conforms to the vision of CSU preparation: clinical partnership designs and sustained collaborations
Introduction: Significance of the CalED Program

Marquita Grenot-Scheyer
CSU Chancellor’s Office
mgrenot-scheyer@calstate.edu

Focuses on high shortage areas: a CSU priority
Develops school leaders: can be for roles in teacher preparation
Supports induction and mentoring
Encourages participation with Center for Teaching Careers in its range of activities
Addresses data collection and use for program improvement
Is a program to which CSU campuses bring substantial added value
Overview: The CalED Program

Joan Bissell
CSU Chancellor’s Office
jbissell@calstate.edu

Total Funding is $9.4 Million

- Grants will range from $100,000 to $1.25 million
- Applications may include principal and teacher development and induction
- 70% of funding for principal development and support
- 30% for teacher pre-service, development, and support
- Applications may include both
Who is Eligible to Apply?

- County offices of education
- School districts
- Charter schools
- Regional consortia of eligible agencies
- Rural area is a positive
- Improving equitable access to effective educators is a positive

Positive Consideration Given to Applications that Include:

- Regional collaboration with postsecondary or other LEAs
- Record of working with STEM professionals to obtain credential
- Recruiting, training, and supporting new educators to earn a credentials
- Mathematics, science, bilingual, and/or special education
- Consider Integrated Teacher Education Programs!
Positive Consideration Given to Applications that Include:

• Coordination with Center for Teaching Careers
  - www.teachincal.org
• Center led by Tulare County Office of Education
• County partners
  - Los Angeles, Riverside, San Diego, Shasta, Sonoma, Ventura
• Ways to collaborate
  - Share best practices and innovative research
  - Attend monthly Zoom conference
  - Implement toolkit for “Grow Your Own” recruitment
  - Host job fairs with the Center

Equal Match of Resources to Grant Amount

• Cash and/or in-kind
• CSU campuses can help through Math and Science Teacher Initiative
• New Generation of Educators campuses can help

An Interest in Residencies in RFP

• Teacher and/or administrator preparation
• No extra points, but may be a tie-breaker
CalED and CSU EduCorps

Ken Futernick
CSU Chancellor’s Office
kfuternick@calstate.edu
www.calstate.edu/educorps

Goals:

• To significantly increase the number and diversity of students entering CSU’s teacher preparation programs, especially in high need areas
• To provide ongoing, high-quality support to members on their path to earning their teaching credentials and becoming highly effective educators

Partnerships:

• California Center on Teaching Careers
• EnCorps – STEM Teachers Program
• 100Kin10
Strategies to Recruit Diverse Candidates into EduCorps

- Request nominations of teaching candidates (CSU, Community College, High School)
- Partner with local K-12 districts in nominating paraprofessionals
- Invite nominees (and alumni in high-need areas) to Celebration of Teaching events
- Invite candidates to other informal education events at CSU and local K-12 schools
- Conduct social media campaigns targeting STEM and other high need areas

Strategies to Engage, Support, and Retain diverse teaching candidates

- EduCorps Engagement Workshop at the Chancellor’s Office (10/6/17)
- Membership in online and face-to-face communities
- Invitations to teaching-related presentations, workshops, and advising sessions
- Inspiring videos, testimonials of current teachers (www.calstate.edu/educorps)
- Online help center and rapid-response advising (www.calstate.edu/educorps)
Strategies to Engage, Support, and Retain diverse teaching candidates

- Opportunities for field experiences
- Assistance with program applications, financial aid forms, and test preparation
- Ongoing networking, meetings, and sharing with other EduCorps members

CalED New Generation of Educators Initiative: Some Key Points

Macy Parker
S. D. Bechtel, Jr. Foundation
mparker@sdbjrfoundation.org
NGEI and the CalED RFP

- New Generation of Educators Initiative (NGEI) five Key Transformation Elements reflect quality practices of CSU campuses
- They are standards aligned with, and provide an organizing framework for, high quality teacher preparation
- CalED RFP is an opportunity to sustain work begun in the NGEI initiative
- NGEI funds can be used as a match where CalEd funds are scaling up NGEI work

NGEI and the CalED RFP

- The system and NGEI present a unique chance to focus on teacher residency designs
- The National Center for Teacher Residencies can assist in application – supporting district partnerships and regional and statewide collaborations
Partnership
• Maintain and deepen partnerships at multiple levels between the CSU campus and the K-12 districts who hire the teachers trained by funded pathway(s), using data about student populations, instructional practices, and hiring projections to align programming as much as possible to local needs.

Prioritized Skills
• Identify, in partnership, the key skills, knowledge, and dispositions ("prioritized skills") of a well prepared new teacher. Ensure that this set of prioritized skills is aligned to the requirements of the Common Core and Next Generation Science Standards. Select an appropriate rubric to measure progress toward these prioritized skills. Where appropriate, demonstrate alignment with Beginning Teacher Performance Expectations, and district-identified teaching effectiveness frameworks.

Practice-Based Clinical Preparation
• Build and refine opportunities for candidates to gain fluency with prioritized skills during clinical preparation, ideally of a full school year in length, at strategically selected school sites with well trained mentor / cooperating teachers.

Formative Feedback on Prioritized Skills
• Identify and continue to strengthen opportunities for candidates to receive feedback on their mastery of prioritized skills during clinical preparation. Faculty, supervisors or clinical coaches, and mentor/cooperating teachers should all give calibrated feedback on the same skills.

Data-Driven Continuous Improvement
• Collect data on candidate progress toward facility with prioritized skills during preparation and after graduation, building data-sharing partnerships where necessary to ensure access to information. Use this data to effect changes at the college, department, program, course, and coaching relationship levels. Continue to use data to refine definition of the prioritized skills new teachers must master.

The Key Transformation Elements align closely with several of the CalED priorities, including regional collaboration between LEAs and post-secondary education.
CSU New Generation of Educators Initiative (NGEI)

NCTR/CSU Partnership, 2016-2018

- Bakersfield
  - Rural and Urban Residency
  - Bakersfield City
- Fresno
  - Urban Residency Expansion with Social Justice Focus
  - Sanger, Central
- Sacramento
  - Clinical Preparation with Social Justice Focus
  - Sacramento City
- Stanislaus
  - Clinical Preparation
  - Turlock, Ceres
- Monterey Bay
  - Clinical Preparation
  - Monterey Peninsula, Salinas City Elementary, Salinas Union High School

NCTR Support to NGEI Campuses

SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>Curriculum at Institutes</th>
<th>Year 1: Program Development</th>
<th>Year 2: Program Implementation</th>
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<tbody>
<tr>
<td>One virtual consulting call every other month to address individual design needs</td>
<td>Partnership and Program Sustainability</td>
<td>Alignment of coursework with clinical experience</td>
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<tr>
<td>One visit to each campus to provide on-site support</td>
<td>Teacher Candidates &amp; Teacher Educators Recruitment &amp; Selection</td>
<td>Long-term Program Effectiveness and Sustainability</td>
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<tr>
<td>One visit to each campus to provide on-site support</td>
<td>Clinical Preparation Curriculum &amp; Program Visit</td>
<td></td>
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<tr>
<td>One visit to each campus to provide on-site support</td>
<td>Program Development &amp; Presentations of Learning</td>
<td></td>
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Remote consultation

Curriculum at Institutes

On-location Support
Rationale

WHAT
A local response to meet the need for high-quality, committed teachers who stay

WHO
A collaboration between school districts, IHEs, and (often) local not-for-profits

HOW
Clinical-based teacher preparation programs that are customized to meet the needs of school districts serving high need students

WHERE
In more than 50 urban and rural districts nationwide

District Challenges

Districts struggle to attract effective, diverse teachers

77% of teachers feel that they were not prepared to be highly effective in their first year of teaching

It costs school districts $15k-$20 every time a teacher leaves

Underprepared teachers are 2x more likely to leave within 5 years

Teacher Residencies, in particular, are at the forefront of the national movement to improve teacher effectiveness and retention
RFP Activities and NCTR Supports Crosswalk

**Activities:**
- Recruit, train, and support new or existing educators

**NCTR Supports:**
- Establish recruitment and selection goals and criteria for new teachers
- Develop strategies to meet goals annually
- Develop or enhance campus and district partnerships
- Use data to drive continuous program innovation and improvement
- Plan for scale and sustainability by building a pipeline for the future

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**Activities:**
- Support the development of principals/other school leaders

**NCTR Supports:**
- Develop rigorous recruitment and selection goals and criteria for mentor teacher educators
- Develop strategies for achieving goals annually
- Enhance and improve professional development activities for mentors
- Develop or enhance mentor induction into new programming
RFP Activities and NCTR Supports Crosswalk

Activities:
- High-quality new teacher and principal induction and mentoring

NCTR Supports:
- Develop or improve induction programming, aligned to pre-service experience for first year teachers

Activities and NCTR Supports Crosswalk

Activities:
- Regional collaboration with post-secondary educational institutions/others

NCTR Supports:
- Develop partnership agreements that articulate shared goals
- Develop PLC to exchange and codify best practices
WAYS TO COLLABORATE WITH NCTR

1. Interested in writing NCTR into your proposal and would like additional information? Set up an informal call to learn more about NCTR’s Programming:
   - Kathlene Holmes, kholmes@nctresidencies.org
   - Anissa Listak, alistak@nctresidencies.org

2. Review NCTR resources in the toolkit

3. Join our e-distribution list to learn more about COTP in the news, funding opportunities, and policy shifts

THANK YOU!

QUESTIONS?

/NationalCenterForTeacherResidencies

/company/national-center-for-teacher-residencies

@nctresidencies

@nctresidencies
CalED Proposal
Resources and Next Steps

Joan Bissell
CSU Chancellor’s Office
jbissell@calstate.edu

Resources
EdCal Grant Application Dropbox
   URL: http://bit.ly/CalEDGrantApp

Next Steps
- Contact LEAs
  - Districts
  - Counties
  - Charters
- Consider attending the Learning Policy Institute webinar on September 27, 2017, 1:00 – 2:15 p.m.
  - To register, see: https://learningpolicyinstitute.org/events
Thank You!