

# California Educator Development (CaED) Program

Office of the Chancellor  
California State University  
And Invited Guest Presenters



## Webinar Topics and Presenters

- *Welcome*  
Jose Luis Alvarado, CSU Monterey Bay
- *Introduction*  
Marquita Grenot-Scheyer, CSU Chancellor's Office
- *Overview: The CaED Program*  
Joan Bissell, CSU Chancellor's Office
- *CaED and CSU EduCorps*  
Ken Futernick, CSU Chancellor's Office
- *CaED and the New Generation of Educators Initiative*  
Macy Parker, S. D. Bechtel Jr. Foundation
- *Clinically Oriented Teacher Preparation*  
National Center for Teacher Residencies
- *CaED Proposal Resources and Next Steps*  
Joan Bissell, CSU Chancellor's Office

# Welcome: A CSU Dean's View of the CaIED Program

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## Welcome: A Dean's View of the CaIED Program

- 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

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# Introduction: Significance of the CaLED Program

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# Introduction: Significance of the CaLED Program

- 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

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# Overview: The CaLED Program

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## 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

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## 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

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## 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!

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## Positive Consideration Given to Applications that Include:

- Coordination with Center for Teaching Careers
  - [www.teachincal.org](http://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

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## 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

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# CaIED and CSU EduCorps

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## 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

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## 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

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## 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](http://www.calstate.edu/educorps))
- Online help center and rapid-response advising ([www.calstate.edu/educorps](http://www.calstate.edu/educorps))

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## **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

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## **CaIED New Generation of Educators Initiative: Some Key Points**

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## 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

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## 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

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## Key Transformation Elements

### 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**.

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## Key Transformation Elements

### 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.

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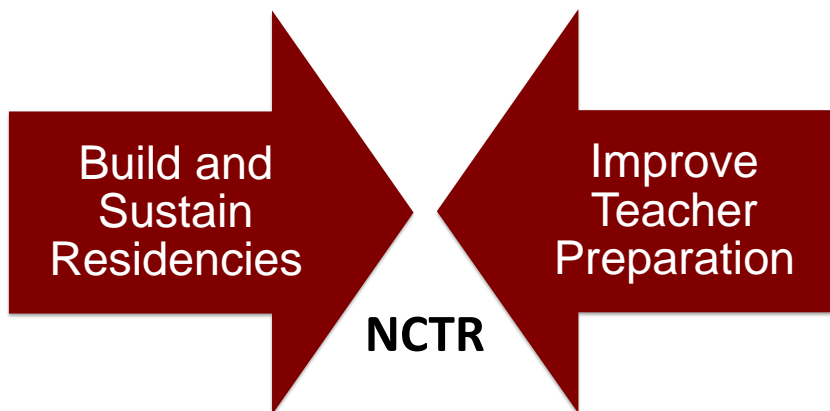
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# Clinically Oriented Teacher Preparation

National Center for Teacher  
Residencies  
[www.nctr.org](http://www.nctr.org)

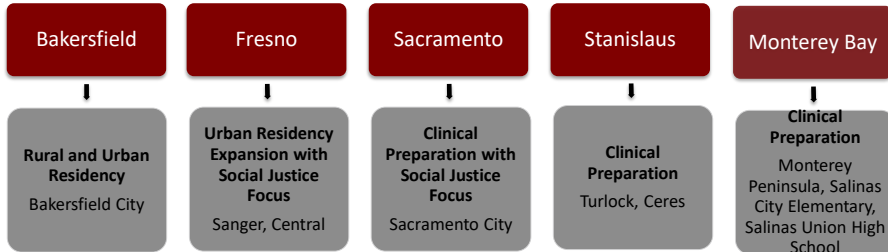


## National Center for Teacher Residencies



## CSU New Generation of Educators Initiative (NGEI)

### NCTR/CSU Partnership, 2016-2018



## NCTR Support to NGEI Campuses

### SCOPE AND SEQUENCE

	Year 1: Program Development	Year 2: Program Implementation
<b>Curriculum at Institutes</b>	<ul style="list-style-type: none"> <li>Partnership and Program Sustainability</li> <li>Teacher Candidates &amp; Teacher Educators Recruitment &amp; Selection</li> <li>Clinical Preparation Curriculum &amp; Program Visit</li> <li>Program Development &amp; Presentations of Learning</li> </ul>	<ul style="list-style-type: none"> <li>Alignment of coursework with clinical experience</li> <li>Long-term Program Effectiveness and Sustainability</li> </ul>
<b>Remote consultation</b>	One virtual consulting call every other month to address individual design needs	One virtual consulting call every other month to address individual design needs
<b>On-location Support</b>	One visit to each campus to provide on-site support	One visit to each campus to provide on-site 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

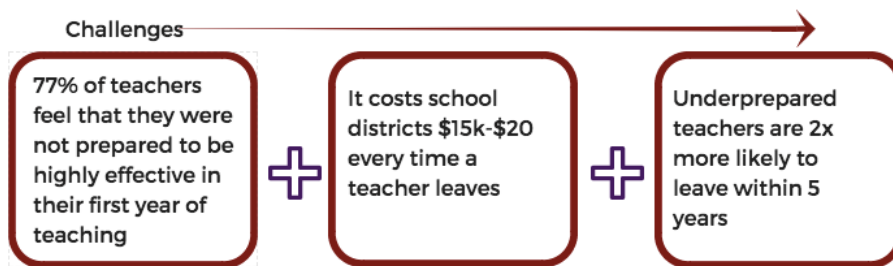
Clinical-based teacher preparation programs that are customized to meet the needs of school districts serving high need students

### WHERE

In more than 50 urban and rural districts nationwide

## District Challenges

### Districts struggle to attract effective, diverse teachers



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

## RFP Activities and NCTR Supports Crosswalk

### 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](mailto:kholmes@nctresidencies.org)
  - Anissa Listak, [alistak@nctresidencies.org](mailto: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



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# CalED Proposal Resources and Next Steps

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## 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>

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[www.calstate.edu](http://www.calstate.edu)



Thank You!