



**Aspire Teacher Residency
Program Handbook
2016-17**

Table of Contents

Program Overview	3
Frequently Asked Questions	6
Aspire Teacher Residency (ATR) Team	9
ATR Teacher Candidate Competencies	10
What makes this work challenging?	11
RESIDENTS	
Resident Learning Standards and Assessment of Coursework	15
ATR Academic Course Overview and Descriptions	20
Residency Seminar	26
Gradual Release of Teaching Responsibility	27
Resident Job Description: Roles, Expectations and Responsibilities	29
Expectations and Best Practices for Take Over Weeks	32
Master’s Degree & California Teacher Credential	35
Benefits, Finances, and Expense Reporting	36
Managing Stress in the Residency year	37
Resident Placement Process & Policies	38
Tips for the Job Application Process	40
Protocol for Underperforming Residents in Practicum and Courses	41
MENTORS	
Mentor Roles, Duties, and Responsibilities	45
Best Practices for Host Sites	46
Regional ATR Director Visits	47
Mentor Professional Development Overview Throughout the Residency Year	48
Mentor Professional Development Budget Guidelines	50
Mentor Buddies	51
PRINCIPALS	
Why Are We Doing This Work?	53
Principal Responsibilities Quick Reference	54

Several of the ideas and format of this handbook were borrowed from the Boston Teacher Residency Handbook.

Program Overview

The goal of the Aspire Teacher Residency Program is to increase student achievement by recruiting, preparing and retaining effective educators.

The Aspire Teacher Residency Program (ATR) is an innovative four year teacher education program in partnership with the University of Pacific (Stockton, CA) that is designed to prepare teachers to teach in an Aspire Public School through a year-long teacher residency and an additional three years of new teacher support.

Similar to the medical residency model, ATR prepares teachers by pairing theory and practice through master's level coursework and classroom practicum. The goal is to provide the teachers with the theory and give them the opportunity to apply it in practice alongside a highly effective teacher.

The Aspire Teacher Residency Program is an intense full time program. Four days of the week Residents co-teach with their Mentor teacher sharing equal responsibility for duties involved with a full-time teaching position. (Residents are expected to attend staff retreats, plan lessons, communicate with families, perform recess duty, maintain the classroom space, analyze data/student work, and grade assignments, etc.)

One day a week Residents attend a weekly seminar and are expected to complete all reading and assignments for their coursework on time. In addition to the weekly seminar, Residents will participate in online courses to earn a California teaching credential (or a Tennessee teaching credential through reciprocity) and Masters of Arts in Curriculum and Instruction. Residents prepare to earn a multiple subject credential for elementary or a single subject credential in English, Social Studies, Science, Math or World Languages. Residents may also pursue Special Education path in which an Education Specialist K-12 credential is granted. Residents are able to take additional assessments to earn authorizations to teach other subject areas and grades.

Mentors are selected based on Principal/Instructional Coach recommendation, student achievement data, and successful experience in Aspire. The Residency program is a professional development opportunity for the Mentor. Mentors must be willing to have their practice questioned and to explain their thinking behind all curricular and logistical practices as an educator. There are opportunities for Mentors to visit other classrooms and engage in professional development opportunities during the Resident take-over during the Lead Teaching/Take Over Week(s).

Student Learning Outcomes

The mission of the Aspire Teacher Residency Program is to increase student achievement by recruiting, preparing and retaining effective educators.

In **preparing** effective educators we strive to nurture the head, heart, and hands of our students. We work to ensure our students' *heads* are prepared with deep understanding of the theory underlying the practice of teaching; that their *hearts* are prepared with powerful identities as social-justice teachers dedicated to ending predictably inequitable outcomes in schools; that their *hands* are prepared with pedagogical skills that ensure success in the classroom. It is our belief that through deep practice and preparation our students will become extremely effective educators that will demonstrate high levels of wisdom, care, and skill in the classroom.

We often ask the following questions of Residents:

1. What theory will inform Residents' practice? In 5 years, if asked to choose between two curricular approaches, can Residents make a decision based in theory? (head)
2. What mindsets will promote equitable practice? How will Residents connect with families, what beliefs will Residents hold about student background and ability? (heart)
3. What skills will predict Residents' success in the classroom? What domain 1, 2, and 3 skills should Residents possess? What should be obvious in Residents' teaching? (hands)

Program Goal	Student Learning Outcome
Program Goal 1: Residents have a well-developed philosophy of education that demonstrates a deep understanding of the theory underlying the practice of teaching.	a. Residents will be able to analyze, evaluate, and employ varying theories of teaching and learning that influence the landscape of K-12 education.
	b. Residents will be able to describe the theories and beliefs that represent the foundation of the Aspire Instructional Methods (AIMs).
	c. Residents will be able to make instructional design decisions influenced by considerations of Common Core State Standards, student and school needs, and data.
Program Goal 2: Residents will demonstrate informed identities and approach their craft with concerns for social-justice issues dedicated to achieving equity for all students	a. Residents will understand the multiple issues facing students and families in the communities served by Aspire, will be able to connect meaningfully with student families, and enlist them as partners in their children’s education.
	b. Residents will be able to make decisions informed by data around equity in public education including the achievement gap, wealth gap, college-going gap, and the existence of hyper-segregated schools.
	c. Residents will be capable of making decisions with an awareness of potential perceptual biases implicit in their own sociocultural and economic backgrounds and experiences.
Program Goal 3: Residents will demonstrate rigorous pedagogical skills that foster success in the classroom.	a. Residents will be able to demonstrate effectiveness in planning cognitively-engaging instruction informed by a constant analysis of student data and curricula
	b. Residents will be able to establish and maintain an effective classroom culture that provides a welcoming forum for student expression, positively encourages all students’ cognitive growth, and facilitates rigorous, engaging instruction
	c. Residents will be able to differentiate instruction to meet all students’ needs, including participation in academic discourse.
	d. Residents will be able to maintain and support the collaborative, professional culture of the ATR Program and Aspire Public Schools

Frequently Asked Questions

Financial Questions

Whom should I contact for financial aid?

University of Pacific will be the primary contact for financial aid information. Once you are accepted into the program you will receive more detailed information about financial aid.

What is included in the benefits package?

The benefits package provided to Residents is the same benefits package offered to all Aspire Public Schools employees. Our benefits program currently offers a wide array of selections so that there is something for everyone, regardless of their stage of life. Aspire pays 100% of the core benefit costs for benefit eligible team members and up to 95% of the cost for dependent/family coverage. Core benefits are defined as medical, dental and vision.

Aspire also offers retirement, flex spending and a variety of other optional benefits. The benefits are available during the Residency year. For more information, please select the benefits link at <http://careers.aspirepublicschools.org>

Is there an opportunity to sign up for benefits for a spouse?

Yes, spouses, domestic partners and dependents can be added through the benefits package.

Does this program qualify for the APLE loan assumption program?

The Residency program does not qualify for the APLE loan assumption program during the training year. The APLE loan assumption program applies to the years you are teaching in a Title I school as a full time employee.

How much does the program cost up front?

Residents pay \$15,500 to Aspire for the masters/credential program during the Residency year. With successful completion of the Residency program, Residents will have the opportunity to interview at an Aspire school and upon receiving a position will qualify for Aspire's tuition reimbursement program. Residents are also given a stipend of \$13,500 during the first year. This stipend is paid according to Aspire's pay cycle.

Licensure/Credential Questions

Is this a nationally credentialed program?

Upon successful completion of the program, you will receive a California Teaching Credential and a Master's Degree in Education from the University of the Pacific. The University of the Pacific is an accredited institution, recognized nationally, and the Teaching Credential is approved by the State of California. There is reciprocity with many

other states but this is not a “national credential”. This is not a program to become Nationally Board Certified through the National Board for Professional Teaching Standards.

What tests are required? When do I have to take them?

All candidates are required to take and pass the CBEST exam before Residency Orientation, take all required sections of the CSET and pass at least one by July 30. Elementary and Special Education candidates also need to take and pass the RICA by January 15th. Memphis residents need to pass the Praxis exams by February 15. All Residents need to fulfill the US Constitution requirement no later than January 9th.

Repeated non-passage of required exams may result in dismissal from the program.

Can I transfer education courses from another university?

We are not accepting any credit transfers at this time.

Program Questions

What is the weekly schedule of a Resident?

The Resident works in their Mentor Teacher’s classroom four full days per week. The Resident and the Mentor will determine when they will meet to plan lessons and prepare materials either before or after school. One day per week the Resident will join the rest of the regional cohort to attend a weekly, all-day seminar that will focus on bridging theory and practice. In addition to the seminar, the Resident will participate in online course work related to educational research and theory.

Where will the seminar be located?

The seminar will take place at an Aspire school or office in each region.

Is it possible to continue working full time while participating in this program?

During this program the Resident is considered a full time student which would make it impossible to work full time. Residents are strongly discouraged from working during this year due to the challenging, full- time nature of the program. We imagine that after school hours will be a critical time for Residents to plan with Mentors and prepare for the next school day as well as read course materials and complete assignments for the Master’s degree.

Is there a chance I can remain at the school we currently work? If so, how much will you factor my request to work with a specific teacher?

Stated preferences will be considered in the application process but are not a guarantee that you will get your first school of choice.

If I were to relocate after the first year in the program, would I be able to switch to a different Aspire school to complete the program?

Yes, your school during the second year can be different than the Residency placement.

How will placement work?

Placement is determined by the Mentors and Residents selected. We match the most highly qualified Mentors with the most highly qualified Residents based on geographic and grade/subject level preferences.

When does the program start?

The Residency year will begin at the Orientation in your region. Consult your Regional Director for specific dates.

How long is the program?

The program is designed as a four year program with the vision that Residents will be the future leaders in Aspire (as Lead Teachers, Mentor Teachers, Principals, Instructional Coaches) for many, many years.

Aspire Teacher Residency Team



Heather Kirkpatrick, Chief People Officer



Ami Hanaoka, Aspire Teacher Residency Regional Director, Bay Area



Nate Monley, Senior Director and Director for Central Valley



Marcie Swan, Aspire Teacher Residency Regional Director, Los Angeles



Tommy McGrail, Aspire Teacher Residency Regional Director, Memphis



Nicole McCormack, Residency Talent Manager



Purva Dandona, Residency Recruiter

Aspire Teacher Residency

Teacher Candidate Competencies

ATR looks for candidates who display the following competencies.

Purposefulness: Understands, embraces and consistently takes deliberate action to achieve Aspire’s vision and mission (see below); including long term goal setting, backwards mapping from the goal(s) and taking steps along the path toward the goal(s).

Ownership: Consistently holds self and others accountable for results, actions and decisions

Collaboration: Develops strong relationships with colleagues, works from a “one for all, all for one” premise in order to accomplish more together than is possible alone

Customer Service: Empathetically understands the needs and desires of the students and families we serve

Quality: Demonstrates a commitment to excellence and the discipline to continually improve; including the habit of reflection and analysis of what worked and what did not work and best next steps

Perseverance: Remains committed and actively engaged even when faced with difficult challenges

Communication: Demonstrates capacity to speak and write clearly

Commitment to Teaching as a Lifelong Profession: Believes that learning to teach is a lifelong endeavor worthy of the pursuit

What Makes This Work Challenging?

What makes being a Resident challenging?

This program will require <u>ALL</u> of your TIME.	The Aspire Teacher Residency Program is modeled after a medical residency. Residents teach four days a week and come home and spend at least two hours each night on coursework. Residents will spend the month of July completing a summer coursework series. The weekends are spent studying, writing papers and working on Master’s level coursework. Basically, life will be this program for one year and at the end Residents will have earned a Master’s degree, a teaching credential, and have learned from one of the very best teachers in our organization.
You will “live” ONLINE.	Residents spend a lot of time on the computer between online coursework, lesson plans, email, etc. Many Master’s level courses are online. This is not a familiar learning environment for some. Residents will have to be comfortable with spending a lot of time on the computer. Residents will be provided with a laptop during the program that is theirs while they work at Aspire Public Schools.
You will be involved in an intense RELATIONSHIP.	At least 32 hours per week are spent collaborating very closely with the Mentor teacher (either in 1:1 meetings or co-teaching.) Residents have shared that they spend more time with their Mentor than most people in their life! It is vital for Residents to establish open communication with their Mentors so that they can share what is working and not working in the classroom and their relationship.
Everything you do will be PUBLIC.	Residents are introduced as a Co-Teacher from the first day of school and Residents are expected to live up to this role throughout the school year. Ultimately the Mentor teacher is still the one in charge, but gradually he or she will be letting go of every aspect of teaching to the Resident. Residents will be filmed, “Real Time” coached, and observed multiple times by multiple people in the organization.
You will need to be FLEXIBLE.	Residents who complete the program successfully will have preference for interviews in Aspire, but not necessarily in their region of preference. Around March of the Residency year, Residents should expect to apply, interview and prepare a demonstration lesson for the position in which they are most interested for upcoming school year. Flexibility is also expected of the Resident in the daily life of the school site. There are always

	changes to be made in the classroom and on a campus to make aspects of the work better for students. Life will not go according to plan every day next year!
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What makes being a Mentor challenging?

<p>Being a Mentor is going to require a lot of TIME.</p>	<p>This work will take at least an additional five hours per week. Mentors who are lead teachers have found it to be extremely challenging to do both jobs. Several of the Mentors have shared that they spend more time with their Resident than anyone else in their life. In addition to spending time with the Resident, Mentors are expected to spend time collaborating with other Mentors during the monthly Mentor seminars.</p>
<p>Everything you do as a Mentor is PUBLIC.</p>	<p>Some Mentors find that they talk to themselves on the way home from work or throughout the weekend explaining out loud the choices they are making. The work becomes extremely public and we ask that Mentors work on metacognition to teach while doing the work. A lot of the work related to the Residency is filmed, observed and shared for feedback. The Resident is observing you closely every day. Additional observers from the Residency program will be in and out observing as well throughout the year.</p>
<p>Mentoring engages you in an intense RELATIONSHIP.</p>	<p>Mentors need to be prepared to have difficult conversations with their Resident about their teaching, communication style, alone time, space, equity... it runs the gamut, so get ready to talk. In some cases Residents and Mentors are soul mates, in other cases they are teammates, either way, the Mentor is expected to support the Resident's work.</p>
<p>You will have far less AUTONOMY than you do as a "solo" teacher.</p>	<p>Every aspect of the Mentor's teaching is shared with the Resident from the space in the classroom to relationships with students and families. Mentors are expected to introduce the Resident as a co-teacher from Day 1. Letting go of the control of the classroom can be challenging and is necessary to make this work. Could you learn how to play the guitar by watching someone else play it all day?</p>
<p>QUESTIONS, you will hear many of them!</p>	<p>We encourage the Residents to ask questions and sometimes the questions that Residents asked can be misinterpreted, take a lot of time or can be phrased in ways that make Mentors feel defensive. Sometimes Mentors have to work out different ways for the Residents to ask questions in an efficient, non-offensive, productive manner.</p>

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RESIDENTS	
Resident Learning Standards and Assessment of Coursework	15
ATR Academic Course Overview and Descriptions	20
Residency Seminar	26
Gradual Release of Teaching Responsibility	27
Resident Job Description: Roles, Expectations and Responsibilities	29
Expectations and Best Practices for Take Over Weeks	32
Master's Degree & California Teacher Credential	35
Benefits, Finances, and Expense Reporting	36
Managing Stress in the Residency year	37
Resident Placement Process & Policies	38
Tips for the Job Application Process	40
Protocol for Underperforming Residents in Practicum and Courses	41

Resident Learning Standards and Assessment of Resident Performance

Resident Learning Standards

The Resident Learning Standards are high-leverage indicators selected from the Aspire Instructional Rubric (AIR). The standards match the teacher performance standards for all Aspire teachers, are used to both guide the design of learning experiences and to evaluate each Resident’s development across five domains of teacher effectiveness.

Aspire Instructional Rubric	
Domain 1: Data-Driven Planning and Assessment	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives through lesson assessments
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery.	A) Selection and progression of formative assessments
	B) Planned response to formative assessment data
	C) Planned Self-Monitoring
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
	A) Interactions between teacher and students

2.3 Establish a culture of respect and rapport which supports students' emotional safety	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Lesson	A) Lesson Structure
	B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring
Domain 4: Professional Responsibilities	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks
Domain 5: Partnerships, Family and Community	
	A) Initiation of meaningful communication

5.1 Develop two-way communication with families about student learning and achievement	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Gateways: Performance Assessments

During the first half of the residency year, all Residents will demonstrate knowledge and skills learned and practiced across courses, seminars and the classroom practicum by engaging in performance assessments known as Gateways.

Gateways are designed to measure Resident performance of core Resident Learning Standards (from AIR) in a sequence that follows the seminar themes. Residents, Mentors and ATR staff will use assessment results to adjust the Gradual Release Model for each Resident based on individual needs to ensure steady and consistent development.

Gateways 1-4 should be passed before the Resident can begin their first take-over weeks. Residents who do not pass will re-attempt. Repeated non-passage of Gateways may result in a support plan, corrective action and/or a potential dismissal from the program.

Gateway	AIR Domain	Description of Task
Gateway 1 Family and Community Involvement	<i>Connects with...</i> Domain 4 & 5: Professional Responsibilities & Partnerships, Family and Community	Initiate meaningful communication with families, and the school community, by engaging in and reflecting on several the following: home visits, parent phone calls, newsletters, Saturday schools, Student Led Conferences, peer collaboration, building trust with staff
Gateway 2 Classroom Management	<i>Connects with...</i> Domain 2: Classroom	Effectively manage the classroom to ensure students remain on task during transitions and routine instructional segments.

	Learning Environment	
Gateway 3 Lesson Planning	<i>Connects with...</i> Domain 1: Data Driven Planning and Assessment	Craft rigorous lesson objectives and plans that promote high levels of cognitive engagement among all students.
Gateway 4 Delivering Instruction	<i>Connects with...</i> Domain 1-3: Data Driven Planning and Assessment, Classroom Learning Environment, and Instruction	Deliver instruction that demonstrates use of a variety of techniques to keep students on task and engaged with the content.

Assessment of Coursework Performance

Each university course will have an assessment structure based on its unique requirements explained in the course syllabus. Course syllabi will identify due dates and the percent of the final grade for all assignments, including active participation in live and online classes.

Typically, course assignments will focus on making sense of the educational theories embedded in key readings, and on creating and processing work from Resident’s classrooms (e.g. class profile reports, small group plans, lesson plans, assessments, student work analysis, etc.).

Instructors aim to align course assignments to both the Resident Learning Standards and the Gradual Release Model to promote close integration with the classroom experience. That said, due to differing schedules across regions and grade levels and the differentiated implementation of the Gradual Release for individuals, not every course assignment will align seamlessly to the practicum.

Additionally, course assignments are aligned to the Educative Teacher Performance Assessment (edTPA). For more information about the edTPA see the Assessment of Residency Seminar Series.

As students of the University of Pacific’s Benerd School of Education, Residents are expected to maintain a GPA of 3.0. Failure to maintain at least a 3.0 GPA will result in academic probation initiated by the university.

Educational Teacher Performance Assessment (edTPA)

The main summative assessment for the Residency year for general education credential candidates will be completion of the Educative Teacher Performance Assessment (edTPA). The edTPA is a performance-based, subject-specific assessment and support system.

Completion of the edTPA portfolio is intended to be a capstone performance that integrates the learning of theory and skills throughout the teacher residency program. edTPA is transformative for prospective teachers because the process requires candidates to actually demonstrate the knowledge and skills required to help all students learn in real classrooms. If you have more questions about the edTPA go to <http://www.edtpa.com/>

Education Specialist Culminating Project

The culminating project for the special education credential candidates will be completed through the Special Education (SPED) SPED 298M coursework: Directed Teaching for Mild/Moderate Students. This course will take place during the Spring Semester. Residents will receive instructions on the culminating project through this course.

ATR Academic Course Overview and Descriptions

Throughout the year, Residents will complete 12 courses for a total of 34 credits, and SPED Residents will take 13 courses for 37 credits. Some courses will involve “distance learning” to engage Residents from all cohorts in a collaborative online environment. Some online courses will follow a hybrid format by containing a live component to instruction as part of the weekly Seminar Series.

The course calendar is designed to take into close consideration the realities of the Resident experience in the classroom. The pacing and sequence are aligned closely with the school calendar and the gradual release model of teaching experiences. While course readings and related assignments expose Residents to a deep understanding of current educational theories, major course assessments are intricately related to the Resident’s classroom experience as an emerging teacher.

SUMMER SESSION, JULY 2016

EDUC 140 Transformative Teaching & Learning (4 units)

The mission of Aspire Public Schools is to prepare students in urban communities with the knowledge, skills and habits of mind to enter, succeed in and graduate from college. As a network of schools poised to directly confront an existing achievement gap largely defined by race and socioeconomic status, Aspire educators are situated to be powerful agents of change within the local community and larger society. To teach in a way that empowers all children to reach their potential and to be equipped with the tools needed to access economic and political power, all teachers must be highly knowledgeable about themselves, their students and the dynamics of interactions that make up the learning community. Central to this course is the examination of the realities of diversity in our schools and society, and the role of the teacher in navigating a sense of self to create and maintain the high expectations that will help to change the game for their students. Residents will be exposed to culturally relevant pedagogy, multiple aspects of our students’ diversity, and policies that impact student opportunity. They will also be asked to consider how research informs their understanding of the connection between their own sociocultural and educational background and that of their students/communities. These explorations will inform the second iteration of their personal philosophies of education. Through pointed reading, written reflection and dialogue, the Aspire Teacher Resident cohort will emerge with a multifaceted perspective on themselves, their students, and their communities as learners and teachers.

EDUC 293z Teaching & Assessment (4 units)

In order to live the Aspire mission by preparing students to enter and succeed in college, Aspire teachers must become skillful instructional designers of rigorous learning experiences for their students. Rigor at Aspire means purposeful learning, instruction directed toward objectively high standards, and discourse of ideas supported by evidence. To achieve this level of instructional design, Residents will explore the contributions from educational philosophy and developmental psychology in informing the principles of Constructivism, and begin to locate its place within an approach to teaching and learning in urban schools. Applying Wiggins and McTighe's Backwards Design framework, Residents will begin the process of planning to teach for understanding by unwrapping Common Core State Standards, exploring a range of assessment techniques and tools, analyzing existing student assessment data and lesson planning.

FALL SEMESTER, AUGUST – DECEMBER 2016

EDUC 161 Literacy Development (4 units)

This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Residents learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Residents will also focus on questioning, literacy development of ELL, facilitating discussions, student use of academic language, and vocabulary development.

EDUC 293I Teaching English Learners (3 units)

Residents will build their knowledge of the processes of second language development, the integration of language and content instruction, and learn strategies to effectively work with English Language Learners in their classrooms. These strategies include awareness of special services, ability to access and work with specialists in the field, assessing academic progress of EL students, and discriminating between learning and language problems. Observations of and practice in such strategies are built into field experiences, affording teacher candidates multiple opportunities to see, practice, and reflect on ways to meet the needs of English learners.

EDUC 345 Data-Based Decision-Making (3 units)

The use of data to drive decision-making in instruction and school-wide policies can improve student learning and achievement. Through this course Residents will learn

Aspire's Cycle of Inquiry process for making informed data-driven decisions. Additionally, Residents will learn about the different types of school data, methods available for measuring the data, and how to become a critical data consumer. Residents will also become proficient in Aspire's data tools, the technologies that engender data-driven decision making in the classroom.

EDUC 293 Teaching Science, Technology, Engineering and Math (STEM) - Elementary Mathematics and Science (4 units)

(Elementary General Education Residents Only)

The purpose of this course is to help Multiple Subject Residents discover how elementary children think about and learn mathematics. The overall objective of teaching mathematics is to help children understand mathematical concepts, enabling them to become mathematically literate, guiding students to make sense of mathematics by comparing and resolving discrepancies between what they know and what seems to be implied by new experience. Throughout this course, students will learn and discuss how to teach children to reason mathematically, solve problems employing a variety of strategies, and to communicate mathematically through culturally responsive pedagogy. Residents will learn and use the Aspire lesson plan format, Aspire and state-adopted content standards and curriculum frameworks, and will be introduced to Bloom's Taxonomy. In addition Multiple Subject Residents will learn methods and curriculum for teaching science in self-contained classrooms. Topics include state-adopted content standards and curriculum frameworks; essential life, physical, and earth science themes, concepts, and skills; instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners. Emphasis will be placed on inquiry-based methods.

EDUC 255 & EDUC 265: Content Area I&II: Secondary (4 units)

(Secondary General Education Residents Only)

This course focuses on the preparation of Single Subject Residents to develop professional, reflective practices and abilities for teaching in single subject classrooms in secondary schools. Emphasis will be placed on developing the theoretical background that drives Aspire's Instructional Methods, associated with managing contemporary, culturally diverse secondary classroom environments. Students will focus their studies on the planning, teaching, and assessment strategies that are appropriate to their content and grade level of teaching. This course will use a variety of activities to help the pre-service teachers become prepared for teaching the content areas in ways that engage their students creatively. Using course readings and field experiences, Residents will develop material and design lessons based on a thorough knowledge of the Common Core State Standards and Curriculum Frameworks to effectively implement the Aspire Instructional Methods.

SPED 224 Assessment of Special Education Students (3 units) (SPED Residents Only)

The role of assessment in teaching students with disabilities will be explored. In addition, formative assessment, curriculum based assessment, teacher-made tests, portfolio assessment, and commonly used standardized tests will be examined. The goal is to provide Aspire teacher Residents with a foundational understanding of the assessment process. Emphasis is placed on the relationship of assessment procedures to eligibility and an offer of Free and Appropriate Education with a focus on how assessment methods and procedures are used to assist in the decision-making process and monitoring progress for students with mild/moderate disabilities. Developing and maintaining an inclusive approach to the diverse needs of students and the community, in terms of cultural, linguistic, socioeconomic, and other diverse backgrounds will be emphasized.

SPED 293 Autism Spectrum Disorder (3 units) (SPED Residents Only)

Focused study of disorders of the autistic spectrum, Asperger's syndrome and pervasive developmental disorder through examination of research studies and applied information on effective program development. Students will demonstrate knowledge of the characteristics and educational needs of children and adults who are diagnosed on the autism spectrum. Further, students will demonstrate knowledge of evidence based methodology as an overlay to examining assessment/diagnosis, casus/risk factors, therapeutic behavioral, educational and social strategies, and family impact and dynamics. Students will demonstrate the ability to synthesize information and communicate effectively with parents, teachers, other specialists (i.e.: SLP, OT, School Psychologists), administrators and care-givers

SPRING SEMESTER, JANUARY – MAY 2017

SPED 293 Teaching Exceptional Learners (2 units) (General Education Residents Only)

Residents will learn to differentiate instruction to meet the needs of the full range of learners and consider the effect of RTI at their school site. Additionally, Residents will learn to navigate the legal landscape involving IEPs, 504 plans, SSTs and the range of services available to give all learners access to rigorous instruction.

EDUC 274 Action Research (3 units)

Action Research enables Residents to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy

research. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders. Additionally, the course will help candidates learn to develop and conduct an action research project that will provide insight into improving teaching and learning for their diverse students.

EDUC 130 Technology Enhanced Learning Environment (2 units)

This course is an online introduction to computer-based and networked educational technologies, emphasizing instructional design for their curriculum based uses in teaching and learning. These skills will be complemented by a discussion of relevant issues in educational technology including an emphasis on technology to promote higher-level thinking, foster equity and social justice, and develop an understanding of practical applications of technology in the K-12 classroom. Residents will participate in meaningful online communication both within and outside of the ATR community in their quest to discover how technology can be used to enhance learning.

EDUC 270 Professional Practice (3 units)

By February, Residents will be prepared for Lead Teaching in their classrooms without the support of their Mentors. During the Spring Semester, Residents will prepare, instruct and reflect on three two-week full teaching load experiences, or Take-over Weeks. This process will be bolstered through the Residency Seminar and with the guidance and assistance of Mentors.

SPED 228 Advanced Programming for Mild/Moderate Students (3 units) (SPED Residents Only)

Theoretical and applied information pertaining to the characteristics and educational needs of students with mild to moderate disabilities will be presented. Students are encouraged to think critically throughout the course and to challenge the ideas and concepts presented. Students are encouraged to explore their personal educational philosophy and skill levels through the integration and synthesis of course reading assignments, first-hand experience, and other related information. Course objectives will include understanding and providing Individualized Education Plans (IEP), Response to Intervention (RTI), Free and Appropriate Public Education (FAPE), and referrals to outside agencies. Additionally, by the end of this course, Aspire teacher Residents will understand how to deliver IEP services a group of students with IEPs and various, complex needs, know best practices for facilitating a difficult IEP meeting, and be able to write an appropriate Individualized Transition Plan. Lastly, student teachers will demonstrate a familiarity with state and federal procedures related to determining if a student is receiving Educational Benefit.

SPED 295a: Master's Seminar: Crucial Issues in Special Education (3 units)
(SPED Residents Only)

Quality teachers continually reflect upon their practice and modify instruction accordingly. As an Education Specialist, you are constantly solving novel problems. You have the power to be a catalyst for change within your school, so long as you can thoughtfully articulate the issues, ask the right questions, and know where you stand. This course is intended to help you get there. SPED 295 offers Special Education Residents the opportunity to explore current and emerging issues in the field, including collaboration with paraprofessionals, specialists and families, FAPE, LRE and inclusion, current litigation, and the transition to the Common Core. Course topics will be explored through reading, discussion, lecture, case-studies and student-driven activities. Students are encouraged to think critically throughout the course and to challenge ideas and concepts presented. Students will synthesize coursework and residency experiences such that they can competently consider and discuss current issues in special education and develop their educational philosophy.

SPED 298m: Directed Teaching for Mild/Moderate Students (3 units)
(SPED Residents Only)

Students will apply the conceptual and theoretical knowledge they have learned throughout their coursework to student teaching experiences including classroom instruction and the Individual Education Plan development and meeting process. Students will reflect on their experiences and identify areas of strength and growth, as well as short and long term goals. Students will complete all required components for candidacy of the Education Specialist Mild/Moderate California teaching credential.

**Courses scope and sequence are subject to change*

Residency Seminar

In addition to university courses, each regional cohort will spend 1 day per week together in the Residency Seminar beginning in August. Seminars are organized thematically around the Resident Learning Standards, with each theme lasting approximately 4-6 weeks.

Acting as a bridge between the educational theories learned in coursework and the everyday skills developed in the practicum, weekly seminars will engage Residents in a wide range of activities. Reading and discussing articles pertaining to current educational trends and policies at the local and national level, conducting case study analysis of key problems of practice, collaboratively problem solving around critical incidences from the classroom, and learning and developing new classroom techniques will be common components to seminar.

In the first semester, the Seminar Series will also draw heavily on the work of Doug Lemov, and his book *Teach Like a Champion* and *The Skillful Teacher* by Jon Saphier and Robert Gower. Here Residents will explore actionable and observable techniques aimed at creating and maintaining high behavioral and academic expectations for all students.

Attendance at seminars is mandatory. Residents are allowed one absence with prior notice to the ATR Regional Director without penalty. Excessive absences and/or tardiness may result in dismissal from the program.

Gradual Release of Teaching Responsibility

The Gradual Release of Teaching Responsibility model is the roadmap by which each Resident/Mentor pair will determine how to co-teach their students in a way that purposefully develops the Resident's skills and also meets the needs of the students. The model is a central component to the Residency design in that it allows individual Residents to gradually take on classroom responsibilities as their skill levels increase.

The model provides a set of goals to encourage Mentors and Residents to collaborate closely on what instructional components will be released to Residents and when. This focus ensures that Residents find their stride by going neither too fast nor too slow. Rather than a prescribed sequence of development, the Gradual Release Model provides a high degree of differentiation for each Resident based on individual strengths and needs.

Understanding the Model

Each Resident should begin managing or teaching some instructional components beginning on the first day of school. However, the majority of the instructional time in August will belong to the Mentor, with the Resident learning through pointed observations.

Each month, Residents will take on more instructional components as each Resident / Mentor pair utilizes a variety of Co-Teaching models to meet the required percentages of responsibilities. By middle to late November, each Resident will conduct a full Take Over, where they will be responsible for full teaching responsibilities of a 3-5 day period.

There is a proposed "dip" in December?

Following the November Take Over week, the amount of teaching responsibility released to the Resident decreases. This is to allow Residents to reflect deeply on the first Take Over, identify new areas needed to develop, and focus on learning new skills for improvement.

The dip in released responsibilities continues into the start of the second semester to recognize the increased demands on the Resident as a Master's student earning a Preliminary CA Credential. The decreased amount of teaching responsibilities in spring reflects the spike in work required to successfully complete the edTPA, and is aimed to better support Residents in managing their competing responsibilities.

Note: The "dip" does not go as low as it was in August.

Following this dip, Residents will again work towards a full 2-Week Take Over in May/June.

How does the Model take shape for specific Resident/Mentor Pairs?

Mentors and Residents will consult a variety of tools in backwards mapping the specifics of the release from each Take Over. Self-reflections on the teaching rubric, individual classroom / student needs, and other unique individual strengths and challenges will inform the initial pacing guide of what instructional components will be released to Residents and when. During the first semester, Gateways will also help to inform what a Resident's needs may be, and therefore prompt revisions to the Gradual Release model. The first Take Over in November will also further inform the release of responsibilities for particular Resident / Mentor pairs.

Mid-year evaluations on the rubric, individual experiences with the edTPA, and other informal observations will also help to inform the model for the second semester leading up to the second Take Over.

Additionally, Mentors will be exposed to different models being used by different Resident/Mentor pairs during Mentor Seminars, and will be supported in the initial design and re-designs of the models.

To what extent will the University Coursework complement and/or interfere with the Gradual Release Model?

Instructors design syllabi with the Gradual Release model in mind, and aim to create assignments that take advantage of the Residents' rich classroom experiences. At times, assignments will be highly integrated with what a Resident is doing as part of their Gradual Release pacing guide. However, because the Gradual Release model offers a great degree of flexibility across grade levels, subjects and to meet individual needs, there are times when assignments will not perfectly gel with the Residents teaching responsibilities at that time. Residents and Mentors are encouraged to be flexible, and to communicate about the challenges of balancing the Resident's needs as a learner with meeting the needs of the students in the classroom. If either a Mentor or Resident feel that assignments from courses are interfering with the academic success of the students, the regional ATR Director should be contacted immediately.

Resident Job Description: Roles, Expectations, and Responsibilities

General Summary

Provides a high quality, personalized education program for students in grades K-12. Resident upholds the mission and values established by Aspire Public Schools.

Essential Duties and Responsibilities

1. Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
2. Arrive on time and attend all expected days with the Residency Program
3. Establishes a culture of high expectations that includes college preparation for all students
4. Develops and implements lesson plans and classroom activities consistent with Common Core State Standards and Aspire Instructional Methods
5. Assesses students regularly in accordance with Aspire guidelines, examines student assessment data, and refines classroom activities to differentiate instruction for each student
6. Collaborates closely with Aspire team members (both grade-level and school-wide) to align curriculum across subjects, improve own and others' instructional practices and share best practices
7. Actively participates in professional development activities, including: training sessions and working with lead teacher, Principal, Instructional Coach(es)
8. Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education
9. Tracks critical student information and maintains accurate student records, including attendance, in accordance with Aspire procedures
10. Identifies unique student needs and collaborates with other team members and outside service providers, diagnoses and address learning challenges
11. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
12. Perform other related duties as required and assigned.

Organizational Relationship

Residents report to the ATR Regional Director, Mentor, and Site Principal. Each resident works closely with other site-specific and Aspire-wide staff.

Number of days of co-teaching and full-time teaching

Candidates are in the classroom with their Mentor doing co-teaching four days per week for 37 weeks of the school year. When calculating holidays/etc, it can be safely estimated that during our 189-day school year Aspire Teacher Residents spend:

- 141 days co-teaching with a Master Mentor teacher
- 24 days teaching solo (15 days during 3 take-over weeks and 9 days while Mentors attend full-day training)
- 24 days in full-day seminar classes

Residents as Co-Teachers

Residents are expected to act and introduce themselves as Co-Teachers. They will begin to teach at least one component of the day starting from the first day of school. Students, families and colleagues should perceive Resident as just as knowledgeable and informed about the happenings of the classroom as the Mentor. We expect Residents to follow the same expectations for professionalism that are followed by the Mentor and set by the organization. This includes timeliness, attendance, professional attire, participation in school/team meetings and interactions with colleagues, students and families.

Time Off Requests

Aspire Residents are provided with a wide variety of learning experiences in a variety of contexts. In addition to 10 Professional Development days with school site teams, Residents also attend a total of 26 training days with their Resident cohort, have two selected and two pre-planned reading days away from school, and are encouraged to schedule days to observe at other school sites. While these days are essential to the program, **they highlight the great importance of keeping sacred the scheduled days Residents are in class with Mentors.**

If a Resident needs to request a day off they must email their Mentor and ATR Regional Director and copy the Principal. The Director will approve or deny the request and inform Resident and Mentor via e-mail. Days when a Resident will not be at school should be requested at least a week in advance. When sick, the Resident must email their Mentor and ATR Regional Director and copy the Principal. Residents should request days off for sickness as soon as they are aware they will not be coming to school. Due to the exceptionally important nature of Resident time in the classroom with the Mentor, Residents who miss an excessive number of days risk not finishing the program successfully.

Reading/Writing Days

A Resident can take a maximum of two selected reading/writing days per year. These are typically around the edTPA. Residents must schedule reading/writing days in at least a week in advance with their Mentor and must inform their Residency Director. Residents can use reading/writing days to take time off from host school duties in order to complete ATR assignments. Reading/writing days may not fall on or before a three-day weekend and should not occur two days in a row.

Lesson Planning

Being an effective teacher means being well prepared and having a lesson plan for each lesson that is taught. It also means internalizing important questions about teaching such

as, “What is the essential question to this lesson? How will I know if my students met the objective?” Residents are expected to write lesson plans for each lesson they teach and share these plans with their Mentor teacher prior to teaching. Formal observations of teaching require that the lesson plans be submitted to all observers 24 hours in advance of the observation.

Sacred Meeting Time

Every week Residents and Mentors are required to meet for at least two hours of “Sacred Meeting Time.” The time can be split up into two different one hour sessions, but should not be divided into shorter time allotments. During this time Residents are expected to come prepared to the meeting with the necessary materials to plan, debrief and discuss lessons and other aspects of the classroom. If a Resident comes unprepared or does not consistently meet with the Mentor during this time, the ATR Regional Director will be notified; the information will be documented and will affect the Resident’s overall performance.

Substitute Teaching & Additional Duties

Residents are not intended to serve as paid substitute teachers in Aspire Public Schools.

If a Mentor emergency arises (i.e. illness, transportation issues, etc.) the Resident may serve as the substitute teacher in their own classroom. When this occurs, Residents should be paid via stipend at the regular sub rate. Mentors should advise the office manager when the Resident substitutes. Residents are also permitted to substitute for Mentor while he or she is absent due to other reasons if the Mentor, Resident and Principal are in agreement.

As an in-kind service, Residents may assume teaching responsibilities for a Mentor teacher when the Mentor is engaged in ATR-sponsored professional development activities including, but not limited to: Mentor Seminars, ATR workshops, ATR-sponsored rounds, classroom/school visits, Selection Day etc. Residents will not be compensated for assuming any classroom responsibilities while the Mentor is engaged in approved ATR professional development.

Mentors must ensure that there are well-developed lesson plans and instructions for Residents and should make sure that Residents feel comfortable taking on this responsibility. If the Resident does not feel comfortable, a substitute must be hired by the school. The Resident may remain in the classroom conducting normal teaching responsibilities as negotiated with the Mentor.

Expectations and Best Practices for Take Over Weeks

Each Resident will co-plan and take responsibility for one lead teaching week with the Mentor out of the classroom in the fall, and two consecutive weeks in May or June as part of the second Take Over. During the second week of the second Take Over the Mentor is expected to be completely out of the classroom. The Resident must meet with the Mentor teacher to co-plan and discuss the goals for the lead teaching week at least one week prior to the event. Written plans for the week must be submitted to the Mentor and Regional Director by the Wednesday before the Take Over Week(s).

Expectations for the Take Over Week(s) include:

- Presenting a general overview of the goals for the week
- Presenting specific lesson plans for each day for all subject areas
- Teaching Reading, Writing & Math Workshop in elementary and multiple periods in secondary to facilitate the transitions and big picture
- Responding to changes and adjustments that require immediate attention
- Pacing the day while being aware of appropriate culminating and beginning times of the lessons, with clear transitions
- Co-planning thoughtful and meaningful themes that are relevant to the ongoing learning and experiences of the students
- Co-planning lessons that respond to the needs of different children with attention to groupings and leveled materials
- Organizing materials in advance so that students understand how to access them
- Developing and maintaining structures that hold students accountable for completing work
- Holding the whole picture of the schedule and lessons in mind and delegating tasks
- Assessing evidence of learning each day and incorporating assessment into the next day's lesson plans, ensuring that the curriculum is building on the students' understanding of concepts and skills
- Compiling the data from summative assessments for the week
- Sharing the data with the Mentor, Principal, and ATR Director
- Setting up areas of the classroom to display student work
- Keeping the classroom space, relevant resources and materials organized during the week

Best Practices for Take Over Week(s) include:

1. Leading up to the Take Over Weeks the Resident can return to observing Mentor to be reminded of the big picture of the whole day. During the observation he or she can write down questions to review during Sacred Meeting time.
2. The week before the Take Over Weeks the Resident should lead the planning with team. Mentor serves as an observer in the process. Debrief with Resident afterwards using a CAL.
3. Film the Resident teaching during the first week and debrief the lesson.
4. Debrief at the end of each day using a CAL.
5. Ask an Instructional Coach or Principal to visit during the second week of the Take Over to observe, give feedback and ask give the opportunity to the Resident to reflect.
6. Send a letter home to the families explaining that the Mentor will be engaged in professional development and out of the school/classroom for the week.
7. Preview with the students what they will learn about during the “Two Week Take Over” and what the Mentor will learn about during his or her Professional Development week.
8. The Resident can write a daily email or write in a journal to Mentor during the second week reflecting on what worked, what didn’t work and steps for the next day.
9. Film during the second week of the Take Over and ask the Resident to select a particular time of day or lesson that they would like to examine with Mentor upon Mentor’s return.
10. It is common for Mentors to want to re-assert their presence in the class after Take Over Weeks. The day after a Take Over is a great day for a Resident to observe in a different Aspire school or classroom.

Master's Degree & California Teacher Credential

All Residents who successfully complete coursework and pass the Master's Orals Exams will graduate from the University of the Pacific with a Master of Arts in Curriculum & Instruction. All Residents who successfully complete all required exams and the EdTPA and the Residency itself (working with a Mentor Teacher throughout the year) including take-overs will earn their Preliminary Teaching Credential from the State of California based on recommendations made to the State by the University of the Pacific.

Should a Resident decide to discontinue work as a Resident with Aspire Public Schools, the University of the Pacific will honor coursework done to date and it may be possible to continue with a Master's through the University of the Pacific's traditional program. Continuation as a University of the Pacific student will be evaluated by the University of the Pacific on an individual basis. The student may no longer be eligible for the special tuition rates made possible through this partnership.

Residents will earn their California Preliminary Teaching Credential by the end of the program by following the steps below:

1. Take and pass the CBEST before Summer Orientation.
2. Apply for Substitute Permit during Summer Orientation.
3. Take all and pass at least one of the required subtests of the CSET by July 30.
4. Take and pass all required sections of the CSET by December 1.
5. Elementary and Special Education candidates also need to take and pass the RICA by January 15.
6. All Candidates need to take and pass the US Constitution Test or have fulfilled the requirement through prior coursework by January 9.
7. Memphis residents must pass all required sections of Praxis by February 15.
8. Take and pass all University of Pacific coursework.
9. Fulfill the EdTPA requirements with Pacific.
10. Apply for Teaching Credential.

Failure to meet any of the deadlines listed above may result in dismissal from Aspire Teacher Residency cohort

Benefits, Finances, and Expense Reporting

Honorarium

Each Resident in good standing (in terms of grades at UOP and evaluations from your Mentor, the Residency Director and Seminar Leader) will receive a \$13,500 stipend for the year. The stipend will be paid in two parts: a \$500 payment will be paid for the summer coursework during July and the remaining \$13,000 will be paid semi-monthly in equal installments of \$541.66. The first payment shall be made on July 31, 2016 and the last on July 15, 2017.

ATR Tuition

Tuition is payable to the University of the Pacific. There are loans available as for any master's program through the University of the Pacific. Residents will receive information on how to apply for financial aid and will then communicate directly with the university's financial aid department if interested in pursuing loans of any sort. Tuition for students enrolled at the University of the Pacific through the Aspire Teacher Residency program is \$15,500.00 for the June 2016 to June 2017 school year. Residents must pay this in full. If for any reason you are unable to pay your tuition costs, the University of the Pacific and the Aspire Teacher Residency program will not be able to continue your education. Residents will pay Aspire directly in three payments, one in July, one in September and one in February. Payments are timed to be required after Pacific's disbursement of financial aid.

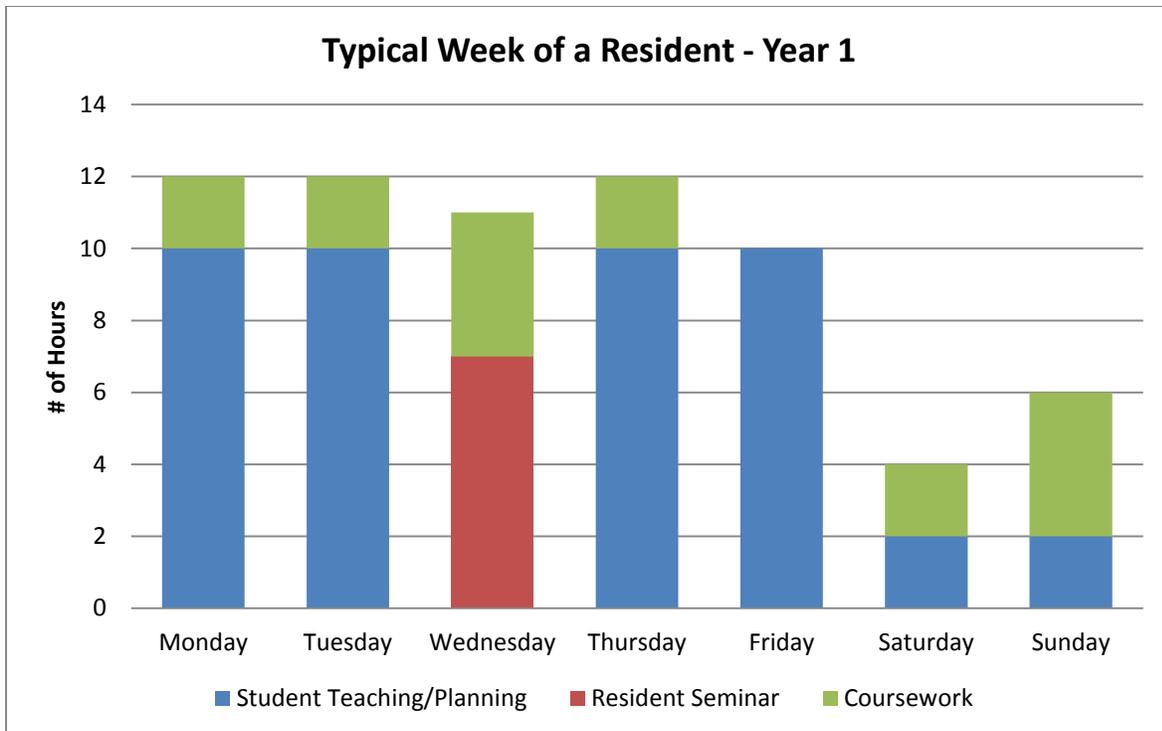
Residents are responsible for all other associated costs, including but not limited to: test fees, housing, graduate student fee, graduation fee, etc. These costs will not be reimbursed by Aspire. Please keep testing in mind as you request financial aid. Each Resident can expect to pay \$700-\$1,000 throughout the year for required tests.

Benefits/ Health Insurance/Financial Aid

The Aspire Teacher Residency provides individual health insurance through Aspire Public Schools or University of Pacific. For questions about benefits please call 510-434-5062. Benefits will be effective on August 1, 2016.

Managing Stress in the Residency

The Residency model for teacher education is a unique experience because it gives students the opportunity to connect theory and practice from the beginning. Due to the fact that both the practicum and the coursework are happening at the same time, the program is very demanding. Below you will find a table that outlines how much time Residents typically spend on coursework, practicum and seminar.



Top 10 Ways to Manage Your Stress in the Residency Year

1. Ask for help.
2. Form a study group with other Residents in your region.
3. Make Sacred Time for yourself a priority.
4. Meet regularly with your Mentor during Sacred Time.
5. Take it one day at a time.
6. Make a weekly schedule for yourself to manage your time.
7. Cut yourself off- you are never going to get it perfect or get it all done.
8. Plan a trip or spend time away during the breaks.
9. Focus on the students and enjoy your time with them every day.
10. Call your Regional Director any time you need anything!!!!

Resident Placement Process & Policies

Criteria for Mentors

Principal/Instructional Coach Recommendation	Principals and Instructional Coaches are asked to recommend teachers as Mentors for the program
Years with Aspire	Teachers should have worked in Aspire for at least two years in order to qualify as a Mentor
Student Achievement Data	Teacher Effectiveness Data is analyzed and Aspire's top teachers are identified

To ensure that Mentors can support Residents' deliberate learning and their development in the profession of teaching, potential Mentor teachers are recommended by a Principal or Instructional Coach. Principals and instructional coaches are asked to recommend potential Mentors who would be able to fulfill the roles and responsibilities. For example, potential ATR Mentors need to not only demonstrate a high level of effectiveness with students but also need to be able to collaborate cogently with Aspire colleagues.

Potential Mentor teachers must also be rated as "Highly Effective" or "Master" in their teacher effectiveness rating. Aspire's teacher effectiveness rating combines observations with individual student growth percentile ratings, a school's student growth percentile rankings, as well as surveys from students, families, and peers.

Teachers who have previously served as Mentor with ATR are evaluated to determine whether or not they are eligible to continue working with ATR. Eligibility is revisited on a yearly basis.

Matching a Resident with a Mentor

The process for matching Residents and Mentors takes into account multiple variables including geography, content, grade level preference and availability. While the ATR program does its best to meet the needs of Residents, the program cannot guarantee that Residents will be placed in a way that is convenient or easily accessible. The program reserves the right to change Resident/Mentor assignments as needed on a case by case basis.

Placement Change

If a Resident and/or Mentor feel a change of placement is warranted, it is the responsibility of both parties to contact the Regional Director. The ATR Regional Director will meet with both parties in order to strategize next steps and enhance the possibilities for success with the pair. On rare occasions the ATR will agree to change placement.

Termination of Mentoring Relationship

If, for any reason, the Mentoring relationship ends and the Resident's placement is changed, ATR will prorate the Mentor stipend to cover the time worked.

Placement after the Residency

In the spring, Residents who are in good standing will be encouraged to apply for open teaching positions within Aspire. Each Resident will have to go through the school's interviewing process in order to be selected. The Resident may select the schools and positions that they are most interested in applying for based on his or her preferences. We will strongly encourage Residents to apply for open positions at our high priority schools. Residents are in no way guaranteed placement at their host school site.

Resident graduates should attend summer training as would any teacher new to Aspire. When a Resident Graduate attends Summer Training or Follow Up Training he or she will be paid a stipend for the additional work days beyond the school year just like all other new to Aspire teachers.

Tips for Job Application Process

We will provide you with supports to prepare for the job application process at Aspire. Here are some simple, straightforward tips that might help you along the way!

Resume & Cover Letter

- ✓ Make sure it is error free.
- ✓ Cater it to the specific school site or position
- ✓ Include student results from the Residency year

Demo Lesson

- ✓ Ask for a class roster and seating chart so that you can use students' names
- ✓ Write out your lesson plan
- ✓ Demonstrate your ability to manage and engage the class
- ✓ Practice your demo lesson with your class

Interview

- ✓ Honor the question by repeating it, giving yourself wait time or taking notes
- ✓ Connect your answer to an Aspire Core Value

Protocol for Underperforming Residents in Practicum and Coursework

All teammates are important contributors to Aspire's mission and their professional growth and development only enhance our ability to serve our students. We hope each individual has a successful and rewarding career where they receive the feedback, guidance, and development required to maximize their job performance. Our performance management initiatives for both teaching and non-teaching staff have been designed to help support teammates in their perspective roles.

Performance management and reviews are part of an ongoing, year-round process, which may be formal or informal, and verbal or written. During the review process, team members are encouraged to discuss expectations; issues raised, as well as share any career interests. If an individual is not meeting performance expectations, his or her performance may be addressed through coaching and counseling, a support plan, or corrective review. Aspire does not necessarily follow a progressive disciplinary process.

For more information on the performance management process for educators, please email hr@aspirepublicschools.org.

Participation in the Residency program does not change the fact that all Aspire teammates work on an at-will basis. The Program is designed to maximize teacher effectiveness, and does not guarantee employment for a specific position or period of time. For more information about at-will employment or Aspire Performance Management please refer to the Aspire Teammate Handbook.

Protocol for Underperforming Residents in Coursework Performance

All due dates for course and school based assignments must be strictly followed. However, there may be instances where the realities of the classroom and/or school schedule make it difficult for Residents to complete certain assignments by the prescribed due date. In these instances, Residents must work with their course instructor to develop a modified due date which is in the best interests of all involved. Any adjustments to the scheduled due date must be made at least one week before the due date of the assignment.

If a Resident does not complete an assignment on time and has not communicated to the course instructor one week in advance of the due date, or has turned in an assignment that does not meet the academic expectations, or fails to maintain a 3.0 GPA with University of the Pacific, they may be dis-enrolled from the Residency program.

Academic Honesty and Plagiarism

Academic honesty is a must and plagiarism is unacceptable. All work submitted as part of the practicum requirements and in the ATR coursework is expected to be the Resident's own work. In the preparation of all written work, Residents should always distinguish their own ideas and knowledge from information derived from other sources. The responsibility of the learning the proper forms and citations lies with the Resident. Whenever ideas or facts are derived from a Resident's reading and research, the sources must be indicated. Residents who are in any doubt about the preparation of written work should consult with their instructor.

Academic Honesty Violations

Violations of the policy include, but are not limited to, the following:

- Submitting as one's own an author's published or unpublished work (material from a journal, Internet site, newspaper, encyclopedia,) in whole or part in paraphrase, without fully and properly crediting the author.
- Submitting as one's own work materials obtained from another Resident, individual or agency without full and proper attribution.
- Submitting as one's own work material that has been produced through unacknowledged or unauthorized collaboration with others.
- Submitting substantially the same work to more than one course without prior approval from all instructors involved.
- Submitting as one's own work that which has been substantially revised by someone else to the degree that it changes the integrity of your original work.

Consequences for Violations of Academic Honesty

ATR considers all of the above violations to be very serious offenses as they undermine academic integrity. If there is evidence that such a violation has been committed, the matter will be brought to the attention of the Regional ATR Director. ATR staff will then respond on a case by case basis to investigate the violation with appropriate staff.

If the violation is found to have occurred, consequences will be in the following range:

- Resident will receive a 0 or no credit for the work in question
- Resident will be required to submit an alternate assignment. Resident must submit a written acknowledgement of violation. This letter will be kept in a confidential file and not be shared without consent from the concerned Resident.
- Resident will be required to research and develop a policy for his/her own classroom around academic honesty
- Resident will receive no credit for the course in which the violation was conducted. She/he will have to make up the course at a later date and will be unable to graduate with the current cohort.
- Resident will receive a written warning and will suffer expulsion if s/he is found to have committed a further honor offense.

MENTORS

MENTORS	
Mentor Roles, Duties, and Responsibilities	45
Best Practices for Host Sites	46
Regional ATR Director Visits	47
Mentor Professional Development Throughout the Residency Year	48
Mentor Professional Development Budget Guidelines	50
Mentor Buddies	51

Mentor Roles, Duties, and Responsibilities

Residency Mentors at Aspire commit to developing every Resident into an expert educator by faithfully adhering to the following guidelines:

- Mentors will work one-on-one sharing their classroom, preparing with and teaching with a Resident four full days each week of the school year. Mentors will be expected to analyze their decision making and explain it to their Residents daily. Thinking aloud and “naming it while you are doing it” is what will make planning and teaching decisions transparent so Residents can begin to develop similar thinking patterns or allow them to challenge their Mentors’ thinking.
- Mentors will be expected to plan formally with their Residents.
- Mentors are expected to hold at least 2 weekly hours of “Sacred Meeting Time.”
- Mentors will include Residents in all school retreats, meetings, events, team meetings and parent-teacher conferences.
- Mentors will introduce the Resident to students on the first day as a Co-Teacher. It is important for the staff, students and families to see the Resident as an equal classroom teacher. They are to be seen as a partner teacher and should not be referred to as an assistant, helper, 2nd teacher, etc. Small things like, having both teachers names on the door & on the attendance folder will help with this message.
- Mentors will gradually release increasing responsibility to their Residents. For example, Mentors model specific techniques, then Residents and Mentors co-teach, then Residents Lead Teach for 15 minutes, then 30 minutes, then an hour and so on so that by the spring the Residents are (ideally) making many of the classroom decisions and leading much of the classroom work.
- Mentors will attend at least ten full-day Mentor seminars during the school year.
- Mentors will complete surveys on what is working and what is not about the Residency Program over the course of the year.
- Mentors will be supported and coached by the ATR Regional Director in their work as Mentors. These one on one coaching sessions will run on site in the Mentor’s classrooms and will occur monthly.
- Mentors will be engaged in on-going formative, informal evaluations of their Residents throughout the year.
- Mentors will be filmed and observed periodically throughout the school year in their work with their Resident.

If a Mentor is unable to fulfill the “Roles, Duties and Responsibilities of a Mentor”, they may be removed from the Aspire Teacher Residency program.

Best Practices for Host Sites

Mentor teachers are the ambassadors of the Aspire Teacher Residency Program and of their Resident. Below is a list of Best Practices for the Mentor and site to fulfill this role:

I. Beginning of the School Year

- ✓ Include your Resident's name on the class roster
- ✓ Call your Resident your "Co-Teacher"
- ✓ Create a space in your room for your Resident (teacher desk)
- ✓ Present the Introduction to the Residency Program PowerPoint to your staff at your retreat or a staff meeting
- ✓ Co-Present at Saturday School and in other family engagement opportunities
- ✓ Have your Resident sit in on your Professional Learning Plan (PLP)
- ✓ Ask your Principal to conduct a PLP/one-on-one meeting with the Resident
- ✓ Make sure your Resident has a mailbox in the office, is included in staff rosters, email distribution list, classroom signage, sign-in sheets, etc.
- ✓ Include information about your Resident in the letter you send home at the beginning of the school year

II. Throughout the School Year

- ✓ Co-observe your Resident with your Principal
- ✓ Encourage your Principal to observe your Resident more than the required two visits
- ✓ Ask your Principal to give your Resident feedback
- ✓ Ask your colleagues if the Resident can observe them in their classrooms or work with a guided group at a different grade level.

III. During the Hiring Process

- ✓ Reach out to Aspire Principals on your Resident's behalf as a reference
- ✓ Write a letter of recommendation
- ✓ Provide feedback to a demo lesson
- ✓ Practice interview questions

Avoid venting or complaining about your Resident to potential hiring managers or colleagues that can influence the outcomes of future employment. If you have concerns about job performance, they need to be addressed immediately and with the ATR Regional Director

Regional ATR Director Visits

The ATR Director will visit your school on a regular basis to spend time in the classroom and meeting with Resident and Mentor. Below is a sample agenda for those visits:

Sample agenda for ATR Regional Director visit. The meeting may include some of the below agenda items:

1. Co-Observation by Director and Mentor of Resident Instruction
2. Debrief the observation with Director and Mentor
3. Debrief with Director, Resident & Mentor together
4. Individual time with Resident and Mentor

Mentor Professional Development Throughout the Residency year

During the beginning of the school year each Mentor will have the opportunity to set a professional development goal for the year. ATR Regional Directors and Mentor Buddies will hold each other accountable for the professional development goal. There will be time set aside during Mentor Seminar to revisit and revise goals.

Professional Development time can happen during the school day. It is important for you to give your Resident alone time in the classroom. Talk to your Principal about expectations related to being on or off campus during this time.

The Take Over Weeks are meant to be time spent on your professional development goals. For example, you can use the time to write grants, lesson plans, or prepare for next year school year.

Explicit Professional Development for Mentor	Implicit Professional Development for Mentor
<p>Participate in small Mentor Professional Learning Community (PLC) to grow practice as a teacher.</p> <p>Development as a coach through Aspire core texts:</p> <ul style="list-style-type: none"> - <i>Leverage Leadership</i> - <i>The Art of Coaching</i> <p>How to coach the Resident - Mentor Coaching</p> <p>Different Types of Co-Teaching</p>	<p>Being forced to explain to another person why I did certain things the way I do them- Metacognition</p> <p>Discussion with the Resident about coursework- learning from the Resident and adopting new ideas and practices</p> <p>How to work really closely with an adult- difficult conversations</p>

Examples of Areas for Focus for Mentor Professional Learning Plan (PLP) Goals

<p>Research</p>	<ul style="list-style-type: none"> • Observations outside of the classroom: At school site, college level, other schools • Find a need with Mentor Partner • Read about action research • Become a school-site pundit on a specific text, content area, or set of strategies.
<p>Policy & Best Practice</p>	<ul style="list-style-type: none"> • Spending Time to prepare for school Professional Development for Leaders Lead • Spending Time off campus with Principal to shape school Professional Development • Grant Writing • Sharing best practices with organizations outside of Aspire • Read about the latest news related to Aspire • Attend a state board meeting • Attend a local board meeting
<p>Community</p>	<ul style="list-style-type: none"> • Learning Another Language • Family/Liaison • Partner with community organizations • Spend time in the community • Setting up structures during the day for parents and teachers to interact • Health services • Plan a family night- math & literacy
<p>Connected Learning</p>	<ul style="list-style-type: none"> • Research technology to support the curriculum • Attend a webinar • Writing a grant for more technology • Create a classroom website and updating it- posting grades/assignments/lessons on a secure website for parents to access

Mentor Professional Development Budget Guidelines

Each Mentor has access to a \$500 professional development spending account that is funded by the Aspire Teacher Residency budget. The professional development budget is designed to encourage each Mentor to focus on a growth opportunity. Since it is in lieu of salary, all of the materials that are acquired with the \$500 will be considered the Mentor's property.

Step 1: The Mentor writes up a proposal for the \$500 and sends it to his or her principal and the Director of the Residency program.

The proposal must include the following:

1. What is your plan for the \$500?
2. How will your plan have an impact on student learning?
3. What supports do you need to execute your plan?

Step 2: Once the proposal is approved, the Mentor can spend the \$500 and submit receipts for reimbursement to ATR.

Please use the following coding information:

California

1. Project Code: Aspire U ATR (134)
2. Resource Code: Schusterman Foundation (9128)

Tennessee

1. Project Code: Aspire Teacher Residency - Tennessee (534)
2. Resource Code: TN Foundation (9110)

Step 3: Guidelines

All of the funding must be spent by July 1, 2017

Residents can serve as a substitute while the Mentor is engaged in professional development.

The goal of the professional development funding is to support the Mentor's growth. It should not be used to support a school wide initiative that does not directly relate to the Mentor's goals.

Mentor Buddies

Purpose

The Aspire Teacher Residency Program believes in clustering Residents and Mentors at school sites whenever possible to promote a community of learners.

Goal

Mentors establish a support network beyond the Mentor Seminar and Mentor coaching school site visits.

Mentor Buddy Opportunities

Must Do	May Do
Meet one time per month Share PLP goals related to Residency program Work together during Mentor Seminar.	Weekly: Meet to troubleshoot aspects of the Residency program. Biweekly: Co-observe each other's Residents and debrief how/what to give feedback on. Monthly: Join each other's sacred meeting time to get ideas to share with your Resident.

What does the research say?

Below is one of three key factors found in a study by Professor Richard Allington and graduate teaching associate Rachael Gabriel of the University of Tennessee/Knoxville, and Brookline, Massachusetts literacy specialist Jeni Peiria Day report on their study of 30 fourth-grade teachers from around the U.S. who have been getting excellent results in high-poverty schools.

“Collegial support – The teachers all had a peer support network in which they could share ideas and speak reflectively about practice. These included Mentors, grade-level or subject teams, and sometimes informal partnerships, such as a teacher who would walk into the other fourth-grade teacher’s classroom and say, “Help! What are your ideas on this?” and another who shared ideas from educational journals with a colleague in her school.”

How often will I meet with my Mentor buddy?

At a minimum you will meet with your Mentor buddy once per month.

PRINCIPALS

PRINCIPALS	
Why Are We Doing This Work?	53
Principal Responsibilities Quick Reference	54

Why Are We Doing This work?

Principals wanted the Residency

Various Principals and lead teachers asked us to make this happen – saw a need for us to train our own teachers so they come into their first year more deeply ready to teach effectively from day one, and stay longer.

For our current and future students

In the Mentor/Resident classrooms the Student-Adult ratio is cut in half. Mentors see every guided reading group every day! In the Residents' first year as new teachers they are better prepared to teach on Day 1.

Time and Money

- Fewer Principal hours spent on recruiting, screening, interviewing, hiring, training new teacher(s)
- Fewer Lead Teacher hours spent on training new teacher(s)
- Fewer Instructional Coach hours spent on training new teacher(s)
- Fewer Principal hours spent on corrective review

To keep our best teachers

- Mentors are engaged in professional development through seminar and release time
- Mentors receive \$500 to spend on professional development
- Provides Mentors with a stipend of \$3000 per year for the work
- Creates a career path for Aspire Teachers
- Provides Mentor the opportunity to reflect upon their own practice

Principal Responsibilities Quick Reference

- **Meet with the Director:** The Regional Director will visit the Mentor/Resident pair every few weeks and will ask to meet with you, make yourself available.
- **Develop your Resident:** Put your Resident on your observation rounds, debrief with them. This should happen as much as possible, but must be done at least twice a semester.
- **Treat the Resident like a teacher:** Residents should get the same treatment as teachers in terms of a box in the office, keys, parking space, etc.
- **Develop your Mentor:** Allow your Mentor to have one Professional Learning Plan (PLP) goal about Mentoring. Check in with them regularly about how things are going.
- **During take-over weeks, let your Mentor drive their own Professional Development:** Mentors will send you a plan of their activities while Residents take over classes. Please allow them to direct this time and don't pull them for other tasks.
- **Don't pull your Mentor without communication:** While Mentors do have flexibility to leave to help other teachers, please use this very carefully and don't pull your Mentor too often and always let Resident know at least a day before.
- **Fill out the Mid-Year Evaluation:** Your Regional Director will send you a mid-year survey about your Resident. Please fill it out thoughtfully.
- **Do NOT ask your Resident to substitute in other classes:** This is a BIG ask, especially on those days when there are no other good options. Residents are not supposed to sub in other classes, please do not use them as a substitute teacher.
- **Ensure your Resident is paid when they sub for the Mentor:** Work with your Office Manager to ensure that Residents are paid in a timely manner when they sub in their Mentor's class. They should be paid as a stipend at the regular sub rate.
- **Do not offer a job before March 1:** You can interview or do a demo lesson, but don't make an offer before March 1 so that other Principals can also offer Residents positions.
- **In the hiring process, communicate with other Principals:** Let colleagues know when you are going to visit or invite a Resident to interview.
- **Alert the Regional Director if there is an issue:** We want the Resident to be a 'no-brainer' hire. If anything at all is keeping them from being a great candidate for your school, let the Director know immediately so it can be addressed.