

*University of Washington Accelerated Certification for Teachers*

## **U-ACT**

A proposal from the University of Washington, Seattle

May 2011

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## Section 1 - Program Information

### **Purpose**

The University of Washington Seattle respectfully submits this proposal to establish the University of Washington Accelerated Certification for Teachers (U-ACT) program as an alternative to route to residency teacher certification to the Professional Educator Standards Board.

### **Type of Certificate Program**

✓ Residency Teacher Certificate

### **Routes Offered**

✓ Route 4: Alternative Route for individuals teaching with conditional or emergency certificates.

### **Endorsement(s) for Teacher Preparation**

#### **Elementary & Middle Level**

Elementary (K-8) with:

English Language Learner       Special Education

Locally identified shortage area: Elementary (only)

#### **Secondary (5-12):**

Science     Biology     Chemistry     Earth & Space Science     Physics

Mathematics       Locally Identified Shortage area: ELA and/or Social Studies

#### **All-level (P-12) Endorsements for Alternative Routes are restricted to the following shortage areas:**

Special Education (Birth-12)

### **Organization type**

Four-year public college or university

## Section 2 - Proposal Contents

### **Need for program**

Content Shortage Areas- The degree to which a district, or consortia of districts, are currently experiencing teacher shortages in math, science, special education and/or bilingual education/ELL. Other locally identified shortage areas may be documented.

This proposal represents a response to human resource needs identified by the Seattle and Federal Way School Districts in areas of chronic teacher shortage. Based on a self assessment of both current needs and broader long term plans for human resource development, the Seattle Public Schools and Federal Way Public Schools have elected to partner with Teacher for America (TFA) and the University of Washington (UW) to develop the University-Accelerated Certification for Teachers (U-ACT). It is our hope and intention that this program will be a model for what we term a “practice-based” approach to accelerated preparation of new teachers. A key feature of this program model is our effort to situate candidate opportunities to learn, and candidate assessment in the regular tasks and routines of teaching practice. We believe this strategy is a promising one for accelerating teacher learning and reducing program costs for teacher preparation. Once approved, U-ACT will be UW’s first “alternative route” to teacher certification program. While Seattle and Federal Way will be the initial district partners, additional partners may be added in the future to the extent that additional district needs are identified. In each case the districts will work with TFA to request conditional certification as per their human resource needs in particular content areas.

For the foreseeable future, entrance into U-ACT will be limited to TFA participants. However, at some point UW may seek to expand the program to non-TFA participants. All requisite analysis of content and market needs will be undertaken in consultation with PESB.

### **A. Market Analysis**

1. Evidence of regional need for the program -The institution or organization will identify other college of education programs operating in the region and describe how the proposal addresses areas of the state that are experiencing a shortage of certification programs to serve school districts within the region. Address specific information related to critical needs of regional school districts, the degree to which those needs are (or are not) currently being met, and the demographics of the region. Also include the geographic location, the identification of the major decision-makers, and any seasonal or cyclical trends which may impact the program.

The College of Education proposal is based on the Seattle School District and Federal Way School District’s analysis of staffing needs that serve as the basis for their collaboration with Teach for America. In each of these districts the recruitment of academically talented new teachers with strong commitments to reducing the achievement gap between white students and students of color is central to both short term and long term human resource strategies. Recognizing the national shortage of academically talented new teachers—particularly in the areas of math, science and special education, both SPS and FWSD are anxious to

participate in the proposed U-ACT program as a means of improving their pool of talented new teachers. See **Appendix A, SPS Board Action**. The information from the Seattle Public and Federal Way Public School Districts provided below makes the districts' need for these teachers clear.

### **Seattle Public Schools**

For the Seattle School District improving the quality of its teaching force is an ongoing priority, and a key component of its theory of action for increasing student achievement. Improving the depth and quality of the pool of applicants for teaching vacancies in the district is an important part of this strategy. The proposed U-ACT-TFA partnership will provide a new source of academically talented new teacher applicants for the District, improving its opportunities to recruit and participate directly in training teachers for its highest need schools.

The District employs 2,654 teachers who are involved in the education of 46,523 students. Only 44% percent of the students are white and 63% participate in the FRPL program. The ethnicity of the teacher workforce, 79% white, does not match the current student population. In the 2009-10 school year, there were a total of 352 vacancies in Seattle Public Schools. Vacancies were concentrated in schools in the Southeast, West and Central regions of the district, with 69% of vacancies in these three regions. Over the past two years Seattle has been instituting a performance level rating system for all of its schools. The system, which focuses on student achievement, rates schools on a 5 point scale; high performing schools are rated a 5 and low performing schools are rated a 1. Level 5 schools had fewer than half the number of vacancies reported for Level 1 (lowest performing) schools.

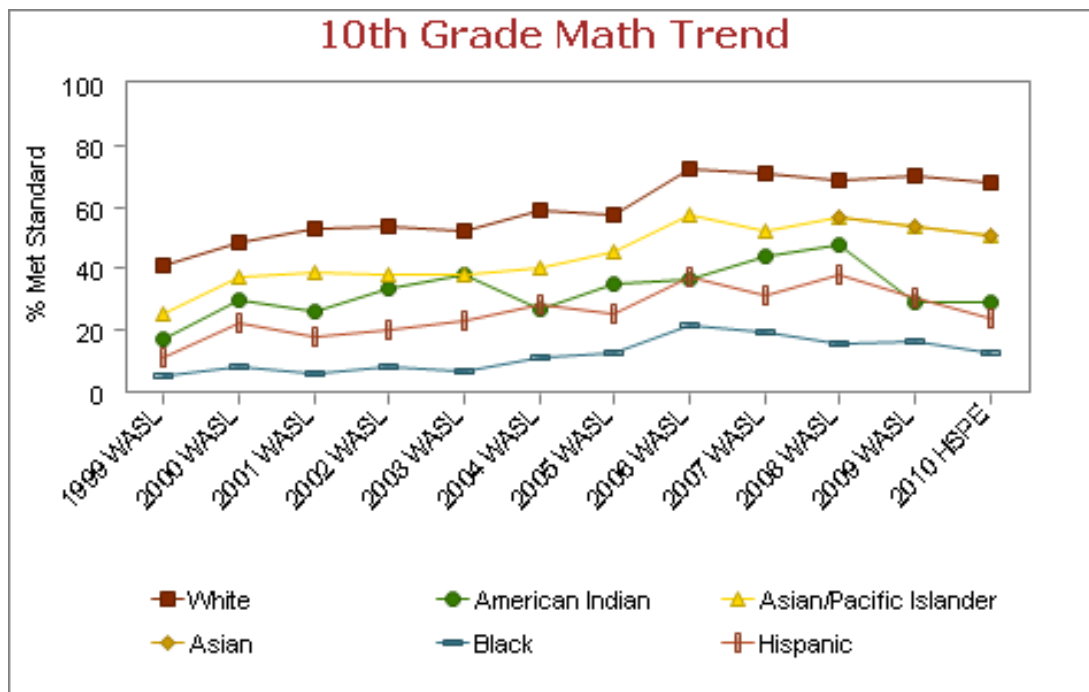
Teacher vacancies in 2009-10 were highest for Elementary (115) and Special Education teachers (73). In middle schools, the highest numbers of vacancies were for Math and Social Studies/Language Arts teachers. In high schools, the highest numbers of vacancies were for Math and Science teachers. **Appendix B, SPS Vacancy Report**, provides a more detailed analysis of the Seattle teaching force).

While the Seattle Schools have improved the academic performance of students during the past several years, scores have yet to achieve the levels the district seeks. For example, scores in math at the 10<sup>th</sup> grade level remain at the lowest level for all grades at less than half of all students meeting the standard. Further, 10<sup>th</sup> grade average scores have stayed the same during the past three-year reporting period. Similar trends are found in writing and science. These scores present a challenge to the district, and underscore their desire to hire new teachers who have strong academic knowledge in these areas and the leadership skills to create momentum for raising all student performance and closing the growing achievement gap.

### Seattle Public Schools 2009-10 MSP/HSPE Results<sup>1</sup>

Grade Level	Reading	Math	Writing	Science
3rd Grade	74.5%	68.7%		
4th Grade	68.8%	62.0%	64.7%	
5th Grade	70.6%	59.9%		40.6%
6th Grade	68.7%	61.4%		
7th Grade	67.5%	64.3%	71.1%	
8th Grade	73.4%	60.4%		60.4%
10th Grade	75.4%	45.3%	84.2%	46.8%

Trend data across ethnic groups also show an achievement gap among students across the district. The table below representing math achievement demonstrates this gap.



These data help explain the strong motivation of the Seattle School District to seek a partnership with TFA and UW which can strengthen the quality of its pool of teacher applicants, particularly in the national teacher shortage areas of math, science and special education.

### **Federal Way Public Schools**

A similar pattern of need exists in the Federal Way School District. FWSD employs 1,219 teachers with teaching responsibilities for 22,189 students. Forty-one percent of the students are white; with Hispanic students comprising the largest percentage of nonwhite students. Federal Way needs for instructional improvement, as shown in the tables below, continue

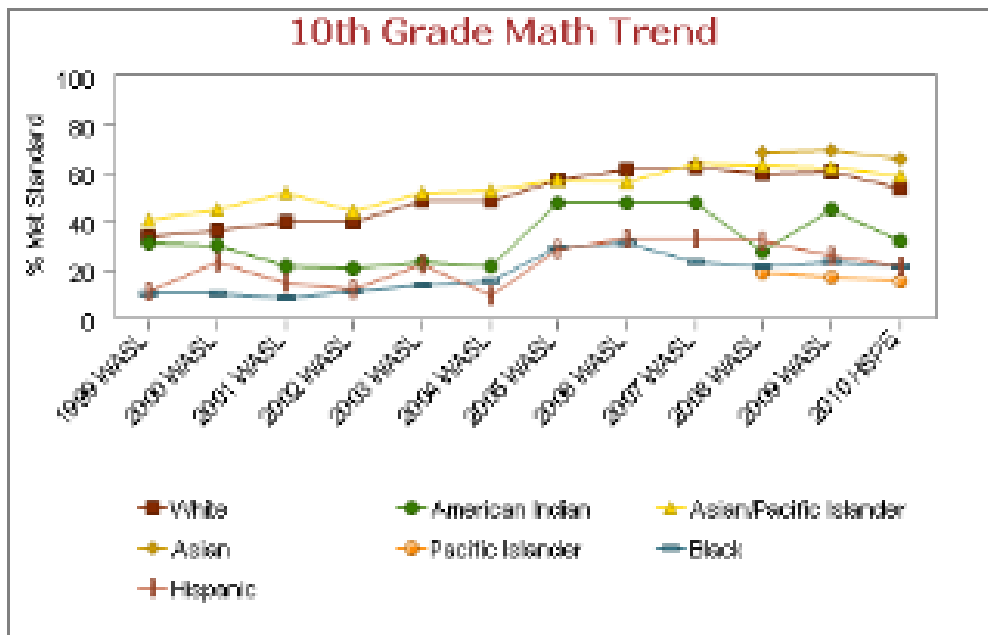
<sup>1</sup> OSPI report Card for [Seattle Public Schools](#)  
UW, Seattle

especially in math and science where scores have remained constant across the last several years and nonwhite students have not met standard in math.

### Federal Way Public Schools 2009-10 MSP/HSPE Results

Grade Level	Reading	Math	Writing	Science
3rd Grade	71.8%	65.1%		
4th Grade	65.6%	62.6%	54.1%	
5th Grade	71.7%	66.8%		25.8%
6th Grade	63.9%	54.4%		
7th Grade	62.5%	55.1%	71.4%	
8th Grade	71.5%	55.1%		45.3%
10th Grade	77.6%	43.0%	84.6%	39.9%

Differences also remain among different ethnic groups within the district. As illustrated by the scores in math (see table below), over a ten-year period Hispanic and Black students' scores have remained basically the same with scores significantly lower than White students.



As in Seattle, recruitment of a pool of academically talented new teachers with strong commitments to reducing the achievement gap is a core strategy for improving student outcomes in the Federal Way School District.

### Contribution of UW Program

The U-ACT program is designed to assist the two districts in addressing specific hiring needs related to improving the achievement of students in their schools. U-ACT is unique in that it brings together a College of Education that is ranked among the top ten research colleges in

the nation, a nationally known alternative teacher education provider, and two districts with strong commitments to addressing the achievement of all students. It has the potential to meet individual student learning needs, provide assistance to the districts, and to impact the field of teacher education.

### **Teacher Education Programs and the Service Area**

There are twenty-one teacher education programs in the State of Washington whose graduates receive a residency certificate enabling them to begin their teaching careers. Twelve preparation programs, including all of the public institutions, except Eastern Washington University, place teaching interns in Seattle Public Schools. Many of these certification programs have a specific focus on preparing candidates to teach in urban and high-poverty schools.

In 2010 Education Service District 121, the geographic area served by the College of Education as well as many other programs, included 35 school districts that employed 22,098 and had 391,911 students enrolled. The districts range in size from Seattle's 46,440 students to Carbonado Historical with 184 students. The number of teachers employed range from 2,654 in Seattle to 12 in Carbonado Historical.

Districts also vary in the student population they serve. For example, the Tukwila School District's student population was 88 percent nonwhite in 2010 and the Highline District's nonwhite student population was 29 percent. Nine other districts report over 50 percent of the student population as nonwhite. Twenty-four districts reported over 20 percent of the student body participating in the FRPL program. It is evident that the make-up of the student population across the state is changing and these changes will have implications for the type of teachers needed in the classroom.

The current downturn in the economy and the State's decision to reduce funding for education has had an impact on the availability of teaching positions. PSEB reported a reduction of 1,872 teachers between 2008-2010.<sup>3</sup> However, both Seattle and Federal Way continue to seek out new teachers to meet district needs, and both consider the partnership with TFA and UW Seattle an element in their long term staffing and human capital<sup>4</sup> development plans.

The three charts below<sup>5</sup> tell an interesting story. Figure 1 shows variability in the districts' hiring of new teachers over time. However, even in recent years (years in which teachers were laid off) both districts hired a significant number of new teachers. Figures 2 and 3 show variability over time and an up-tic in hiring both elementary and mathematics teachers in both districts last year.

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<sup>3</sup> See: Trends for number of teachers employed. <http://data.pesb.wa.gov/employment/duty/teacher/number>

<sup>4</sup> Seattle Public Schools, in collaboration with the Seattle Education Association is just now beginning to articulate this long term human capital strategy as part of the work of the Teacher Incentive Fund (TIF) grant they received from the Federal Government.

<sup>5</sup> Professional Educator Standards Board - <http://data.pesb.wa.gov/>

Chart 1 – New Teachers Hired in Seattle and Federal Way:

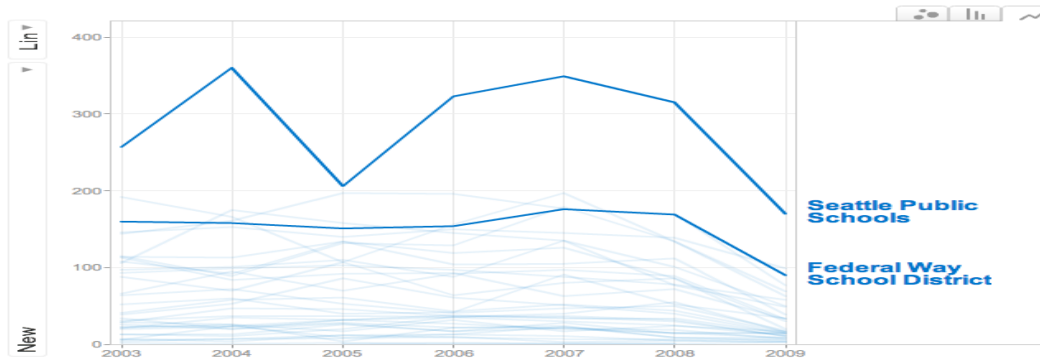


Chart 2 – Elementary Teachers Hired in Seattle and Federal Way:

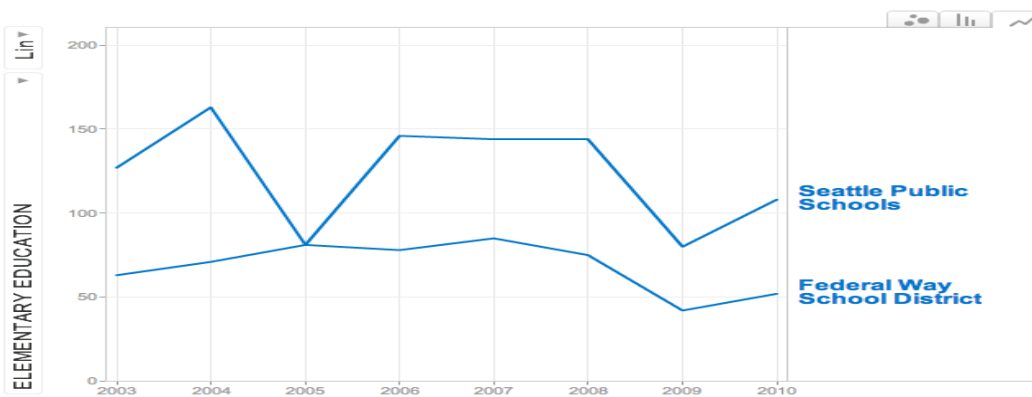
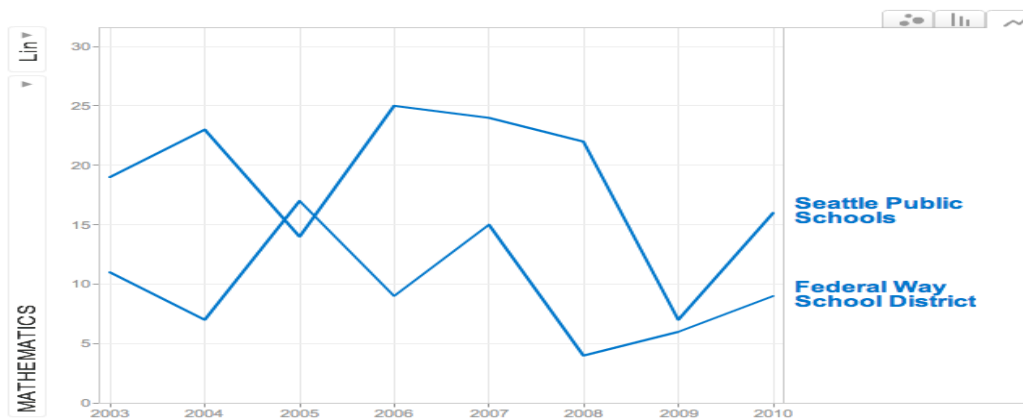


Chart 3 – Mathematics Teachers Hired in Seattle and Federal Way:



**The Context of District Partnerships with TFA**

Teach For America’s mission is to build the movement to close the achievement gap by recruiting, training and supporting outstanding college graduates and professionals who commit two years to work alongside efforts underway in rural and urban communities to provide all students with an excellent education.

In the immediate term, Teach For America corps members collaborate with others in their schools and communities to ensure that more students growing up in poverty today are given

the educational opportunities they deserve. In the long run, Teach For America alumni are a powerful force of leaders working to effect the fundamental changes needed to ensure that all children have an equal chance in life. After 20 years, two-thirds of the organization's alumni (more than 13,000 individuals) continue to work full-time in education, with more than 550 serving as principals and school leaders. Additionally, hundreds of alumni are winning accolades in the classroom, including the 2005 National Teacher of the Year and nearly 550 other teachers of the year at the state, district, or school level.

Teach For America partners with school districts to provide an immediate additional source of strong, diverse, teaching talent, while building a long-term pipeline of education leaders committed to advancing educational excellence. In Seattle Public Schools and Federal Way Public Schools (Teach For America's partner school districts in the Seattle-Tacoma region), student performance data on state standardized tests show significant gaps persisting across racial and socioeconomic lines. Seattle Public Schools and Federal Way have resolved to lessen this gap, and Teach For America offers one additional source of candidates for principals in hard-to-staff schools to choose from as they make their hiring decisions for open teaching positions.

For more on this topic see section 3. A *District Need* below.

2. Describe the unique features of the program design.

While current teacher certification programs at the University of Washington actively engage the latest research in teacher education, they are built upon traditional models of teacher preparation that rely on university coursework supported by field based opportunities to learn. U-ACT is built upon a "residency" model of teacher preparation. The essence of this approach to teacher development is its focus on learning in the contexts of direct and daily practice—rather than traditional coursework. The program is designed specifically to support alternative route 4 candidates, who will be teachers of record in local public schools. The program will ground learning in the context of the school community and the realities of daily teaching practice.

The UW Seattle alternative route is in addition an "early entry" residency model, in which candidates are placed as teachers of record in classrooms. This contrasts with the more common residency models, in which candidates are placed alongside a veteran teacher in his/her classroom. However, U-ACT the program does attend to the following set of guiding principles for residency programs adapted from, *Urban Teacher Residency Models and Institutes of Higher Education generated by the National Council for the Accreditation of Teacher Education (NCATE) and Center for Teacher Quality (CTQ)*:

1. Weaving education theory and classroom practice tightly together in a yearlong residency model of highly relevant teacher education.
2. Focusing on U-ACT candidate learning with support from a district mentor and support from a University based teacher education program.
3. Preparing candidates in cohorts to cultivate a professional learning community, foster collaboration, and promote social change
4. Serving school districts by attending to both their teacher supply challenges as well as their curricular goals and instructional approaches

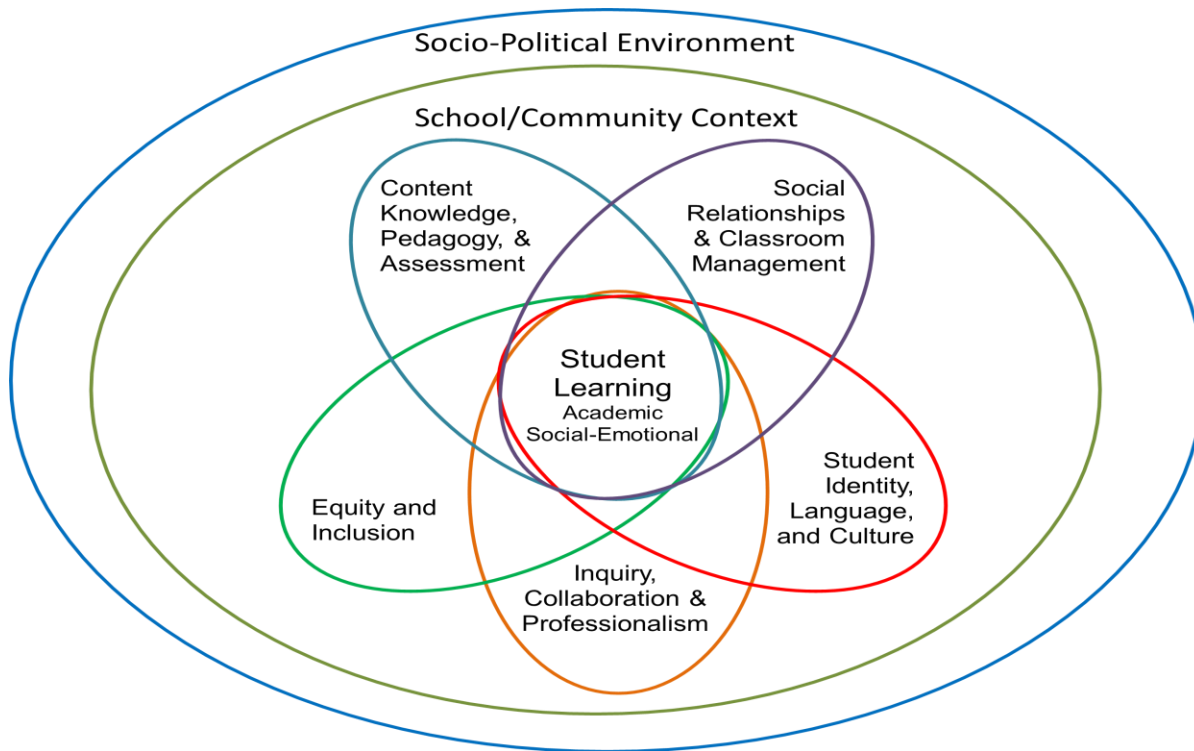
5. Working with partnering districts to establish incentives and supporting differentiated career goals to retain candidates and reward accomplished and experienced teachers.

U-ACT provides resources and learning opportunities to the candidates that challenge them to continuously improve their practice as they teach on a daily basis. During the program, candidates will receive support from three sources: District mentors, TFA Program Directors, and UW staff as they teach. At the same time, candidates will participate in a variety of face-to-face workshops, collaborative work groups and online learning experiences aligned with the results of individual self-assessments. U-ACT candidates will be organized in collaborative “Learning Teams” determined by content area. For example, the elementary candidates will participate together in both an online professional learning community as well as face-to-face UW events as a cohort. The intent is to help candidates develop a collaborative and public disposition toward analysis of their work, as they engage in the day-to-day work of their first year of teaching. As our partnership with the districts proceeds, we intend to engage with the districts in plans they have to provide incentives and differentiated career trajectories that would help retain the teachers prepared through this particular pathway.

### **Conceptual Framework**

The current teacher education programs at UW-Seattle share a common conceptual framework for high quality teaching and U-ACT has also adopted this framework to guide the development of the curriculum for the alternative route candidates (see Figure 1 below). This framework identifies the following inter-related dimensions of teachers’ knowledge, practices, and dispositions that support student learning: content knowledge, pedagogy, and assessment; social relationships and classroom management; equity and inclusion; student identity, language, and culture; inquiry, collaboration, and professionalism. The U-ACT program—its structure, curriculum, and pedagogy—will support candidates to develop their teaching across these dimensions. The learning opportunities provided by the more traditional pathways at UW-Seattle occur in university courses that focus on specific dimensions. For example, methods courses tend to focus in general on developing candidates’ content knowledge, pedagogy, and assessment while other courses attend to issues of language and culture. In this alternative pathway, the learning opportunities related to these various dimensions will be integrated into the series of Performance Challenges. These will also be the contexts through which the candidates will be assessed. For example, the Performance Challenge included in **Appendix C**, *Task 1 Planning Tool*, focuses on skills related to eliciting students thinking. It requires that candidates draw on their content knowledge, their pedagogical repertoire, their knowledge of students’ English language proficiencies as well as the language demands of the task, and their classroom management skills. Using online and face-to-face problems of practice workshops, an ongoing teaching and learning seminar, and a regular special topics colloquium, U-ACT will support candidates to develop their knowledge, practices, and dispositional stances across all of these dimensions. In addition, the U-ACT alternative route program will allow candidates to self assess their progress using the “**TPA Preview**” (see **Appendix D**, *TPA Preview 1*, a protocol for TPA Preview self assessment) and shape their learning targets and goals around each of these dimensions. Candidates will be held accountable to high standards through the successful completion of the **performance challenges** as well as successful completion of the Teacher Performance Assessment, which is also in alignment with the larger conceptual framework of the UW teacher education programs.

**Figure 1. UW Teacher Education Conceptual Framework**



The program features:

- A rigorous application and screening process,
- An intensive, field-based five-week summer institute,
- A coordinated internship support team consisting of the trained district mentor, the TFA Program Director and the UW Team Lead (instructor, supervisor),
- A learning team composed of U-ACT candidates teaching similar content and/or grade level and led by a UW Team Lead,
- A personalized learning plan,
- A series of performance assessments of candidate knowledge and skills, initial assessments lead to the development of the personalized learning plan,
- A challenge-based curriculum that builds on research about what early career teachers need to know and be able to do, addresses state competencies for residency certification, and responds to candidates' individual learning needs,
- Opportunities for candidates to direct their own learning built upon the personalized learning plan and challenges emerging from their own classrooms,
- A technology-rich learning environment that utilizes synchronous and asynchronous opportunities for learning and collaboration, (see **Appendix E**, [U-ACT Technology Summary](#) for a description of the learning system)
- Preparation and support for the Teacher Performance Assessment (TPA), and
- A research agenda that asks questions about innovations in curriculum design for teacher preparation; innovations in instructional practice: developing “high leverage” practices for the classroom; and tools for novice teacher assessment.

3. Describe the size and growth projections for the program.

The UW anticipates enrolling 35 U-ACT residency certification candidates in the 2011-2012 school year and at least 50 candidates per year in subsequent years. These numbers are based on analysis done by TFA prior to initiating a cohort in the region, as well as experience growing programs in other regions. TFA has begun negotiations with several additional districts in the Seattle-Tacoma area. U-ACT will provide alternative route residency certification preparation for all additional district partners in the area. Educational data about the Seattle-Tacoma Region, like that provided about the Puget Sound ESD above will impact expansion in the area. A description of how TFA makes decisions about regional program expansion can be found in **Appendix F, TFA Considerations Related to Regional Expansion**.

## Section 3 - Commitment of Partners

### A. District Need

Districts participating in the Alternative Route programs shall provide verification by attaching a letter on district letterhead that they are currently experiencing, anticipate experiencing or are planning for addressing teacher shortages in endorsement areas for which the Alternative Route program is preparing interns.

Seattle Public Schools and Federal Way Public Schools entered into a partnership with Teach For America to further their progress toward key priority areas in their strategic plans: student achievement and talent development. Teach For America specifically recruits highly skilled, motivated individuals who have demonstrated significant past achievement and have the potential to assume leadership roles in education and make a long-term impact in the classroom, in the field of education, and across sectors.

#### **Seattle Public Schools**

In spring 2008, Seattle's School Board adopted a strategic plan to improve student performance at all levels. This plan, *Excellence for All*, highlights the district's priority around student achievement and human resources. While the district has seen much progress since then on average student growth, as measured by Washington state standardized tests, the achievement gap for many Seattle Public School students persists – some as wide as 51 percentage points<sup>6</sup>. The district also continues to evaluate ways to improve their teacher recruitment process in order to be a strong regional competitor for effective teachers.

#### **Federal Way Public Schools**

Federal Way's strategic plan prioritizes student achievement as one of five key priority focus areas. This commitment is defined by their belief that every student deserves the expectation of success and teachers committed to student academic success and responsible behaviors. This is measured by student outcomes on a variety of assessments at the school, district, and statewide level. In addition to their commitment to student outcomes, Federal Way is committed to ensuring their staff is highly skilled and motivated with a focus on student achievement.

District partner letters are attached in **Appendix G** and **Appendix H**.

### B. Classroom Placement

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[http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/communications/strategic%20plan/sps\\_goals.pdf?sessionId=dc067e7e1eca66c1c74b0834f67b2e0f](http://district.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/communications/strategic%20plan/sps_goals.pdf?sessionId=dc067e7e1eca66c1c74b0834f67b2e0f)

District partners and Alternative Route programs will describe how interns in the Alternative Route program will be placed in K-12 classroom(s) with a trained mentor teacher(s) all day, every day for the duration of their mentored internship. Alternative Route programs and district partnerships must verify that they will provide each candidate with intensive classroom mentoring until such time as the intern demonstrates the competency necessary to manage the classroom with less intensive supervision and guidance from the mentor teacher.

In both districts candidates will compete for open positions in district areas of need. All placements will be made through a district hiring process. As the program is limited to Alternative Route 4, all U-ACT participants will be teachers of record in their classrooms.

A trained district mentor, identified as an instructional leader by the district, will provide candidates with classroom based mentoring and support. The mentor will also participate as part of the alternative route program's *internship support team* made up of the trained district mentor, the TFA Program Director and the UW Team Lead. See Section F. *Program Design* for a discussion of how various candidate supports will operate in the program.

### **C. Route 1 and Route 2 Placements**

NA

### **D. Selection of a Mentor teacher**

The Mentor teacher(s) shall be defined as the teacher(s) of record in the classroom(s) where the Alternative Route candidate is placed. The program and district may also assign a content teacher **in addition** to the classroom Mentor teacher(s) to address candidate needs in specific content areas.

The district and the program provider shall provide the following assurances that the district supports and agrees to the following criteria for a teacher to be selected as a Mentor teacher:

As a Route 4 Alternative Certification Program, candidates will be the teachers of record and assigned district level mentors as part of district induction support programs.

A full description of the district mentoring programs and their relationship with U-ACT faculty and program can be found in section F. 6 *Mentored Internship* below.

Each district will select mentors based on a number of factors including:

- 1) What is known about the mentees' knowledge, skills, and dispositions;
- 2) The level and content back ground of their mentors; and
- 3) The geographical location of the mentees.

In addition, when making matches mentor supervisors will be guided by the Washington State Standards for high quality beginning teacher induction programs. For more information about these standards see **Appendix I, *Effective Support for New Teachers in Washington State; Standards for Beginning Teacher Induction.***

Paul Robb –Professional Development Program Manager in Seattle Public Schools and Sally McClean—Assistant Superintendent in Federal Way have been collaborating with the College concerning U-ACT candidate mentoring. Both confirm that district mentors meet state requirements. In addition, attached letters from district partners provide superintendent assurance that mentors meet state requirements.

#### **E. Field Experience Placements**

- 1. Determining Placements:** The applicant shall describe the process by which placements will be made. Program personnel who are authorized to request a placement and the district personnel to whom the requests should be made shall be clearly identified. The agreement should also specify that candidates will not be placed in situations in which personal relationships or previous experiences could interfere with objective evaluation. Alternative Route candidates shall be placed with a Mentor teacher who meets the criteria as defined in Section D above, titled “*Selection of a Mentor teacher*”.

The two districts have entered into agreements with Teach For America that allow TFA Seattle-Tacoma corps members to compete alongside other candidates for open positions in high need schools. Hiring, and therefore placement, will happen at the school and district levels. A description of the process TFA uses to work with districts and schools to find candidate placements can be found in **Appendix J, *TFA Placement Policies***. The University of Washington is committed to working with participants regardless of their placement as long as the placement is in an endorsement area for which UW is currently approved to provide preparation.

The U-ACT Director, Morva McDonald, and the U-ACT Program Coordinator, TBD, will work directly with district and school personnel to ensure all program elements are coordinated and serve to further candidate preparation for residency certification. As placements are made direct contact with school principals and lead teachers will be initiated. At the district level relationships have been established with the key decision makers are Cathy Thompson—Assistant Superintendent for Teaching and Learning and Paul Robb – Professional Development Program Manager in Seattle Public Schools and Sally McClean—Assistant Superintendent in Federal Way.

A full description of the district mentoring programs and their relationship with U-ACT faculty and program can be found in section F. 6 *Mentored Internship* below.

- 2. Background check and fingerprinting:** Prior to the beginning of all field experiences the program will verify that candidates have cleared fingerprint and background checks conducted through the Office of the Superintendent of Public Instruction and that the program is responsible for assuring that the appropriate clearance remains in effect throughout the completion of any assigned field experience.

The university will verify that all participants have cleared fingerprint and background checks prior to all field experiences.

- 3. Brief description of the field experiences covered by the agreement:** This section should outline the nature of the field experiences being requested and covered by the agreement. For Alternative Route candidates the basic premise is that they will be in a yearlong mentored internship with the open exit option after one half school year if the candidate has demonstrated that they have met competencies for certification.

As this application is limited to Alternative Route 4, the field experiences are constrained by the fact that program participants will be teaching full time.

A description of the Open Exit Option is found in sections F. 3 (*Teacher Development Planning*) and F. 7 (*Open Exit*) under *Program Design* below.

- 4. Roles, responsibilities, and expectations:** A description of the roles, responsibilities, and expectations for: (1) candidates (2) supervisors and (3) mentor teachers shall be developed and shared between partners. In cases where programs have developed handbooks or other materials containing this information, those materials shall be reviewed by the program and the district. The program shall provide evidence that they have communicated the expectations to district Mentor teachers.

Candidates will be full time teachers of record in classrooms and will have the same responsibilities of all teachers hired in the same district. In addition, they will be required to fulfill requirements from the program that ask them to engage with the principles and practices of teaching they are being asked to learn.

The team leads will provide coaching and supervision to each of the candidates through 1) visiting and observing them teach in their classrooms, and 2) reviewing and providing feedback on artifacts of teaching, such as videos of candidate's teaching and supporting documents such as lesson plans and assessment.

In addition to the UW team lead the candidates will have the support of the local Teach for America program director and a district identified trained mentor who works with the districts' first year induction support programs. Collaboration among these individuals will be coordinated as described under Program Design below. A student handbook will be developed and will be reviewed by the administrators of the TFA programs and the administrators of U-ACT.

## **F. Program Design**

Provide program design information for each alternative route(s) the partnership program intends to offer including:

1. A detailed description of how the routes will be structured and operated by the partnership.

### **Teach For America Summer Institute; Building Toward U-ACT**

During the summer institute, conducted by TFA, participants are learning to teach in closely supervised internships in summer school classrooms. Candidates also take coursework on

classroom management and culture; diversity, community and achievement; instructional planning; literacy; learning theory; and leadership. Along with the coursework there are team and individual opportunities to learn in a variety of formats.

Candidates will enter the program having completed the TFA-run Summer Institute. This intensive five-week program will serve as the summer institute portion of the alternative route certification program.

There are two main components of the institute: curriculum sessions and summer school teaching.

1. Curriculum sessions: Every day, corps members attend curriculum sessions, where they gain the foundational knowledge needed to become highly effective teachers. Teach For America worked to refine its summer curriculum over the past ten years, and the sessions are led by curriculum specialists and literacy specialists. Curriculum sessions address topics such as instructional planning and delivery, classroom management and culture, and elementary and secondary literacy. They focus on practical knowledge that corps members can implement immediately in their summer school classes and when they go on to teach full-time.
2. Summer school teaching: Corps members teach as part of a three- or four-person collaborative that is supervised and mentored by both a veteran teacher from the district or charter school and a Teach For America staff member. Collaboratives allow each corps member to be the lead teacher using a rotating schedule and also provide lower student-teacher ratios for daily math and literacy academic intervention sessions, during which each corps member works with a small group of students and provides differentiated instruction based on students' needs.

Corps members have regular opportunities to assume full teaching responsibility for a class. Under the intense support of Institute faculty and teachers from the community, each corps member instructs students in core content areas for 1-2 hours each day for four full weeks. On average, this amounts to approximately 30 hours of lead instruction time per corps member over the course of the summer.

Corps members receive regular feedback about their teaching, engage in reflection and conversations about refining their practice, and identify solutions to improve their methods to ensure that students meet summer school goals. They also observe one another in classrooms and videos of themselves teaching, which gives corps members the opportunity to see which teaching methods are most effective.

Being that UW Seattle will not conduct the summer institute, but will rely on it as part of candidate preparation. A thorough analysis of the material covered in the summer institute was conducted to ensure candidates have opportunities to assess and build knowledge and skills that address the competencies of Residency Teacher Certification.

The following chart details the extent to which the curriculum delivered during TFA's Summer Institute aligns with WA State credentialing requirements. The information in this chart was derived from an analysis of the TFA curricular materials. Reviewed curricular materials

include lesson plans delivered during the summer institute and the following textbooks that candidates are required to read: *Overview of Teaching As Leadership* (which explains in detail the principles and actions of effective teaching and illustrates these with examples from Teach For America candidates and alumni), *Instructional Planning and Delivery* (which presents a goal-oriented, standards-based approach to instruction and includes chapters on long-term planning, unit planning, lesson planning, and assessment), *Classroom Management and Culture* (which focuses on how to build an environment that fosters good behavior and establishes a culture of achievement among students and the greater school community. This text gives significant attention to establishing and reinforcing high expectations for student behavior through rules and consequences, creating a sense of community in the classroom, and maximizing efficiency), *Elementary and Secondary Literacy* (which explores grade-level and content-area specific methods for teaching literacy), *Diversity, Community, and Achievement* (which examines diversity-related issues new teachers may encounter, particularly in the context of race, class, and the achievement gap), and *Learning Theory* (which focuses on learner-driven instructional planning. The text considers how students’ cognitive development and individual learning profiles should help inform candidates instructional and classroom management decisions).

**TFA’s Curricular Alignment with Washington State Credentialing Requirements**

Curricular Topics	WA Initial Credential Requirements	TFA Coverage of Topics	TFA Pre-Service Curricular Materials Demonstrating Alignment with each WA Initial Certification Requirement
<p><b>Utilizing Instructional Strategies</b></p> <p><i>(including strategies that meet the needs of ELLs)</i></p>	<p>Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds</p>	<p><b>Limited/ Moderate</b></p> <p><i>While effective instruction does form a central part of TFA’s TAL framework, TFA’s pre-service curriculum does not include discipline-specific instructional strategies other than literacy</i></p>	<p>A strong emphasis is placed on setting goals, backwards planning with goals in mind, assessing student mastery of targeted goals, and data-driven reflection. Additionally, significant attention is paid to classroom management. Significantly less attention is paid to discipline specific instructional strategies (aside from literacy strategies). However, although strategies are not given much instructional time, candidates are provided with many examples of instructional strategies in the lengthy “<i>toolkits</i>” that conclude each of their textbooks.</p> <p>Additionally, Chapter 6 of <i>Instructional Planning and Delivery</i> covers: Grouping Strategies, Whole-Group Methods, Small Group Permutations, Self-Directed Independent Work</p> <p>Very little attention is paid to understanding and addressing the unique needs of ELLs.</p> <p>Curricular Materials that Address ELLs: Page 46 in the <i>TFA Curriculum Specialist and Literacy Specialist Sessions Course Catalog</i> describes one 3 hour lesson during the summer institute focused on meetings the needs of ELLs.</p> <p>Chapter 8:3 (pp. 167-171) in <i>Instructional Planning and Delivery</i>, which candidates read independently is entitled “Supporting English Language Learners”</p>
			<p>Page 50 in the <i>TFA Curriculum Specialist and Literacy Specialist Sessions Course Catalog</i> describes one 3 hour lesson during the summer institute focused on “Understanding Disability and the Continuum of Services”</p> <p>Pages 31 &amp; 32 of <i>Secondary Literacy</i> discuss Academic Language development.</p>

<p><b>Differentiating Instruction</b></p>	<p>Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning</p>	<p><b>Limited:</b>  <i>This topic is connected, but is not the core of TFA’s TAL framework. Curricular materials are more often focused on planning for whole-class instruction than on differentiating instruction for students with diverse needs. Some curricular materials address differentiation, but it is not a central focus on the pre-service curriculum.</i></p>	<p>Chapter 8 (pp. 167-171) is on Differentiation and includes subtopics including “Differentiating Instruction” (pp. 148-154), “Supporting Students with Special Needs” (pp. 155-167) and “Supporting English Language Learners” (pp. 167-171).</p> <p>Chapter 3 (pp. 27-38) in <i>Learning Theory</i> is on “Learning Differences and Special Education” and includes the subtopics “recognizing and responding to particular learning differences” and “over-arching strategies for addressing learning differences”</p> <p>“Differentiate plans for individual students based on their unique learning profiles (including ongoing performance data) so that all students are engaged and challenged” is one of TFA’s “28 Actions” in the TAL framework (see figure 2 under “plan purposefully”). Another of the 28 actions (under “execute effectively”) mentions differentiation, but only indirectly. More information on TFA’s approach to differentiation can be found online at <a href="http://www.teachingasleadership.org/plan-purposefully/p-4-differentiate-your-plans-fit-your-students">http://www.teachingasleadership.org/plan-purposefully/p-4-differentiate-your-plans-fit-your-students</a></p>
<p><b>Ensuring All Students Articulate Learning Targets</b></p>	<p>Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction</p>	<p><b>Strong:</b>  <i>This topic is repeatedly explored and forms the core of TFA’s TAL framework and pre-service curriculum</i></p>	<p>Assessment and tracking students’ mastery of objectives is a central part of TFA’s lesson cycle. Formative, summative, &amp; diagnostic assessments are mentioned hundreds of times in all curricular materials. Many examples are provided. This is a central part of TFA’s framework.</p> <p>Specifically, Chapter 2 (pp. 11-36) in <i>Instructional Planning and Delivery</i>, which candidates read independently is entitled “Student Assessment: Measuring Progress Towards Your Goals”</p> <p>Standards-based assessments are discussed during every week of the summer institute seminars (See <i>TFA Curriculum Specialist and Literacy Specialist Sessions Course Catalog</i>)</p> <p>Assessment is mentioned repeated in the 28 actions under “planning purposefully,” “executing effectively,” and “continuously increasing effectiveness.” (see figure 2).</p>
<p><b>Community</b></p>	<p>Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others</p>	<p><b>Moderate:</b>  <i>This topic is connected, but does not form the core of TFA’s TAL framework. TFA provides</i></p>	<p>TFA places an emphasis on “creating a safe, welcoming environment” (see: <a href="http://www.teachingasleadership.org/invest-students-their-families/create-safe-welcoming-environment-i-5">http://www.teachingasleadership.org/invest-students-their-families/create-safe-welcoming-environment-i-5</a>). They promote a series of “essential values, perceptions and skills for a strong classroom culture” and they outline a series of strategies for promoting a strong classroom culture including: holding community meetings, assigning classroom jobs, marketing welcoming messages, etc...</p>

<b>Building</b>		<i>very specific strategies for promoting classroom/ school community. However these strategies are granted limited time in the pre-service curriculum.</i>	These strategies and values that promote a “welcoming environment” are granted limited time in the pre-service curriculum.
<b>Ensuring Cultural Competence in Teaching</b>	Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student	<b>Moderate:</b> <i>This topic is connected, but does not form the core of TFA’s TAL framework. However, candidates do read an entire textbook on Diversity, Community, and Achievement.</i>	TFA’s TAL framework argues that teachers will not be able to “convince students that they want to achieve” without “connecting content to students’ current lives,” which can be done by “knowing students well enough to know what would motivate them” and by “making meaningful links between what students value and class content.” <a href="http://teachingasleadership.org/sites/default/files/How_To/INV/I-2/I2_Connect_Success_Current_Lives.pdf">http://teachingasleadership.org/sites/default/files/How_To/INV/I-2/I2_Connect_Success_Current_Lives.pdf</a> ). The strategies that TFA promotes to reach these goals are “designing real-world assignments” ( <a href="http://teachingasleadership.org/sites/default/files/How_To/INV/I-2/I2_Design_Real_World_Assessments.pdf">http://teachingasleadership.org/sites/default/files/How_To/INV/I-2/I2_Design_Real_World_Assessments.pdf</a> ) and “leveraging role models.” ( <a href="http://www.teachingasleadership.org/invest-students-their-families/leverage-role-models-i-3">http://www.teachingasleadership.org/invest-students-their-families/leverage-role-models-i-3</a> ).  Additionally, TFA has students read a short textbook entitled <i>Diversity, Community and Achievement</i> which examines diversity-related issues new teachers may encounter, particularly in the context of race, class, and the achievement gap.
<b>Aligning Instruction with Standards</b>	Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them	<b>Strong:</b> <i>This topic forms the core of TFA’s TAL framework and is discussed repeatedly in pre-service curricular materials.</i>	This topic is addressed on almost every page of almost every text and lesson produced by TFA. Aligning instruction with standards (or “big goals”) is at the heart of TFA’s vision of successful teaching and is infused in every curricular topic that they address in their teaching training.
<b>Teaching for Understanding</b>	Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology	<b>Moderate:</b> <i>This topic is connected, but does not form the core of TFA’s TAL framework. There are limited opportunities to engage with the topic in the</i>	The “Teaching Higher Order Thinking” chapter (pp. 53-62) in <i>Learning Theory</i> discusses the importance of engaging students in critical thinking.  The “Teaching for Understanding: ‘Getting Into Your Students’ Minds” chapter (pp. 39-52) in <i>Learning Theory</i> discusses the importance of planning and implementing instruction with knowledge about students’ cultural reference points, their misconceptions, and their prior knowledge  Although these topics are addressed in textbooks, they are infrequently discussed in the summer-institute curriculum.

		<i>pre-service curriculum.</i>	
<b>Preparing Students to Be Responsible Citizens</b>	Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society	<b>Limited</b> <i>This topic is not connected to TFA’s TAL framework and is not addressed in their curricular materials.</i>	This topic is not addressed in TFA’s textbooks or in their summer institute lesson plans.
<b>Learner-Centered Teaching</b>	Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies	<b>Moderate</b> <i>This topic is connected, but does not form the core of TFA’s TAL framework. Candidates are asked to explore the issue throughout their pre-service curriculum</i>	The “Teaching for Understanding: ‘Getting Into Your Students’ Minds” chapter (pp. 39-52) in <i>Learning Theory</i> discusses the importance of planning and implementing instruction with knowledge about students’ cultural reference points, their misconceptions, and their prior knowledge
<b>Integrating Technology</b>	Using technology that is effectively integrated to create technologically proficient learners	<b>Limited</b> <i>This topic is not connected to TFA’s TAL framework and is not addressed in their curricular materials.</i>	This topic is not addressed in TFA’s textbooks or in their summer institute lesson plans.
<b>Involving and Collaborating with Families and Communities</b>	Informing, involving, and collaborating with families/neighborhoods, and communities in each student’s educational process, including using information about student cultural identity, achievement and performance.	<b>Moderate</b> <i>This topic is central to TFA’s TAL Framework, however candidates have limited opportunities to explore it in the pre-service curriculum.</i>	Although the Pre-service curriculum does not spend significant instructional time on collaborating with families and communities, the topic is central to TFA’s TAL framework and candidates have access to specific strategies for involving their students’ broader networks in the work of the classroom. <a href="http://teachingasleadership.org/invest-students-their-families/invest-students-families-and-influencers-i-6">http://teachingasleadership.org/invest-students-their-families/invest-students-families-and-influencers-i-6</a>  Chapter 9 of <i>Diversity, Community and Achievement</i> asks candidates to think about how to effect change in communities from stances of respect and humility.
<b>Utilizing Feedback and</b>	Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and	<b>Strong:</b> <i>This topic forms the core of TFA’s TAL</i>	TFA spends significant time in their pre-service curriculum on the cycle of instruction, which concludes with “continually adjusting your plan” in response to student data. This can be found in their text <i>Instructional Planning and Delivery</i> and in their summer institute lesson plans ( <i>TFA Curriculum Specialist and Literacy Specialist Sessions Course Catalog</i> )

<b>Reflection to Improve Teaching Practice</b>	reflection	<i>framework and is discussed repeatedly in their pre-service curricular materials.</i>	
<b>Collaborating in Contributing to School Improvement</b>	Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication	<b>Limited</b> <i>This topic is not connected to TFA's TAL framework and is not addressed in their curricular materials.</i>	This topic is not addressed in TFA's textbooks or in their summer institute lesson plans.
<b>Demonstrating Knowledge of Responsibilities and Policies</b>	Demonstrating knowledge of professional, legal, and ethical responsibilities and policies	<b>Limited</b> <i>This topic is not connected to TFA's TAL framework and is not addressed in their curricular materials.</i>	This topic is not addressed in TFA's textbooks or in their summer institute lesson plans.

\*Sources for WA Credential Requirements:

<http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>

*\*Strong, Moderate, and Limited rating based on the following criteria:*

**Limited:** Limited connection to TFA's TAL Framework AND Limited opportunities to engage with related material during instructional sessions and/or in textbook readings.

**Moderate:** Connected to, but not a core part of TFA's TAL Framework AND Moderate opportunities to engage with related material during instructional sessions and/or in textbook readings.

**Strong:** A Core part of TFA's TAL Framework AND Many opportunities to engage with related material during instructional sessions AND in textbook readings.

After completion of the TFA summer institute the U-ACT program will look for evidence from each candidate indicating their competencies in the content delivered during the summer institute. We will collect this evidence using candidates' self-assessment completed during the summer institute, the TPA Preview delivered at the start of the U-ACT program, and the Teacher Development Plans that candidates enter the U-ACT program with. If these assessments indicate that candidates have not achieved competence in one or more areas, they will need to display competence in these areas. Performance challenges will provide candidates with the opportunity to learn about each competency and specific attention is paid to those competencies insufficiently covered in TFA's summer institute.

### **U-ACT Program**

Current UW teacher education programs utilize a practice-based approach to teacher preparation. Program developers have extended the notion of a practice-based approach to focus the preparation and evaluation of U-ACT residency certification candidates in order to build their instructional capacity.

The structure and the curriculum give students opportunities to develop their knowledge of teaching through activities and events that are oriented around the framework for inquiry-based professional development described below. The program balances the urgent needs of daily teaching practice with learning theories, frameworks, and principles that guide that practice, while affording candidates opportunities to develop their capacity to learn from their own practice.

Before beginning the UW program students complete a series of readings and an initial five-week intensive institute under the direction of TFA. A careful analysis of the institute curriculum has been completed; it addresses many of the state competencies for residency certification and is a good primer for the proposed UW Alternative Route program. It will serve as the summer intensive prior to entering the classroom in the fall.

During the TFA preprogram institute students begin to draft individual Teacher Development Plans. At the very beginning of the UW program students take a performance assessment. The assessment is a modified version of the Teacher Performance Assessment (TPA). The results of the initial assessment inform and shape the next draft of the individual Teacher Development Plans. These plans are completed in collaboration with the internship support team - UW Team Lead, district mentor, and the TFA Program Director.

Upon entering the program U-ACT students are assigned to a subgroup according to their classroom teaching assignment - Elementary, Secondary Science, Secondary Mathematics, etc. Each subgroup has a Team Lead with primary responsibility for supporting candidate progress through the program.

Instructional areas (e.g., assessment for learning, scaffolding for participation, intellectual engagement for learners, and sense-making of k-12 students' thinking and understanding) from current CoE teacher education curricula have been identified as essential for U-ACT candidates to meet residency certification competencies by the end of the first program year. These elements are reframed as Performance challenges. These challenges are set in an instructional improvement cycle (figure 2) comprise the core of the curriculum.

CoE faculty and program personnel utilize participants' personalized Teacher Development Plans and experiences in their own classrooms to customize and further develop program curriculum to ensure students are able to meet all certification competencies. As this is a performance-based program, each year the curriculum will be tailored to the learning needs of the cohort of students entering the program.

Learning teams work both in-person and virtually, aided by synchronous and asynchronous technologies. The curriculum is organized into three different types of learning opportunities: the Teaching and Learning Seminar, Special Topics Colloquium, and Problems of Practice Workshops. Participation in these is required for the first six months of the program. Candidates can elect after that period and after successful completion of related performance challenges to elect out of these opportunities. See **Appendix C, *Task 1 Planning Tool***, for an example of a performance challenge.

### **Curricular Program Elements**

*Teaching and Learning Seminar.* (Available all three quarters of the academic year. Participation in this program element may be waived once performance challenge

assessments are met and the TPA is passed. See the Open Exit section for process details.) The purpose of the seminars is to engage the candidates in weekly collaborative work regarding teaching. Students will work with their Team Lead and content or level subgroups (teams) to complete faculty-generated performance challenges. The central component of this work is the development of the candidates' pedagogical content knowledge and instructional practice. Throughout the year the Team Lead meets, virtually and face-to-face, with the team to engage the program curriculum. The faculty members who design the performance challenges present at some of these weekly meetings to both ensure the challenges are taken up appropriately and to review participant work.

The framework of the seminar will remain the same for all corps members. However, the way participants engage the curriculum will vary depending on the make up of their subgroup and the individual challenges the participants are engaging in their classrooms. For instance, early in the program all subgroups will encounter a challenge that deals with student assessment. The specifics of that challenge will reflect the particular issues embedded in the content the subgroup is teaching, i.e. math, science, reading at the elementary level, etc. A more detailed description of the performance challenges, the related inquiry cycle, and their connection to Teacher Development Planning is included in the *Framework for Candidate Self-Assessment, Progress Monitoring and Professional Development* section below.

*Special Topics Colloquium.* (Available all three quarters of the academic year. Participation in this program element may be waived once performance challenge assessments are met and the TPA is passed. See the Open Exit section for process details.) Special Topics meets once or twice a month during the academic year. Some meetings engage the whole cohort, while others focus on areas of interest to specific teams, groups of teams, or individuals from across the learning teams. Special topics tackles cross cutting issues such as learning and development; language, race, and culture; policy and politics; and other issues.

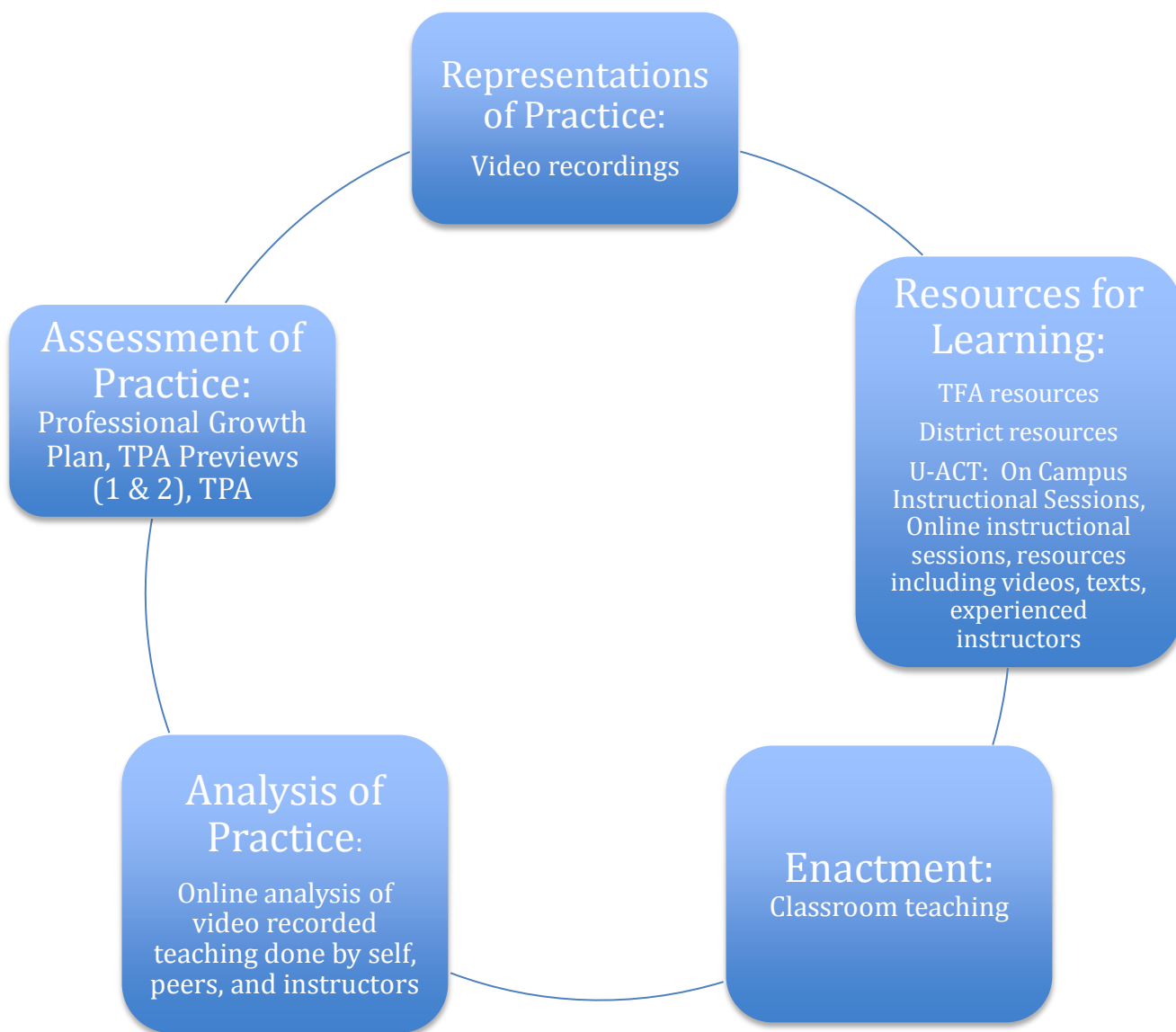
*Problems of Practice Workshops.* (Available all three quarters of the academic year. Participation in this program element may be waived once performance challenge assessments are met and the TPA is passed. See the Open Exit section for process details.) The goal of these sessions is to support the candidates by engaging them in problems of practice, which support analysis of their teaching in various ways. This set of workshops is built upon a successful model, called Reconnect and Recharge, used during the induction year of the current teacher education programs. In this program Problems of Practice Workshops are held twice a month. Early in the academic year students are guided to select specific types of problems. Team Leads and other College of Education faculty developed these problem types based on the likelihood that students will encounter them early in their teaching careers. Later in the year students draw on their classroom experience to raise dilemmas they would like to engage on during this forum. Learning Team Leads will facilitate these workshops via on-line synchronous and asynchronous structures. See **Appendix E, U-ACT Technology Summary** for a description of the learning system.

### **Framework for Inquiry-based Professional Development**

Our approach to instruction in U-ACT is grounded in the Instructional Improvement Cycle (see Figure 2, below) model in which candidates play a very active role in defining their own needs, planning opportunities to learn and evaluating their own learning. The Instructional Improvement Cycle is represented below. It is important to realize that the motive for learning—that is, the point in the process at which candidates might enter a “cycle”, can

occur at any point. For example, we anticipate that many learning cycles will be initiated through the process of self-assessment that is structured through one or more of the Performance Challenges that organize the U-ACT curriculum. However, we also recognize that the motivations for learning often arise in the context of seeing exemplary models of teaching—to which we plan to expose candidates regularly. The instructional improvement cycles also often begin with trouble—when a candidate’s hopes or expectations for student participation and learning in a particular unit or lesson collide with the realities of life in classrooms. Regardless of whether the motivation to learn proceeds from systematic self-assessment, or other experiences, we see each element of the Instructional Improvement Cycle as playing an important part in a comprehensive programmatic strategy for addressing learning needs.

**Figure 2. Instructional Improvement Cycle**



### **Teacher Development Planning**

During the summer institute candidates are assessed using TFA's Teaching as Leadership (TAL) Framework. Details about the TAL framework and the related assessment can be found in **Appendices K, L, and M**, TAL Comprehensive Rubric; TAL Institute Rubric; and TAL Summer Institute Assessment, respectively. Upon entering the U-ACT program candidates meet individually with the U-ACT Team Lead to build their initial Teacher Development Plan based on the evidence found in the TAL. The rest of the Internship Support Team will review and provide input. The Teacher Development Plan form can be found in **Appendix N**, U-ACT Teacher Development Plan. (Note that cells in the form can expand as necessary as progress is made over time.) The Teacher Development Plan will be reviewed with the Learning Team Lead on a regular basis throughout the program. The second point in the progression is discussed in the section below. This process is embedded throughout the program. The plan continues to be refined until the candidate completes the performance challenges and is ready to take the TPA.

### **Framework for Candidate Self-Assessment, Progress Monitoring, and Professional Development**

The U-ACT program is organized around a comprehensive set of what we have termed "Performance Challenges", which are grounded in the program's conceptual framework, state teaching standards and the requirements of the Teacher Performance Assessment. Performance Challenges are conceptualized as formative assessment processes that both document candidate competence and allow candidates to predict their performance on the TPA.

Two types of Performance Challenges are included in the program: Comprehensive Teaching Assessments and Professional Work Samples. Comprehensive Teaching Assessments occur at three points in the program, and are organized around the requirements of the TPA. The first of these, termed the TPA Preview I, occurs during Week 6 of the program. This assessment requires candidates to gather and evaluate artifacts of their first six weeks of teaching, including lesson and unit plans, classrooms assessments, and samples of student work. These artifacts are evaluated using the rubrics of the Washington State Teacher Performance Assessment, as well as the framework for Teaching as Leadership (TAL). Based on these data, candidates develop individual priorities for professional learning and development. Each candidate subsequently meets with their Learning Team Leader to identify learning resources relative to their self assessed needs and update the Teacher Development Plan according to their progress and learning needs.

**Appendix D**, TPA Preview 1, describes the steps for TPA Preview I in more detail, including the rubrics from the WA TPA that will be used to evaluate the candidate's teaching practice. In January, a second set of artifacts from candidate's classrooms will be collected and evaluated in the same fashion (TPA Preview II). Based on this second self-assessment, candidates may elect to proceed immediately to completion of the formal Washington State Teacher Performance Assessment. See response in section F. 3 for a description of this process and **Appendix O**, Open Exit Request, for the request form.

A second type of Performance Challenge for the U-ACT program is based on what we have termed Professional Work Samples. These consist of artifacts of *regularly occurring routines and requirements of classroom practice*. That is, to the extent possible, our design principle

is to integrate candidate assessments and opportunities to learn into the normal demands of classroom practice, rather than imposing “artificial” requirements such as papers, projects or “assignments”. We are not naïve about being able to avoid “add-ons” entirely: readings, video-taping, collaborative analysis of student work—all of these function as important opportunities to learn that are unfortunately *not* part of every teacher’s practice. But the point is that we are seeking, as a matter of strategic design, to embed candidate assessments, and related learning opportunities, in the practical work that candidates will do as part of their role as teachers of record in the classroom. Examples of regular classroom routines and work activities that will form the contexts for Professional Work Samples include developing a literacy program, implementing a classroom management system, communicating and collaborating with families, and teaching students to manage classroom transitions.

While Professional Work Samples are organized around artifacts of normal classroom work routines and activities, they are also designed as opportunities for demonstration, evaluation and development of specific Targeted Instructional Practices. These are drawn from the research literature on preparing novice teachers to use “high leverage” teaching practices, and including a number of studies done here at University of Washington (Windshitl & Thompson, 2006; Kazemi, et al, 2011). Examples of targeted instructional practices include strategies related to sense making with students, scaffolding student participation, and differentiation of instruction.

Table 1 shows how Professional Work Samples are designed to provide opportunities for developing and assessing candidate competencies related to specific Performance Challenges embedded in the contexts of authentic teacher work routines. Artifacts (evidence) to be collected for analysis and evaluation are defined for each work task, and the relationship between each task and the relevant elements of Washington State Standard V is identified.

Table 1: Professional Work Samples: Artifacts of Practice

<b>Targeted Instructional Practices</b>					
<b>Performance Challenge:</b>	<b>Elicitation/ Sense-making of students’ knowledge, thinking and questioning</b>	<b>Rigorous intellectual engagement</b>	<b>Assessment of learning</b>	<b>Scaffolding student participation</b>	<b>Differentiation of Instruction</b>
1) Develop and implement Fall semester unit plans	Written unit plan; State and district standards	“Big ideas” underlying unit	curric-based assm’ts; samples of student work		
2) Develop and implement lesson plans	Written lesson plans; Video records of lessons	Lesson plans; Video records; Student-based evidence	Classr’m assessm’t data; student work samples	Lesson plans; video records	Lesson plans; video records
3) Plan and implement a classroom community	Records of student-based input	Records of student-based input	Behavior records; video records;	student self evaluations	Records (classroom rules, handbook, website) of

development plan					management policies
4) Plan and implement a program for collaborating with families	Inventory of cultural “funds of knowledge”	Records of communication with families regard classroom curriculum	Records of contact with families regarding student progress	Policies (handbook, syllabus, website) for student-family-teacher communication	
5) Prepare Fall semester grades		Records of student interpretations of learning outcomes	Summary of ass’t results	Records of student self evaluation	
6) Participate in implementation of 504 Plans and IEPs	Lesson plans; video records of questioning strategies	Lesson plans	Records of student progress	Lesson plans; video records of student participation	Lesson plans; videos records of classroom instruction
7) Develop a unit plan that integrates two or more curriculum domains	Written unit plan; State and district standards	“Big ideas” underlying unit	curric-based assm’ts; samples of student work		
8) Plan and implement a year long “technology tools for learning” curriculum	Written curriculum plan; lesson plans	Lesson plans; video records,	Samples of student work	Lesson plans	Lesson plans

**Table 2: Targeted Professional Practices**

<b>Performance Challenge:</b>	<b>Analysis and Improvement of practice</b>	<b>Collaboration for School Improvement</b>	<b>Responsible Professional Practice</b>
1) Complete multiple cycles of evidence-based analysis and improvement of practice	Documented data-based change in practice (TPA Preview I; TPA Preview II; TPA)		
2) Participate in school-based collaborative teams		Observations conducted by district mentor teacher	
3) Participate in resolution of ethical dilemmas of practice			Observations conducted by district mentor teacher

**Assessment of Work Samples for U-ACT**

During the first year of program operation we will use a holistic rubric (drawn from the Margaret Danielson framework) now in use in both Seattle and Federal Way School Districts to evaluate evidence presented by candidates related to each of the U-ACT Performance Challenges. This rubric will be used independently by at least two program faculty (including TFA Program Directors and District Mentors) to evaluate each work sample. In the event

that these two evaluators do not agree that the candidate work sample is “at standard”, a third evaluator will review the work sample. Results of the work sample assessment will be used to make modifications in the candidate’s Teacher Development Plan as needed. During Year I we will use samples of candidate responses to the Performance Challenges to develop benchmarks for each, with analytic rubrics to guide candidate learning and self evaluation. TPA performance will be evaluated using the regular state-defined evaluation process. Although U-ACT will provide a schedule for completing Performance Challenges based on the naturally occurring sequence of teaching activities for the academic year, candidates will be invited to complete the challenges independently if they have opportunity or desire to do so.

Holistic Evaluation Rubric for Year I Work Samples (generic)

1	2	3	4
Teacher does not appear to understand the concepts fundamental to the Professional Practice Standards	The teacher appears to understand the concepts fundamental to the Professional Practice Standards, but implementation is intermittent	The teacher clearly understands the concepts fundamental to the Professional Practice Standards and implements them consistently	Teachers at this level are master teachers and make a contribution to the field both in and outside their school

Sample holistic evaluation rubric for specific area (Demonstrating knowledge of content)

1	2	3	4
Teacher makes content errors and/or does not address students’ misconceptions	Teacher displays basic content knowledge but cannot articulate connections within the content or with other content areas	Teacher displays solid content knowledge and makes connections within the content or with other content areas	Teacher displays extensive content knowledge and makes connections within the content and with other content areas; teacher demonstrates continuing pursuit of such knowledge

Relationship between Performance Challenges and Standard V

<b>WA State Residency Credential Requirements</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds	1) Develop and implement Fall semester unit plans 2) Develop and implement lesson plans 7) Develop a unit plan that integrates two or more curriculum domains	TPA Classroom Observation by U-ACT, TFA and District staff

	TPA Preview I and II	
Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning	1) Develop and implement Fall semester unit plans 2) Develop and implement lesson plans 7) Develop a unit plan that integrates two or more curriculum domains TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction	5) Prepare Fall semester grades TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Implementing classroom/ school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others	1) Develop and implement Fall semester unit plans 2) Develop and implement lesson plans 4) Plan and implement a program for collaborating with families TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student	1) Develop and implement Fall semester unit plans 2) Develop and implement lesson plans 6) Participate in implementation of 504 Plans and IEPs TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them	1) Develop and implement Fall semester unit plans 2) Develop and implement lesson plans 6) Participate in implementation of 504 Plans and IEPs TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology	1) Develop and implement Fall semester unit plans 2) Develop and implement lesson plans TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society	7) Develop a unit plan that integrates two or more curriculum domains TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies	1) Develop and implement Fall semester unit plans 2) Develop and implement lesson plans 3) Plan and implement a classroom community development plan 4) Plan and implement a program for collaborating with families TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Using technology that is effectively integrated to create technologically proficient learners	8) Plan and implement a year long “technology tools for learning” curriculum TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Informing, involving, and collaborating with	4) Plan and implement a program	TPA

families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.	for collaborating with families TPA Preview I and II	Classroom Observation by U-ACT, TFA and District staff
Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection	1) Complete multiple cycles of evidence-based analysis and improvement of practice  TPA Preview I and II	TPA Classroom Observation by U-ACT, TFA and District staff
Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication	2) Participate in school-based collaborative teams	Classroom Observation by U-ACT, TFA and District staff
Demonstrating knowledge of professional, legal, and ethical responsibilities and policies	3) Participate in resolution of ethical dilemmas of practice	Classroom Observation by U-ACT, TFA and District staff

In **Appendix C, *Task 1 Planning Tool***, we present an example of a tool to support completion of Work Sample 2 (lesson planning) with specific focus on practices related to “elicitation of student thinking”.

### **Internship Support**

Internship support will be provided in a coordinated effort between districts, TFA, and UW. Each will draw on its unique perspective and resources to form *internship support teams* mentioned previously. The districts have internal support structures for first year teachers (e.g. the Staff Training, Assistance, and Review (STAR) mentor program in Seattle, and the Beginning Teacher Assistance Program (BTAP) in Federal Way). TFA employs Program Directors to work directly with program participants in a coaching relationship focused on setting and meeting goals for improving student learning. The U-ACT team leads will connect their classroom support to the candidates’ Teacher Development Plans and the UW challenge-based curriculum.

In order to ensure candidates do not suffer the burden of conflicting messages from multiple support structures, the internship support teams will have regularly scheduled meetings and a communication plan to reinforce coordination across the support system. The internship support teams will ensure that overall cohort and individual participant learning needs are being addressed. The UW curriculum is designed to respond to participant learning needs as they emerge over the course of the school year.

2. Description of the screening process for applicants to alternative route programs, including entry requirements specific to each route, advising and assessment of candidates’ previous work experience. (*Appendix A contains a detailed description of the eligibility criteria and entry requirements for each of the four routes*).

All participants in U-ACT first apply to Teach for America and are accepted as corps members. The TFA application consists of academic, personal, and professional information, including letters of recommendation, a letter of intent, and a resume. Applicants must hold, or be on track to receive a bachelor’s degree from an accredited college or university. At this stage applicants are screened for strong content knowledge (average GPA is 3.5) and leadership qualities and experience. A small percentage of applicants are asked to participate in a phone interview. An even smaller percentage is invited to a full-day interview.

At this stage applicants are screened for leadership qualities, professionalism, commitment to working in high need schools, ability to work under stress, and communication strengths, among other qualities. A small subset of the original applicant pool are accepted into TFA and invited to the intensive summer institute. The summer institute acts as a final piece of the admissions process. That is, participants must successfully complete the summer institute to become fully-fledged corps members.

The application process for U-ACT candidates will be conducted in accordance with University of Washington rules and procedures as governed by the Graduate School and College of Education. Applications for UW and the U-ACT program will be completed on line while at the summer institute (June/July) utilizing the standard College of Education form. A faculty committee consisting of the U-ACT director (Dr. Morva McDonald) and Assistant Dean of Academic Programs (Dr. Martin Howell) and an additional faculty (Dr. Cap Peck) will review and make final decisions on all students. UW application includes: letters of recommendation, transcript, major GPA, CV including prior experience, evidence of passing scores on the WEST – B and WEST – E exams, cleared character and fitness forms, and two written statements – a goal statement and personal statement. Consistent with University of Washington procedures, the faculty committee will conduct a holistic review of the applications. The applications will be reviewed in early August and applicants will be notified of the decisions by August 15<sup>th</sup>. Teach for America personnel will not be involved in the review or evaluations of students into the U-ACT/UW program. Applicants that meet entry requirements will be offered conditional acceptance into the program. Before enrolling in U-ACT candidates must secure positions in local districts under all of the rules governing conditional certification as described in ESSSB 6696.

3. Teacher Development Plans- - Each Alternative Route program will provide a detailed description of how they will specify the alternative route coursework and training required of each candidate by comparing the candidate's prior experience and coursework with the state's new performance-based standards for residency certification and adjusting any requirements accordingly. The program will also provide a description of the open exit option available to candidates in Routes 2, 3 and 4.

As described above the individual Teacher Development Plans will begin to be formed during the TFA summer institute. They will be completed after an initial performance assessment at the beginning of the U-ACT program. The plans will address state competencies for residency certification, candidate dispositions, and will be influenced by the particular learning needs of the students in the candidate's classroom.

The program is designed to present candidates with challenges and learning opportunities that can be adjusted to meet the individual learning needs of program participants. An example of how this might happen is provided under *Teaching and Learning Seminar* in section F.1. Program Design.

**Teacher Development Planning** - note this text is also embedded in section F. 1 Program Design, above.

During the summer institute candidates are assessed using TFA's Teaching as Leadership (TAL) Framework. Details about the TAL framework and the related assessment can be found in **Appendices K, L, and M, TAL Comprehensive Rubric; TAL Institute Rubric; and**

TAL Summer Institute Assessment, respectively. Upon entering the U-ACT program candidates meet individually with the U-ACT Team Lead to build their initial Teacher Development Plan based on the evidence found in the TAL. The rest of the Internship Support Team will review and provide input. The Teacher Development Plan form can be found in **Appendix N**, U-ACT Teacher Development Plan. (Note that cells in the form can expand to as necessary as progress is made over time.) The Teacher Development Plan will be reviewed with the Learning Team Lead on a regular basis throughout the program. The second point in the progression is discussed in the section below. This process is embedded throughout the program. The plan continues to be refined until the candidate completes the performance challenges and is ready to take the TPA.

### **Open Exit**

The open exit option will be available to the candidates. However, given our understanding of the candidates we expect to enroll (i.e. mostly recent college grads), it is highly unlikely that this bar will be met prior to the end of the third term. All candidates must show that they have met the competencies embedded in the Performance Challenges. As noted previously, participation in these challenges is required for the first six months of the program. Candidates can then elect after that period, and after successful completion of related performance challenges to elect out of these opportunities. See **Appendix C**, Task 1 Planning Tool, for an example of a performance challenge.

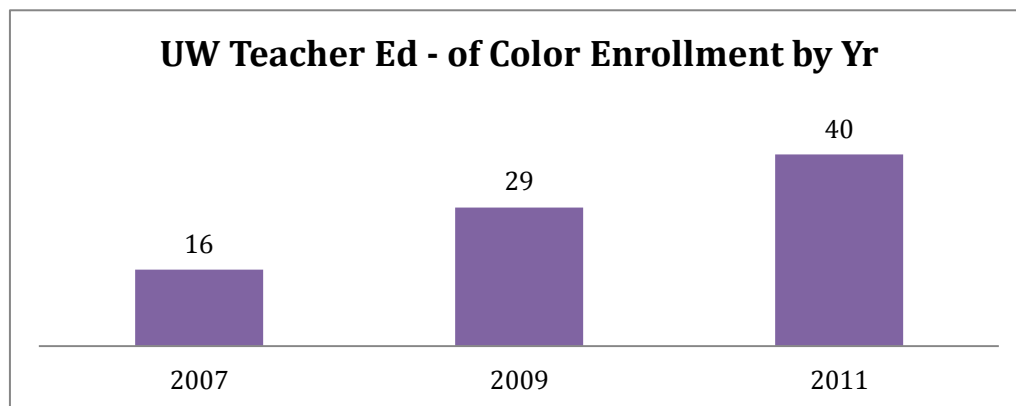
Another way candidates will show that competencies have been met is by passing the Teacher Performance Assessment (TPA); see **Appendix Q**, TPA Rubrics. All candidates will take the assessment in the third term of the program. In the event that there is sufficient evidence that a candidate could successfully complete the TPA prior to the end of the third term, individual candidates can request to take the TPA. See **Appendix O**, Open Exit Request, for the request form.

All UW TEP candidates must pass the TPA and successfully completing the Performance Challenges before exiting the program and being recommended for certification. U-ACT participants will be held to the same standard. This design feature is in place in anticipation of the state adoption of the TPA as a requirement of program completion.

#### **4. Strategies for recruiting candidates from under represented populations.**

TFA's recruitment priorities are aligned with those of the College of Education. Both are committed to recruiting a diverse, academically strong teaching corps with experience in, and a commitment to working with children in low-income, diverse schools. TFA has a highly sophisticated and expansive recruitment operation, working directly with over 370 schools across the country to find a highly motivated, committed, and diverse corps. Of the 4500 corps members who began in 2010, 32% were non-white, 32% were men, and 18% were the first in their families to go to college. A description of the TFA diversity recruitment strategy can be found in **Appendix P**, TFA Recruitment Strategies.

The University of Washington College of Education maintains an active stance in recruiting teacher candidates of color. The College maintains an Office of Minority Recruitment and Retention that employs a professional staff member and two half time graduate students dedicated to on and off campus recruitment. The College maintains active links with the several minority serving institutions in the nation and associations of students and educators of color in the Puget Sound Region. In addition the College is in active partnership with the Woodrow Wilson Foundation and the Edgar and Holli Martinez Foundation to fund candidates of color to enter the profession. The College holds weekly social and information sessions for students of color to learn about our programs. Across all of the College of Education's graduate degree programs, the impact of this work has been very positive: the number of URM (underrepresented minority: African-American, Hawaiian/Pacific Islander, Latino/a, and Native American) applicants nearly doubled from 2008 to 2011. From 2009 to 2011, enrollment of URM students increased by 23%. As seen in the table below, of color student enrollment in UW Teacher Education programs have more than doubled since 2007.



5. The number of interns the partnership intends to enroll in each route.

We anticipate 35 candidates the first year and 50 in subsequent years. Please see the *Need* sections above for a description of the district anticipated needs and **Attachment E** for a description of *TFA Considerations Regarding Regional Program Expansion*.

6. Include a description of the components of the formal mentored internship leading to the Residency Certificate.

Sections F. 1 through F. 5 describe most of the elements of the internship and the relationship to the U-ACT program, as well as support from TFA. Below is a discussion of the mentoring component provided by the districts in collaboration with U-ACT and TFA.

**District Mentoring**

The partnering districts—Seattle Public Schools and Federal Way—both provide mentoring support to beginning teachers. Seattle Schools Staff Training, Assistance, and Review (STAR) mentor program and Federal Way’s Beginning Teacher Assistant Program (BTAP). The U-ACT candidates as first year teachers of record in each of these districts will have access to this District led mentoring support. Both mentoring programs follow the Washington State Standards for high quality beginning teacher induction programs. These standards

attend to 5 dimensions: Hiring, Orientation, Mentoring, Professional Development, and Assessment for Teacher Growth. Given the proposal's emphasis on the mentoring dimension of induction we focus specifically on that dimension here. But for information on standards related to the other dimensions of induction please see **Attachment H, *Effective Support for New Teachers***. Key elements of quality mentoring practice include: mentor program design is research based and well defined; leadership places a high value on mentoring and supports mentors' work; roles and responsibilities are clearly articulated, and sufficient resources are committed to support mentoring. Both Seattle and Federal Way attend to the key elements of high quality mentoring programs outlined in the standards. These key elements are:

- Mentor Program Design
- Leadership
- Roles and Responsibilities
- Resources
- Mentor Selection
- Professional Development for Mentors
- Support of School Improvement
- Mentor Program Impact

Both the STAR and BTAP programs use the guidelines set out in the Standards for Beginning Teacher Induction for **mentor selection**. The following lists identifies qualities, skills, and characteristics for selecting high quality mentors:

#### **Professional Qualities and Characteristics**

- Believes everyone has the capacity and desire for growth
- Sets high expectations for self and others.
- Is respected by peers and leaders for professional knowledge and skills.
- Takes initiative and follows through with responsibilities.
- Seeks feedback on own practice.
- Is reflective and coachable.
- Prioritizes effectively in an unstructured environment.
- Manages time well.
- Demonstrates a passion for teaching and learning and a commitment to the future of education.
- Accepts responsibility.
- Works to effect change.

#### **Effective Interpersonal Communication**

- Respects confidentiality.
- Understands and is able to articulate the uniqueness of various school cultures.
- Demonstrates positive, open, honest and sensitive communications with students, staff, administration and parents.
- Builds rapport and trusting relationships with both students and adults.
- Demonstrates cultural awareness and competency.
- Listens with compassion and empathy.
- Addresses conflict proactively.

#### **Effective Practice**

- Observes students closely to clarify needs; recognizes strengths and identifies resources to support learning.

- Applies knowledge of diverse student needs to personalize and differentiate instruction and promote achievement for all.
- Knows and responds to the unique needs of students, parents, the school and the community.
- Creates a classroom community of tolerance and acceptance. □
- Understands and translates research and theory into practical application.
- Uses multiple approaches to teaching and learning.
- Uses appropriate and current classroom applications of technology that deepen learning.
- Uses data from ongoing assessments to inform and improve instruction.
- Holds a continuing or professional certificate and has documented successful contracted teaching experience.
- Knows and uses local, state and federal learning goals and professional teaching standards.
- Demonstrates appropriate content knowledge and pedagogy.
- Demonstrates research-based classroom management skills.
- Demonstrates knowledge of the state assessment system.
- Regularly pursues professional development opportunities.
- Has experience presenting to or instructing adults.
- Supports and implements school/district policies and initiatives.

The Districts will follow these same guidelines for the selection of mentors for the U-ACT candidates.

UW-Seattle will work closely with the District officials: Cathy Thompson—Assistant Superintendent for Teaching and Learning and Paul Robb –Professional Development Program Manager in Seattle Public Schools and Sally McClean—Assistant Superintendent in Federal Way to consider the selection and placements of mentors for these alternative route candidates. We will consult quarterly with these district officials to assess the mentoring relationships between the STAR and BTAP mentors and the U-ACT candidates. In the case that one of the U-ACT candidates requires a new mentor assignment UW-Seattle and the District Partners will consult with each other to determine the needs of the candidate and how a new mentor can support that candidate’s development as a beginning teacher. UW-Seattle will use evidence from candidate assessments and performance challenges and share summaries of those assessments with District mentors in order to inform more targeted support of candidates.

7. Evidence of a program plan for open exit option for candidates as regulated by RCW 28A.020: A minimum of one-half of a school year, and an additional significant amount of time if necessary, of intensive mentorship, starting with full-time mentoring and progressing to increasingly less intensive monitoring and assistance as the intern demonstrates the skills necessary to take over the classroom with less intensive support.

**Open Exit Option** – *note this text is also embedded in section F. 3 (Teacher Development Planning, above.*

The open exit option will be available to the candidates. However, given our understanding of the candidates we expect to enroll (i.e. mostly recent college grads), it is highly unlikely that this bar will be met prior to the end of the third term. All candidates must show that they have met the competencies embedded in the Performance Challenges. As noted previously,

participation in these challenges is required for the first six months of the program. Candidates can then elect after that period, and after successful completion of related performance challenges to elect out of these opportunities. See **Appendix C**, *Task 1 Planning Tool*, for an example of a performance challenge.

Another way candidates will show that competencies have been met is by passing the Teacher Performance Assessment (TPA); see **Appendix Q**, *TPA Rubrics*. All candidates will take the assessment in the third term of the program. In the event that there is sufficient evidence that a candidate could successfully complete the TPA prior to the end of the third term, individual candidates can request to take the TPA. See **Appendix O**, *Open Exit Request*, for the request form.

All UW TEP candidates must pass the TPA and successfully completing the Performance Challenges before exiting the program and being recommended for certification. U-ACT participants will be held to the same standard. This design feature is in place in anticipation of the state adoption of the TPA as a requirement of program completion.

## **G. Organizational Capacity**

Identify the following:

1. Key personnel (faculty, administration, support)  
Dr. Morva McDonald, Director, U-ACT  
Dr. Ken Zeichner, Faculty Director, Teacher Education Programs  
Patrick Sexton, Managing Director, Teacher Education Programs  
Dr. Charles Peck, Professor, Special Education  
U-ACT Program Coordinator – TBD  
U-ACT Team Leads – TBD
  
2. Anticipated student-faculty ratio: 10:1
  
3. Describe previous experience in offering programs of this type

Operationally the program will be run through UW Educational Outreach (UWEO). The College of Education, which retains all responsibility for program content, has a long history of operating fee-based programs out in collaboration with UWEO. These include our principal preparation and school psych programs, both of which accredited programs that recommend candidates for state or national certification.

## **H. Program Delivery**

1. Cost for candidates (Alternative Route programs must be packaged priced to reflect lower cost per candidate price than traditional programs)
  - a. Cost for Alternative Route Candidates will pay a \$11,410 program fee
  - b. If applicable: Cost for Traditional Route Resident tuition for the current TEP cohorts is approximately \$16,500
2. Length of program: One Three quarters
3. Projected start date: Fall 2011
4. Projected enrollment 35-50
5. Location(s) Seattle, Federal Way

**Section 4- Contact Information**

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\_\_\_\_\_  
Dean, University of Washington, College of Education

May 20, 2011  
Date

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\_\_\_\_\_  
Acting Superintendent, Seattle Public Schools

\_\_\_\_\_  
Date

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Superintendent, Federal Way Public Schools

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Date