

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: April 2016**CONSIDERATION OF APPROVAL OF PROFESSIONAL EDUCATION PROGRAMS FOR THE KANSAS CITY TEACHER RESIDENCY – KANSAS CITY****STATUTORY AUTHORITY:**

Section 161.092, 161.097,
and 161.009, RSMo

Consent Item Action Item Report Item

DEPARTMENT GOAL NO. 3:

Missouri will prepare, develop, and support effective educators.

SUMMARY:

The Kansas City Teacher Residency (KCTR) in Kansas City, Missouri, working in partnership with Park University for coursework, submitted a proposal to the Office of Educator Quality to offer five programs for teacher certification: Early Childhood (Birth-Grade 3); Elementary (Grades 1-6); and Middle School Education (Grades 5-9) in English Language Arts, Mathematics, and Science. Department of Elementary and Secondary Education staff reviewed the proposal to determine whether the proposed programs met the criteria for state approval.

Based on a review of the conceptual framework, curriculum matrices, and instructional resources, Department staff determined that the professional education unit and the proposed program are in compliance with the Missouri Standards for the Preparation of Educators (MoSPE). The proposal for initial approval included:

- plans to meet and/or exceed the six MoSPE standards;
- alignment of assessments to the Annual Performance Report for Educator Preparation Programs (APR-EPP);
- identification of the areas of certification in which they are seeking approval;
- alignment of coursework and/or experiences to prepare educators in the certification areas; and
- a timeline for the approval by the board, steps to recruit students, and the anticipated date of their first program completers.

Initial approval would allow teacher candidates from the KCTR in Kansas City to be recommended for certification upon their successful completion of the program and appropriate assessments required by State Board rule. Continuing approval for this program is contingent on the APR-EPP.

PRESENTERS:

Paul Katnik, Assistant Commissioner; and Gale “Hap” Hairston, Director, Educator Preparation, Office of Educator Quality, will assist with the presentation and discussion of this agenda item. Charles King, Executive Director, Kansas City Teacher Residency, will be present to respond to questions.

RECOMMENDATION:

The Department recommends that the State Board of Education grant initial approval to the Kansas City Teacher Residency in Kansas City to offer five professional education programs effective April 19, 2016.

CONSIDERATION OF APPROVAL OF PROFESSIONAL EDUCATION PROGRAM
KANSAS CITY TEACHER RESIDENCY
KANSAS CITY, MISSOURI
APRIL 19, 2016

Mission

The Kansas City Teacher Residency's mission is to recruit, prepare, develop, support, and place highly effective teacher in classrooms in order to increase the retention of exceptional teachers that reflect the rich diversity of Metro Kansas City, that will move students to achieve strong academic gains and achievement.

Program Details

The Kansas City Teacher Residency (KCTR) is a direct response to address the challenges of teacher shortages. In collaboration with partner charter schools and school districts the residency program will prepare teachers to make an immediate impact with students in which the charter school and schools within the district serves. The program will determine the size and make-up of the cohort based on the strategic human capital needs of charter school and school district partners. The anticipated size of cohort one for the 2016-2017 school year is 25 residents. The program will continue to grow until it reaches full scale, a cohort size of 100 residents each year.

The KCTR will guide its program based on the work that has been pioneered since the early 2000's in Boston, Chicago, and Denver where urban teacher residency programs adapted the medical residency model to teacher preparation and are designed to provide residents with the skills, knowledge, and practical experiences necessary to become effective urban teachers. The Kansas City Teacher Residency will prepare residents to be highly effective teachers by providing the following:

- A rigorous, yearlong clinical experience with a highly effective teacher focusing on the instructional practices that drive student learning;
- Concentrated and aligned coursework culminating in a teacher certification and a Master's Degree in partnership with Park University;
- A collaborative cohort experience with fellow residents who share a passion for urban education;
- A comprehensive induction program during years 1-2 as a teacher of record.

Rationale

According to Urban Teacher Residency United's research report entitled, *Clinically Oriented Teacher Preparation*, it is evident that the quality of instruction that a student experiences day-to-day matters for students more than any other school-based factor. With the knowledge that this is the most important factor impacting a student's experience we still have a high percentage of teachers begin their careers unprepared to live up to the high levels of instruction that is necessary to have positive gains with their students. When disaggregating the data the population of students that are impacted the most with teachers who are underprepared are students of color living in poorer communities across the country.

Urban schools are continually working towards addressing the challenges and issues of having highly effective teachers in each classroom, and the costs associated with finding and preparing

these teachers to only have them for one to two years is shifting resources away from other high leverage opportunities for the students the schools serve. Moreover, the content areas of math and science are suffering the most when it comes to finding highly qualified teachers to serve in urban schools. Bringing about solutions to this challenge is something that educators have been addressing in the most recent years. Traditional education programs and alternative teaching programs have long sought a way to address the issue of teacher preparedness and readiness to enter and be effective in any school, and most importantly our most challenging schools. Across the country clinical teacher preparation is beginning to be infused and in some case replacing what traditional and nontraditional teacher preparation programs are doing in order to ensure that teacher candidates are ready for the classroom on day one. The positive impact that has been seen as a result of this model in recent years has created a groundswell of support from educational leaders, governors, and the public to push for clinical teacher preparation to become the critical vehicle to preparing teachers for their classrooms.

At KCTR, we see the residency experience as the most effective way to help support the preparedness for prospective teachers entering the field. For urban schools and districts this approach has been positive in retaining high quality teachers in schools that need them the most. Various studies and researchers are stating that individuals must learn to teach by teaching, and they need to do so alongside expert teachers for prolonged periods of time, with multiple opportunities to engage in teaching practice that is embedded in contexts that parallel the realities of the classroom.

Through the clinically based approach to teacher preparation the KCTR has designed and intends to implement an experience where the teacher resident will spend two semesters co-teaching in a partner school where they will work alongside a mentor teacher who is a master teacher with proven results and an has a relentless focus on student achievement through their work as a teacher, in their collaboration with colleagues, and in the relationships that they develop with the school community and beyond. The partner school will serve as the training site and will directly align to the community and students that the teacher resident will inevitably serve when they are the teacher of record in their building.

The teacher resident will go through four intensive semesters of courses that will prepare them to be effective on day one of teaching. Through these courses residents will learn researched based best practices that are high impact and have been directly tested in urban schools that are effective in driving student achievement in the classroom. Residents will take these high impact strategies and will go through a series of role-plays, practice sessions, and teachbacks where they will be provided feedback throughout the simulation prior to executing the strategies in their training classrooms. Given that the courses are developed through a cohort model the resident will have the opportunity to engage in the learning with other people who can share similar experience and context which will then allow for a richer learning experience. Prior to moving into practice at the training site the teacher resident must pass competency based performance assessments that ensure that the strategy based learning outcomes and feedback provided have been applied and mastered by the resident.

Teacher residents will then be able to put their learning into practice at their training site where they are provided with the opportunity to have the at bats necessary to perfect the strategies with the students they will be teaching. Throughout this experience the resident is receiving coaching and support from the master teacher, and clinical instructional coach. The coaching and support can be delivered on the spot by the coach so that the resident can adjust practice in the moment throughout the portion of the lesson they are working on, and in the end debrief the coaching with the coach in order to inform instruction for the following day. Coaching may come through an “I do/You do” approach so that the resident can see it modeled for them and then try it on

their own in order to build confidence and skill level. Or coaching may come from the traditional style of the lesson debrief and practice for the resident.

At the end of the residency year their residency training school sites usually hire residents or they are placed in schools with similar demographics to their training site school. In addition to being hired at their training school site the resident graduate will receive continual coaching and support through the KCTR in years one through three of their teaching career. Beginning with instructional coaching and support, and then beginning to broaden their teaching ability and capacity through learning experiences connected to innovative teaching and learning with the goal of the resident graduate becoming a master teacher for future residents in the program.

Urban Teacher Residency United (UTRU), a group that has effectively launched and continues to help support more than twenty-five urban residency programs across the country, has released findings from their survey of residents, principals, and analysis of student and teacher comparison data.

UTRU Findings:

- 90% of principals who have hired residency program graduates agree/strongly agree
 - They would hire a program graduate next year
 - They would recommend hiring program graduates to colleagues
 - The program graduates positively impact their school culture
- 90% of residents and graduates feel adequately to very well prepared to communicate the learning objectives of a lesson

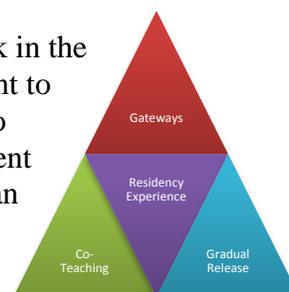
Program and Curricular Design

KCTR is designed to be a two-year program leading to a Missouri teacher's certification in the areas of, early childhood, elementary, middle school language arts, mathematics, and science, and the earning of a Master's in the Art of Teaching from Park University. The program is open to all students with a college degree from an accredited college or university.

The program consists of rigorous coursework and a yearlong residency experience that will prepare individuals to be highly effective classroom teachers in urban school environments in the traditional and charter public school. The residency seeks to place residents in highly effective classrooms four days a week co-teaching with high performing teachers as mentors who over the course of the year will guide the resident through a gradual release of instructional responsibilities. The overarching goal of the program is to provide residents with an experience that is as "real-world" as possible so that they may become highly effective urban classroom teachers.

The Residency Experience

The KCTR program is designed so that residents will spend four days a week in the work with mentor teachers co-teaching. This structure allows for the resident to spend a large portion of their learning immersed in a school allowing them to immediately apply their learning in a structured and meaningful way. Resident teachers will be given the opportunity to have multiple at-bats so that they can refine their practice, test various strategies so that they may find their own comfort that will work for them, and in the end become a confident teacher on their first day as teacher of record.



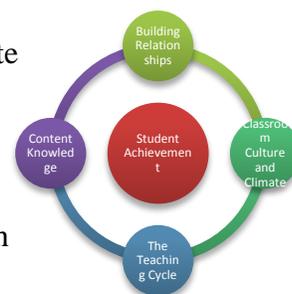
Moreover, the hands on approach of learning-by-doing are a way that ensures that success is replicated throughout a school and school system. There are several researched based approaches that have been proven to lead towards great student outcomes in classrooms and school systems. The mentorship selection process ensures that residents are learning and developing under the guidance of teachers who utilize these strategies regularly in their instructional practice with success, and have led their students to academic success as a result. Observing, learning, practicing, and getting good at these specific strategies will better prepare a candidate to be more effective in their practice, and lead to higher probability of student success in the classroom.

A core component of the residency experience is the gradual release of responsibility that is central to ensure that residents are fully prepared and equipped to be effective leaders of their own classrooms post residency. A common challenge of many new educators often find themselves placed in is being thrust into a lead teacher role without fully feeling prepared or effective. Through the gradual release model residents are placed on paths that are designed to ensure that residents don't walk into a classroom on day one with that sentiment. Between the months of August and May a residency program designs targets aligned to the program competencies that must be demonstrated with mastery by a resident prior to moving to the next phase. These targets are known as Gateways. Gateways are competency based performance assessments that residents complete to demonstrate mastery of learned knowledge and skills within the classroom.

The purpose of the Gateway is to connect the classroom learning to practice. The resident will be expected to complete pre, during, and post assignments that will be used to demonstrate growth and learning in the specific competency by the resident. In addition to the written assignments residents will be required to video at a minimum of two gateway assignments, December and April, and complete a reflection of the video in order to inform practice moving forward. The clinical instructional coach and mentor teacher will work closely with the resident in the completion of each Gateway. The collaboration will ensure that the resident is making adequate progress to ensure that they have a high quality finished product. Finally, at the end of each Gateway the clinical instructional coach, mentor teacher, and resident will reflect on their successes and outcomes, and work to set goals in preparation for the next Gateway. If a resident fails to make the adequate progress required at a specific Gateway they will be required to continue with the Gateway and be placed on probation with the residency program with a risk of being removed from the program.

Resident Competencies

Candidates that are able to complete the residency experience will demonstrate proficiency in four competencies in which the KCTR aligns its programming. These four competencies play a critical role in students achieving and succeeding in classrooms.



Residents will demonstrate proficiency in the following competencies through their demonstrations of:

- Building Relationships
 - Demonstrate an understanding of the impact of race and class as it relates to education and how teachers can change the perception
 - Effectively communicate with parents, students, colleagues, etc. in a respectful and meaningful way

- Lead their classroom with an unyielding belief and mindset that all children, regardless of race and class can succeed
- Classroom Culture and Climate
 - Establishing an environment of high expectations for students
 - The ability to maintain a high bar of academic and behavior excellence
 - Ensure that all students have an environment where they feel safe, cared for, and loved.
- The Teaching Cycle
 - Designing and implementing aligned and culturally responsive curriculum
 - Leverages multiple forms of assessment to measure student learning
 - Effectively lesson plans and executes to ensure that students have the necessary at-bats with their learning
- Content Knowledge
 - Deep understanding of state and national standards
 - Demonstrate an understanding of how literacy connects to all learners
 - Understand how curriculum builds so that it can be differentiated for the learner

Residency Course Instruction, and Scope and Sequence

The residents will be required to participate in program curriculum that will lead to a certification and Masters in the Art of Teaching. In year one of the residency residents will have four semesters of course work designed to ensure each leave proficient in the four competencies of the program. There are a total of 20 courses that residents will experience during the course of this first year. Each course will be designed as modules, with approximately 3-4 modules making up a complete course. Each course will consist of content and performance based assessments to ensure mastery of the content by the resident.

Certification content courses will be taught one evening a week based on the specific certification that a resident is applying for. Each course will be designed to learn content and effective strategies necessary to teach the content. Residents will understand and make connections between the state and national standards, and apply those standards to the development and execution of learner-centered outcomes.

On Fridays each week residents will have courses in pedagogy with intentional practice that will ensure that they can be effective teachers in the classroom. The Friday courses are designed to provide residents with the opportunity to learn strong techniques that have been proven to work in high achieving classrooms, and practice those techniques while getting feedback from other residents and clinical instructional coaches. As a result of these courses residents will be prepared and equipped with the techniques necessary to be effective in their classrooms.

Course Scope and Sequence

The program curriculum includes 20 courses taught over four semesters. Each course will consist of 3-4 modules. The courses will primarily be taught on Fridays during the fall and spring semesters, while all Teaching Methods will be taught during the week in the evening.

The resident cohort will begin in the June with a four-week intensive summer session that will orient residents to the residency and prepare them to be effective co-teachers in partner schools prior to joining their school teams for site based professional development in July.

<i>Summer I</i>	
Course Title	Modules
Classroom Engagement and Investment	4
Establishing Expectations and Building Strong Accountability Systems	4
Diversity and Equity in Education Today	3
Instructional Design 101	4
Teacher as Leader in Today's Classroom	3
<i>Fall Semester</i>	
Child Learning Development and Growth	3
Instructional Design 201	4
Literacy Instruction and Design 101	4
Classroom Routines and Systems	4
Teaching Methods 101	8
Residency Practicum 101	8
<i>Spring Semester</i>	
Increasing Student Engagement	4
Assessing for Student Learning in Your Classroom	4
Differentiating to Meet the Needs of All Learners	4
Teaching Methods 201	8
Residency Practicum 201	8
Literacy Instruction and Design 201	4
<i>Summer II</i>	
Culturally Responsive Teaching and Learning	3
The Classroom Environment with High Expectations and Achievement	3
Data Driven Instruction	3

Program Curriculum – The Residency

The residency program is a comprehensive yearlong program that is designed to provide teacher residents with a gradual release of responsibility in the classroom throughout the course of the year. Teacher residents will be placed in a high need urban classroom with one of our partner charter schools or school within a traditional district.

Alignment of the Kansas City Teacher Residency Course with Residency Hours

Clock Hours	Modules	Course
<i>Entry and Mid-Program</i>		
216	4	Residency Practicum 101 [August and September]
<i>Culminating Level</i>		
50	4	Residency Practicum 101 [September-December]
160	4	Residency Practicum 201 [January-May]

The Residency Practicum is a course that is aligned to the goals and outcomes of an urban teacher residency. It is a course where teacher residents will become immersed in the school learning from the mentor teacher, and other highly effective teachers in the school building.

Beyond that, the practicum is also designed to meet the goals and outcomes of the gradual release of responsibility for the resident.

Throughout the residency practicum course residents will be required to complete gateway assessments prior to moving forward in the course. The Gateways are a series of performance tasks that ensure mastery is being achieved. Moreover, each resident will be evaluated once per semester formally, and it will be a scheduled on-site observation completed by the KCTR staff. The staff will provide feedback on the residents' performance, and will submit a grade in order to track progress in the course.

Candidate Assessment

Candidate assessment and readiness are measured through systematic data collection and analysis that includes, but is not limited to:

- i. Course imbedded assessments
- ii. Teacher Residency resident evaluations (Formal observations and feedback)
- iii. Resident reflections
- iv. Resident Gateways
- v. Missouri Content Assessment (In specific certification area)
- vi. Missouri Pre-Service Teacher Assessment (MoPTA)
- vii. Missouri Educator Evaluation System

Assessment Advising

A major aspect of the KCTR is the support that each resident will receive from the KCTR team. Each resident will meet regularly with his or her clinical instructional coach so that ongoing advisement can be given as it relates to progress towards certification. Any resident that is not making progress will receive additional advisement from the Director of the Teacher Residency, and at that time may be placed on a scripted advisement plan so that the resident will achieve certification.

Coursework Deficiencies

During the course of the resident selection and placement period the KCTR team will review transcripts to ensure that candidates have evidence of coursework necessary to be successful in the content area, most specifically in early childhood, elementary, and middle school language arts, mathematics, and science.

While coming in with a solid foundation is critical, the teacher residency curriculum is designed to provide each resident with the necessary knowledge and skills in order to demonstrate competency in their specified certification area. Teacher residents will have to successfully complete each required course and complete each gateway in order to be considered fully competent.

Program Assessment

KCTR is committed to becoming a highly effective and rigorous urban teacher preparation program in Missouri. In order to achieve this there will be continuous measurement of our effectiveness through systematic data collection and analysis that includes, but is not limited to:

- i. KCTR course evaluations conducted at least twice per month
- ii. Principal surveys
- iii. Mentor teacher surveys
- iv. Resident surveys
- v. External evaluation through the American Institutes for Research
- vi. Annual performance reporting to the Ewing Marion Kauffman Foundation

KCTR and its partner schools will meet quarterly to review the effectiveness of the program in year one. After year one it is anticipated that the team will come together semi-annually to review program effectiveness.

Alignment of Program with Goals and Standards

KCTR sees the alignment of all coursework, the residency experience, and gateway assessments as critical to the success and outcomes that we are aiming to achieve in high need urban schools. In addition, in order for our residents to be effective in their classrooms it will be important that we also align content to these standards, Missouri Model Teaching and Quality Indicators, and national pre-service teacher standards in the certification areas of early childhood, elementary, middle school language arts, mathematics, and science.

KCTR also aligns each course to the competencies for effective instruction, building relationships, classroom culture and climate, the teaching cycle, and content knowledge. Through the assessments outlined in each course there will be evidence to demonstrate effectiveness in each competency.

Admission to Program

KCTR seeks to recruit individuals who are recent college graduates and career changers who are committed to teaching in high need urban schools. Admission into the program is only gained after successful completion of a rigorous selection process.

- i. General criteria for admission:
 - a. Bachelor's degree from an accredited college or university
 - b. 2.8 GPA
 - c. Commitment to teaching in the Kansas City metro area
- ii. Application
 - a. Two 500 word essays
 - b. Three letters of recommendations
 - c. Transcripts
- iii. Phone Interview Screen
- iv. In Person Selection Day
 - a. Sample Teach and Reflection
 - b. Panel Interviews
 - c. Group Discussion
 - d. Data analysis exercise
 - e. Writing on demand

Program Faculty

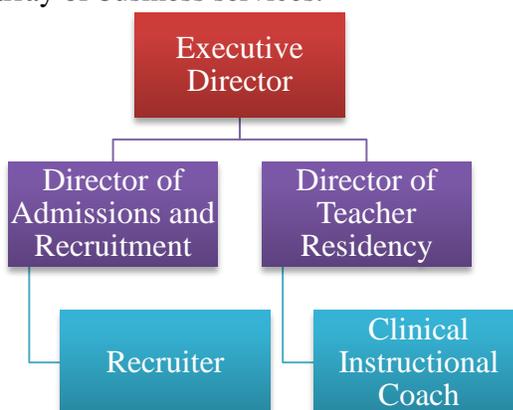
KCTR program faculty will consist of a collaboration between the KCTR K-12 partnership schools and district personnel, KCTR staff, and Park University School of Education faculty.

- i. Standards for school/district faculty:
 - a. 5 or more years of teaching
 - b. Master's degree or higher
 - c. Experience in delivering PD
 - d. Successfully complete a rigorous selection process

Program Operations and Resources

KCTR will operate as an independent 501c3. During the 2015-2016 year the teacher residency will be incubated at the Ewing Marion Kauffman Foundation in order to facilitate a successful launch of the residency.

- i. Flow Chart and Leadership Structure
 - a. KCTR will be led by an Executive Director and two senior leaders, Director of Recruitment and Admissions and Director of Teacher Residency. Additional full time staff will include, Clinical Instructional Coaches, and Recruiters. Part-time support staff will be course instructors/adjuncts, and curriculum writers.
 - b. All business aspects of KCTR will be managed by Entrepreneur to Enterprise Kansas City, a business support organization that works with small businesses and nonprofits on an array of business services.



- c.
- ii. Data Management – All data will be managed and supported by the Director of the Teacher Residency and their team of Clinical Instructional Coaches.
- iii. PK-12 Partnerships – The partner schools and districts in the KCTR will be working closely with the residency programming to ensure that residents meet the intended learning outcomes necessary by the end of the year.
 - a. Mentor Relationships: The Clinical Instructional Coaches with KCTR will be the main point of contact for mentor teachers during the residency year. They will have regular check-ins and coaching to ensure effectiveness.
 - b. Support: Beginning in the summer and throughout the year mentor teachers will receive professional development related to improving instruction in their own classroom, instructional coaching, and best practices for effective mentoring.

- c. Fiscal Support: Through the Kansas City Teacher Residency there will be money available to support programming in schools. This will include a mentor teacher stipend of \$3,000.
- iv. Faculty – Faculty will comprise of KCTR staff, school and district partners, and from our university partner, Park University. All faculty will meet regularly with the Director of the Teacher Residency to review course outcomes, assessments, and to collaborate. In addition the faculty will meet quarterly to review the effectiveness of the courses and make the necessary shifts that may be required to best meet the needs of the resident cohort.
- v. Facilities and Technology – Classes for the residency will take place at the Park University downtown Kansas City, Missouri campus on Main St. All classrooms and technology will be provided and supported by our university partner, Park University.
- vi. Funding – As an independent 501c3 the funding will be supported mainly by grants from foundations, including the Ewing Marion Kauffman Foundation. In addition to foundation support there will be support from government funding and fee for service paid to the residency program from partner schools and districts for programming costs.

SUMMARY OF FINDINGS FOR THE PROFESSIONAL EDUCATION

Kansas City Teacher Residency
 Kansas City, Missouri
 April 19, 2016

Missouri Standards for the Preparation of Educators	Findings
	Initial Level
Standard 1: Academics – Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.	Met
Standard 2: Design & Assessment – The data from fair, valid, and reliable assessments will be used to measure the performance of candidates and educator preparation programs by program and certification areas.	Met
Standard 3: Field & Clinical Experiences – Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.	Met
Standard 4: Candidates – A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.	Met
Standard 5: Faculty – Educator preparation faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, learning, scholarship, and service.	Met
Standard 6: Operations and Resources – Operations and resources are necessary to govern, develop, support, and maintain the educator preparation program.	Met

SUMMARY OF FINDINGS FOR PROFESSIONAL EDUCATION PROGRAMS

Kansas City Teacher Residency
 Kansas City, Missouri
 April 19, 2016

Certification Programs	Rating	Recommendation
Early Childhood Education Birth to Grade 3	Met	Approved
Elementary Education Grades 1-6	Met	Approved
Middle School Language Arts Grades 5-9	Met	Approved
Middle School Mathematics Grades 5-9	Met	Approved
Middle School Science Grades 5-9	Met	Approved

RECOMMENDATION TO THE STATE BOARD OF EDUCATION

The Department recommends that Kansas City Teacher Resident program to be granted approval to offer five (5) professional education programs with an effective date of April 19, 2016.

Professional Education Programs Recommended for Approval:

Early Childhood Education Birth to Grade 3

Elementary Education Grades 1-6

Middle School Language Arts Grades 5-9

Middle School Mathematics Grades 5-9

Middle School Science Grades 5-9