URBAN TEACHERS

RESIDENT & FELLOW HANDBOOK

TABLE OF CONTENTS

SECTION 4: The Johns Hopkins University School of Education –
Master of Science in Education with a concentration in Educational Studies/Urban
Teachers Partnership Program

SECTION 5: Participant Evaluation and Requirements

SECTION 6: Benefits & Obligations

APPENDICES

- Acknowledgment of Receipt of Resident & Fellow Handbook
- FERPA Release
- Participant Work Release
- Host Teacher and Resident Agreement
- Elementary Education and Special Education Program of Study
- Secondary English Language Arts and Special Education Program of Study
- Secondary Mathematics and Special Education Program of Study
- Financial Aid Options
- SY2016-17 Teacher Practice Rubric (TRP)

> "Thanks to the residency year, I went into my first year as a teacher of record with confidence in my ability to manage a classroom, build effective relationships with students, and push every student to measurable growth."
>
> Megan M.
> Cohort 2012
> Kindergarten Teacher
> Washington, DC

WELCOME to Urban Teachers! I am delighted that you are partnering with Urban Teachers to ensure that every child in urban America has an effective teacher. We – and you – are mutually accountable to provide schools with effective teachers who significantly improve student outcomes.

On our end, we accomplish this by recruiting outstanding candidates (you and your cohort members), equipping you with state-of-the-art preparation in a clinically-based model and holding you accountable for student improvement. As a member of the Urban Teachers community, you are expected to adhere to the following core values:

We are a team.
  ▪ We collaborate and work collectively to accomplish more than what one can accomplish alone.

We are each responsible for student success.
  ▪ We take ownership and hold ourselves accountable for our own actions, decisions, and results.

Our work can always get better with data and feedback.
  ▪ We practice the core belief that effort creates ability and are committed to open practice, public review, and professional critique.

We live full and fun lives.
  ▪ We believe in full-dimension living, and we honor passionate, creative, open-minded, "whole" people.

We serve children.
  ▪ We view our work with humility as service to the children and school community.

Over time, we expect Urban Teachers' participants to be among the most effective and results-oriented in the nation. In the near future, we expect to see Urban Teachers alumni assume leadership roles in urban education, making the public case for better teacher preparation and educator accountability.

This handbook is designed to serve as a resource for you. It provides specific information you will need as you progress through your four-year commitment. In the spirit of continuous improvement, please do not hesitate to give us feedback about how to make this resource even better for future cohorts.

Chief Executive Officer and Co-founder, Urban Teachers

JOHNS HOPKINS
SCHOOL of EDUCATION

Dear Candidate:

Welcome to the Johns Hopkins University School of Education! We are pleased
to have you join our community.

The School of Education is excited to be partnering with Urban Teachers in preparing
future teachers to work in urban, high-need, school districts. As candidates within
the School of Education, you will be advancing our mission to support quality
education and human services for the continuous development of children, youth,
and adults.

Our hope is that, through this collaborative program, you gain the skills and
competencies needed to provide quality learning experiences for all students. Please
know that the School of Education is available as a resource as you navigate through
the Urban Teachers program. Indeed, we are committed to your continued success
as a leader in the teaching profession and are vested in your professional
development. As such, please do not hesitate to contact us for any assistance.

Again, welcome to the Johns Hopkins University School of Education! We look
forward to the great work ahead.

Sincerely,

Dr. Mariale M. Hardiman
Interim Dean and Vice Dean for Academic Affairs
Johns Hopkins University School of Education

MISSION & VISION

The mission of Urban Teachers is to prepare highly effective teachers who significantly accelerate student achievement and remain teaching in the nation's highest-need schools. Urban Teachers accomplishes this by recruiting outstanding candidates, providing them with state-of-the-art preparation, and linking their certification to their demonstration of effective teaching practice, student gains, growth mindset and professionalism.

The vision of Urban Teachers is that the new teacher workforce in urban districts will be highly effective and highly accountable with a strong performance orientation. Over time, these teachers will be among the most expert and results-oriented in the nation, assuming leadership roles and making the public case for better teacher preparation and educator accountability.

CORE VALUES

We serve children.

We are a team.

We are each responsible for Urban Teachers' success.

Our work can always get better.

Our work gets better with data and feedback.

We lead fun and full lives.

ABOUT THE JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION

The Johns Hopkins University, opened in 1876 by a philanthropic bequest, is a private, non-sectarian institution of higher education offering Bachelor's, Master's, and Ph.D. degree programs in education, public health, human services, engineering, and many more areas of study. As an institution, Johns Hopkins is known as America's first research university, and is still the leading U.S. academic institution in total research and development spending. Johns Hopkins has a presence in nearly all corners of the globe, with campuses in many nations and students who come from the far reaches of the world to study here.

Established in 2007, the School of Education (SOE) has quickly taken its place as a national leader in education reform through research and teaching. Ranked among the top graduate schools of education nationally by *U.S. News & World Report*, the SOE offers doctoral and other graduate programs and is engaged in a variety of research and development activities that are making lasting improvements in student achievement – from early childhood to the adult learner. A vibrant community of scholars dedicated to addressing the most challenging problems facing education, we approach our work with an entrepreneurial spirit and a fundamental desire to work in collaborative ways with school systems, traditional and non-traditional education stakeholders, government agencies, and colleagues throughout the Johns Hopkins research community.

SOE faculty, students and alumni are committed to better understanding the mechanics of learning and creating new environments to maximize learning. Specifically, SOE's innovative academic programs and research address the most pressing needs of PK-12 schools, especially in the most challenged urban schools: recruiting, preparing and retaining a new generation of highly qualified teachers; building school leadership capacity in an era of heightened accountability; helping children with special needs to reach their full potential; developing research-based curricula focused on school improvement and enhanced student achievement; closing the achievement gap; and addressing social and emotional needs of children, youth, and families.

ABOUT THE URBAN TEACHERS PARTNERSHIP WITH THE JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION

Urban Teachers and the Johns Hopkins School of Education have teamed up to give participants the best of clinical preparation and Master-level coursework. Through this collaboration, all Urban Teachers participants engage in clinical coursework for a Master of Science in Education with a concentration in Educational Studies, working towards certification in content and special education upon completion of the full Urban Teachers program. Urban Teachers helped to develop the master degree "from the ground up" – designing the course sequence and each course from scratch, pulling in outside experts to inform the work, and developing unique programs of study and courses. The master's degree is a non-certification degree and participants are eligible for full certification only by Urban Teachers and only through successful completion of the first three years of the Urban Teachers program.

The majority of the coursework occurs during the first two summers and the first year of the program, with three remaining university courses in the second year of the program. This is a clinical preparation model – meaning that coursework will be primarily practice-based, and not simply theoretical. The goal is to equip participants with the tools and knowledge they will need to be effective, so coursework is competency-based. This means that participants will be working to demonstrate mastery of particular skills or practices. Because of this emphasis on practice, the program will feel much different than most academic experiences.

Courses will also vary in length. This is because it takes different amounts of time to master varying skills, and some skills will need to be revisited across the year as participants grow in capacity and understanding. Along the way, they will work with clinical faculty, who will lead coursework and will provide coaching at clinical sites (host school).

All Urban Teachers participants are considered fully enrolled students at the Johns Hopkins School of Education. The benefits that accompany this status are made available to all Urban Teachers participants; the expectations of this academic community are also incumbent on members of the Urban Teachers community.

URBAN TEACHERS STRUCTURE

Urban Teachers was founded in 2009 to solve a critical challenge in urban education: new teacher quality. We began in two of the highest-need districts in the nation: Baltimore, MD and Washington, DC. The Dallas/Ft. Worth site opens with its first cohort in 2016. The Urban Teachers national office is located in Baltimore, MD and supports all three of its city sites. Each city site has local offices and a Site Team that works directly with the residents and fellows in their region. Contact information for the National Team and the three city Site Teams is located on the Urban Teachers website.

Organizational Chart
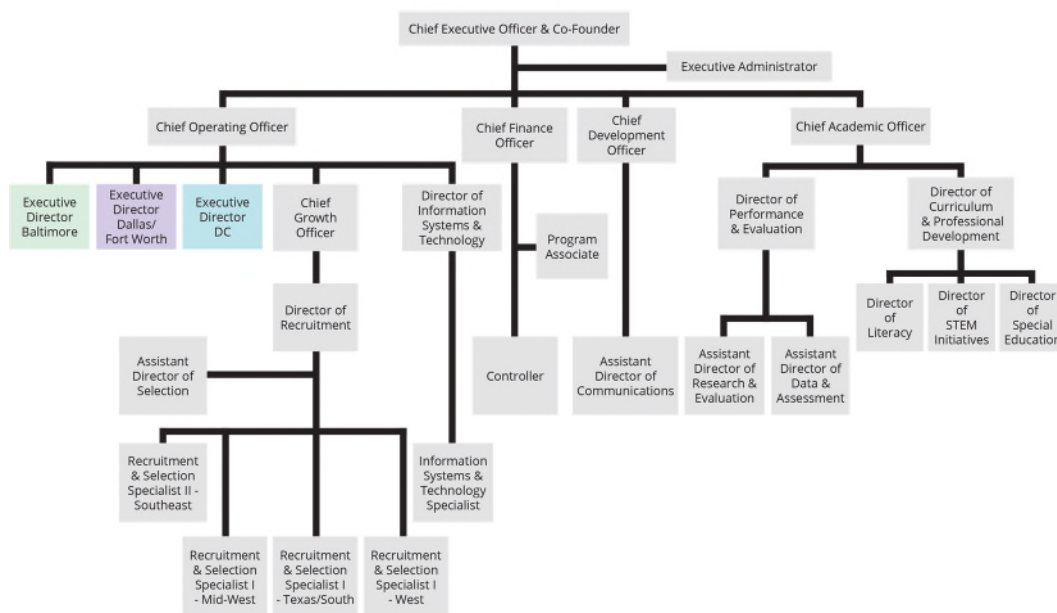
Site Organizational Chart
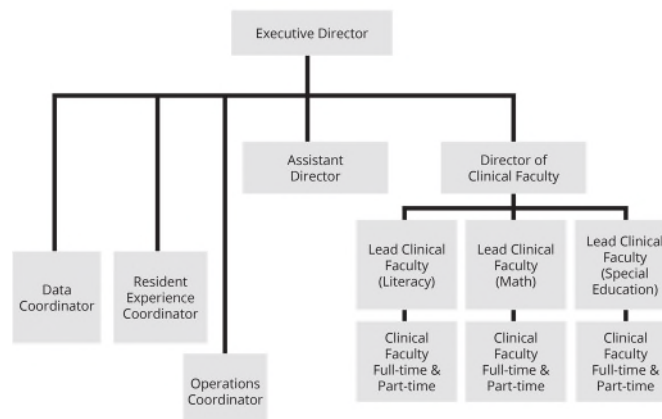
PROGRAM STRUCTURE

Urban Teachers is one of the most thorough teacher preparation programs in the nation, providing its participants a year-long residency, a two-year Master of Science (MS) in Education degree program, three years of one-on-one coaching, and four years of experience working in high-needs classrooms. Participants who complete the four-year program graduate with the tools and skills needed to be an effective urban teacher. This is an investment that pays off for our teachers and their students.

Urban Teachers' educator preparation program requires its participants to make a four-year commitment to the program. In order to complete the program and receive full certification, Urban Teachers participants must meet all program expectations. (Please refer to *Section 5: Urban Teachers Participant Evaluation and Requirements* for specifics regarding program expectations.)
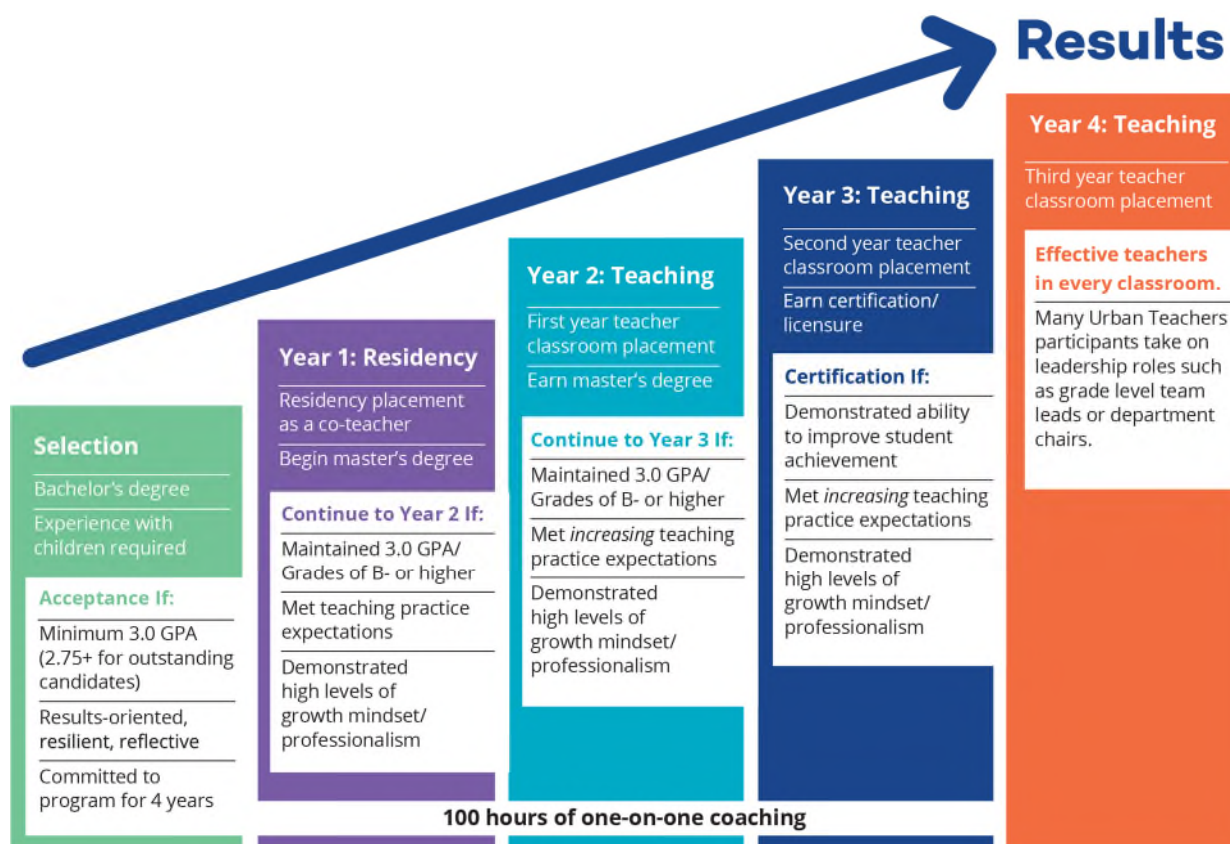
YEAR 1 – THE RESIDENCY YEAR

The first year of the program begins with pre-work to help prepare for Summer A, also referred to as Summer Institute. This pre-work is completed prior to the start of Summer Institute to ensure that there is enough time to finish all experiences, which will lend insight into working

with urban schools. Actual coursework starts in Summer A and continues throughout Years 1 and 2, including Summer B between Years 1 and 2. In both Summer A and Summer B, Urban Teachers will place residents with summer partners to provide more opportunities to work on classroom management and other teaching skills and to apply what is being learned in the coursework.

JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JULY	AUG
	SUMMER A: Co-teacher in summer program		**SEMESTER 1:** Co-teacher in Host Classroom A				**SEMESTER 2:** Co-teacher in Host Classroom B						**SUMMER B:** Lead teacher in summer program	

(Left axis labels: Coursework / Teaching)
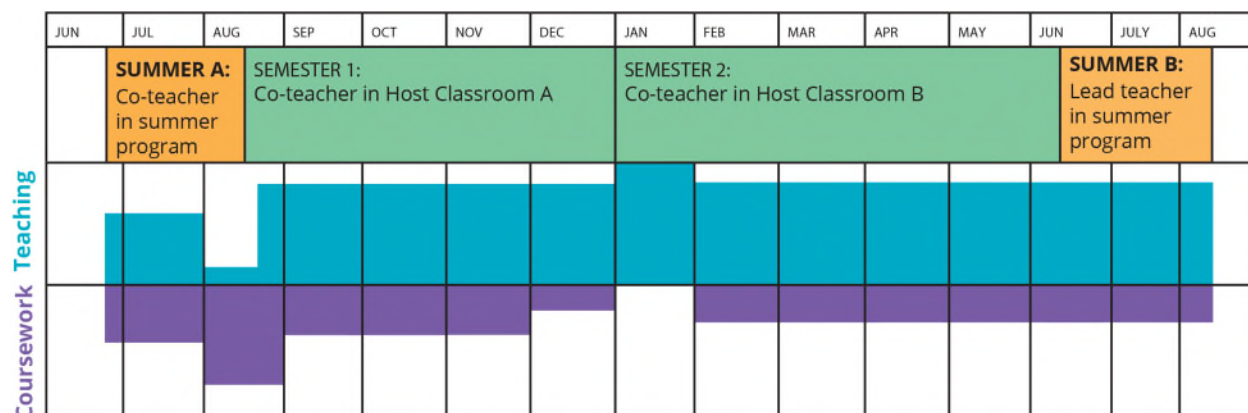
In Summer A, coursework and clinical time are roughly equal. In Semester 1, approximately sixty percent (60%) of a resident's time will be in the school clinical setting, and forty percent (40%) will be in coursework. In January of Semester 2, approximately ninety percent (90%) of the resident's time will be in the school clinical setting, and ten percent (10%) will be in coursework. The remainder of Semester 2 will shift to approximately seventy percent (70%) of the resident's time in the school clinical setting, and thirty percent (30%) devoted to coursework. In Summer B, residents will spend approximately seventy percent (70%) of their time in the school clinical setting and thirty percent (30%) in coursework.

The Urban Teachers Site Team members serve as the management team for the summer session and will be the points of contact for all programmatic and administrative concerns. Additionally, residents receive on-site clinical coaching from Urban Teachers' highly qualified clinical faculty. As residents transition to fall school placements, they continue to be supported by the Site Team.

Where possible, residents are grouped together into small cohorts in a partner school, serving as a school-based support system and a built-in learning community for each other. Residents spend time in each other's classrooms so that they can experience different content areas and grade levels. Reflections take the form of journals, analysis against a rubric (most often Urban Teachers' Teacher Practice Rubric, the TPR), and peer conversations in the "sense-making" course offered throughout Year 1. Residents serve in one host classroom in Semester 1 and then move to a new host classroom (within the same school) for Semester 2.

Residents are expected to become familiar with the communities in which their schools are located and with the resources at the schools that include, but also go beyond, the teaching staff. Residents engage in a case study of two children, and as a part of this work get to know the

students' families, interests and backgrounds. They also support the host teachers in outreach to parents as a part of the residency.

Residents become deeply integrated in the work of supporting students during their first year in the Urban Teachers program. They conduct one-to-one and group assessments, lead mini-lesson teaching, analyze student work and student data, teach small groups, and lead whole class instruction. Residents also participate in a practicum experience that is designed to provide an opportunity to work intensively with a small group of students from the host classroom. Residents work with students in one identified area – math or literacy. The practicum allows residents to assess and analyze student data, and then plan and teach data-driven lessons. All of these experiences derive from the content and skills that residents are learning in their graduate coursework.

The residency year includes a total of nine (9) weeks of student teaching. The student teaching experiences give residents the opportunity to develop and practice their instructional and classroom management skills in a whole class setting. Residents are responsible for taking the lead in planning and delivering instruction in the host classroom for the entire school day during the designated student teaching days. For documentation, residents create a portfolio that chronicles the student teaching experiences, including lesson plans, samples of student work, and video footage.

YEAR 2 & 3 – THE FELLOW YEARS

An Urban Teachers participant becomes a fellow who serves as the teacher of record in the second year of the program, after Summer B coursework ends. Fellows are employees of the school districts or charter management organizations (CMOs) in which they are placed as full-time teachers at the beginning of their second program year with Urban Teachers. Fellows hold provisional certification for their first two years as teachers of record (Years 2 and 3 of the program). Fellows should expect to continue to teach in the schools where they completed their Year 1 residency, unless the school does not have a vacancy that matches with the fellow's eligible certification areas. The school districts or CMOs have made a considerable investment of resources and time in participants who have served in their schools. It is Urban Teachers' policy that paying districts, CMOs, and schools have the right of first refusal regarding hiring Urban Teachers participants as teachers of record.

Coursework is scaled back during the first year as a teacher of record, as the majority of the MS coursework is completed during the residency year. Rising fellows take some courses in Summer B and, as fellows, in the evenings in their second year with Urban Teachers.

Coaching and mentoring are provided to fellows as they adjust to being the sole teacher in a classroom. Fellows in Year 2 of the program receive ongoing regular guidance and instruction through, on average, thirty-six (36) hours of coaching and mentoring across the school year that includes planning meetings, focused observations, and four (4) comprehensive coaching cycles.

Fellows in Year 3 of the program receive on average sixteen (16) hours of coaching and mentoring across the school year that includes planning meetings, focused observations, and three (3) comprehensive coaching cycles.

YEAR 4 – THE TEACHING COMMITMENT YEAR

By the final year of the Urban Teachers program, fellows will hold full teaching certification, having proven that they are effective teachers. Opportunities in Year 4 and beyond continually develop as the Urban Teachers cohorts grow. These include opportunities to serve as Summer Institute graduate teaching assistants and coaches, mentors, and host teachers.

TEACHER PRACTICE RUBRIC (TPR)

Urban Teachers' Teacher Practice Rubric (see Appendices) has been carefully crafted as a guide to the behaviors that exemplify highly effective teaching. All of Urban Teachers' coursework and coaching supports are designed to provide participants with the content and practice needed to enact these behaviors effectively.   The TPR contains the research-based and practice-supported behaviors, the tried-and-true, and a healthy dose of what makes sense. Urban Teachers believes that effective teachers exhibit the key TPR behaviors on a daily basis. Urban Teachers educators are expected to bring their "A-game" every day. Our children need and deserve no less.

From thorough research and field experience, Urban Teachers knows that effective teachers – teachers whose students demonstrate increasing levels of achievement year after year – skillfully enact the five key behaviors that comprise the TPR:

- **Effective teachers build productive and nurturing classroom environments.** Urban Teachers educators understand that a healthy classroom culture depends on their initiative and direction. They create classrooms where students are valued, respected, supported, and nurtured as they develop into readers, writers, mathematicians, and thinkers. These teachers confidently assume the role of teacher and set clear expectations for all students. Urban Teachers educators build deliberate structures – from teaching lessons on how students must talk and work with one another as a community of learners to enacting a classroom management system that is shared, transparent, and fair.

- **Effective teachers are diagnosticians.** Our teachers *know* their students. They gather data from a wide variety of sources to develop a clear sense of what their students' needs, interests, and background knowledge. In addition, Urban Teachers educators have a versatile toolkit of assessments that they use wisely and regularly to gather student data. They do not lock this data in a vault. Instead, they analyze and share data with colleagues, students' families, and most importantly, with students.

- Effective teachers set precise goals and enact them. Our teachers teach to high standards. They make informed and thoughtful decisions about what they are teaching and why. In addition to informative data, standards, and curriculum resources, Urban Teachers educators use what they know about effective teaching and learning and their students' interests to plan instruction that leads students to deeper levels of understanding and achievement. They know that the test of good instruction is not just what they do, but what their teaching and guidance leads students to accomplish. The work is rich, rigorous, and engaging.

- Effective teachers foster academic conversations. Our teachers believe that student talk is essential. It is an opportunity for students to voice what they are thinking, as well as to learn from what others have to say, and for teachers to gain insight into their students' thought processes. In classrooms where students are learning and growing one hears a buzz. That buzz, or talk, facilitates and enriches learning – it is purposeful, on-task, accountable talk that pushes students to voice their thoughts and questions as they move to deeper levels of understanding.

- Effective teachers have a growth mindset and exhibit professionalism. Urban Teachers educators set goals for improving their practice, avidly seek constructive and actionable feedback, and they engage with others in professional discourse. They research, investigate, and read beyond what is required and expected. They own their work and understand that their efforts are the key to raising student achievement.

CURRICULUM DESIGN

The Johns Hopkins School of Education Master of Science in Education with a concentration in Educational Studies degree program at Urban Teachers has been specifically designed to equip program participants with the knowledge and practices needed to become a highly effective classroom teacher. It is a clinically-based master's that focuses on core content as well as special education, preparing Urban Teachers participants to meet the needs of all children. It is not enough to just know the content, Urban Teachers educators must be able to demonstrate their content knowledge through the instructional decisions they make for children. For example, Urban Teachers educators must not only know the seven mathematical practices that undergird mathematics instruction, they must also be able to manifest this knowledge in highly engaging and rigorous learning experiences that they create for students every day.

Urban Teachers believes in supporting their program participants along the pathway to becoming great teachers. At every step along the way, Urban Teachers offers guidance and feedback that is designed to equip participants with the practical, relevant and actionable skills needed to be successful in the classroom for years to come.

PLACEMENT

Urban Teachers is committed to placing participants in high-need urban schools. During the residency year, the Site Team works to match participants to school partners based on several criteria, including school partner needs, applicant experience, and if possible, applicant preferences. While participants' preferences are considered, Urban Teachers cannot guarantee placement in a specific grade level, content area, school site, or district. The Urban Teachers Site Team works to provide notification of school placement by the conclusion of the Summer Institute.

Participants make a four-year (4) commitment to Urban Teachers and their placement school. For most, the years as a teacher of record are completed at the same school as the residency year. In other instances, however, due to a deliberate school system/CMO strategy, lack of vacancies, or other issues, a participant's placement for the fellows' years may be in a different school from the residency year placement school. During the spring semester of the residency year, participants confer with their host principals and the Urban Teachers Site Team to determine if the host school will have a hiring vacancy and if this placement for the participant meets with the approval of the school principal, as well as the district or CMO. If so, the participant will remain at the residency host school for the fellows' years. If not, participants, under the complete direction of Urban Teachers staff, will work to find a new school placement. Please contact the Site Executive Director regarding any matters related to school placement.

HOST TEACHERS

Host teachers play a critical role in the Urban Teachers experience. Host teachers are recommended by their principals and receive training from Urban Teachers. Selection is based on recommended educators' willingness to share ideas, engage in co-planning, and act as a resource for residents.

Host teachers are expected to keep in contact with Urban Teachers and the residents assigned to their classrooms about required clinical experiences, assessment cycles, and host teacher meetings. Host teachers are a source of feedback to Urban Teachers about the experiences in their classrooms and the growth of their residents. Host teachers and residents should develop a weekly schedule that includes at least one meeting each week, for a minimum of sixty (60) minutes, for planning and debriefing purposes.

Each resident is paired with a host teacher in August, and then assigned to a new host teacher beginning in January. Host teachers are expected to incorporate residents fully into the classroom culture and instruction. The goal is to develop a cooperative and collaborative partnership in these classrooms. Residents and host teachers should be viewed by students and school staff as co-teachers.

To support a productive relationship, Urban Teachers requests that when residents meet their host teachers for the first time that they complete together the Host Teacher and Resident Agreement (see Appendices). The host teacher and resident should each retain a copy of the signed agreement. The Site Team may request to review the agreement.

RESIDENCY YEAR PROGRESSION & GOALS

Table 1. *Classroom Responsibilities during the Residency Year*

Month	Resident's Classroom Responsibilities	Student Teaching
August/ September	- Procedural routines - Transition activities - Co-facilitating classroom management system - Responsible for one portion of the daily instructional agenda - Three (3) whole group lessons each week	Three (3) days paired with a fellow resident
October	- Procedural routines - Transition activities - Co-facilitating classroom management system - Responsible for one portion of the daily instructional agenda - Four (4) whole group lessons each week - Small group work (on target performances)	Two (2) days solo in host classroom #1
November/ December	- Procedural routines - Transition activities - Leading some aspects of the classroom management system - Responsible for two portions of the daily instructional agenda - Small group work (on target performers) - Five (5) whole group lessons each week	One (1) full week (5 days) in host classroom #1
January	- Procedural routines - Transition activities - Leading some aspects of the classroom management system - Responsible for two portions of the daily instructional agenda - Five (5) whole group lessons each week - Small group work (practicum)	Two (2) weeks in host classroom #2 from January 2nd through January 16th

February/ March	**Procedural routines** **Transition activities** **Leading some aspects of the classroom management system** **Responsible for two portions of the daily instructional agenda** **Small group work (practicum)** **Six (6) whole group lessons each week**	N/A
April-June	**Procedural routines** **Transition activities** **Leading some aspects of the classroom management agenda** **Small group work (on target performances)** **Ten (10) whole group lessons**	**Five (5) weeks of student teaching in host classroom #2, at least three (3) of the five (5) weeks have to be consecutive**

SUPPORT FROM THE SITE TEAM

Participants can expect Urban Teachers' support throughout the four-year commitment. Urban Teachers' goal is to create teachers who are confident and capable in their craft – effective teachers who respond knowledgeably and flexibly to the ever-changing needs of their students. Coaching, mentoring and other supports are available through site visits, small group sessions, whole group sessions, one-on-one check-ins, office hours, phone calls, and emails.

Please do not hesitate to contact the appropriate Urban Teachers staff member – questions, concerns, and feedback are always important to us. Addressing concerns or questions as soon as they arise is always the goal. A staff directory for the Site Teams and the National Site is available on the Urban Teachers website.

Table 2. *Urban Teachers Site Team Support Network*

Type of Support	Summary of Support Source and Services Provided
Administrative and Performance Management	**Site Executive Director and Assistant Site Director provide:** - support managing relationships between Urban Teachers and schools - guidance around clinical and/or professional relationship challenges - feedback about participants' clinical and program performance - placement information **Data Coordinator manages:** - the NWEA pre- and post- assessment processes - the teacher credentialing process - submission of practicum hours **Operations Manager manages:** - coursework materials - updated contact information

Curriculum and Professional Development	**Clinical Faculty members provide:** ▪ feedback about instruction at the host school, in accordance with the TPR ▪ co-planning and/or co-teaching in the host classroom ▪ instruction modeling at the host school or during coursework ▪ coursework instruction and feedback on assignments
	Clinical Faculty members support self-reflection using tools including: ▪ the TPR ▪ video banks ▪ BloomBoard
	The Site Team provides "sense-making" sessions with emphasis on: ▪ problem-solving ▪ strengthening host teacher, school, and district relationships
	The Site Team also provides each participant with a mentor (an Urban Teachers participant) who provides: ▪ personal phone calls ▪ guidance with issues related to the early years of teaching ▪ small group and/or whole group sessions, including social opportunities with mentee group
	Clinical Faculty members also provide supplemental professional development sessions on topics including: ▪ classroom management seminars and coaching ▪ lesson planning "boot camps" ▪ managing relationships ▪ self-management of learning ▪ adolescents (secondary math)

COACHING SUPPORTS

Participants in the first three years of the program receive coaching support with a designated coach. The conversations, questions, and meaning-making that take place in coaching conversations lay the blueprint for how teachers reflect and plan when the coaching support is no longer present.

Above all, the intent of the coaching support is to instill habits of mind that will serve Urban Teachers educators long into their teaching careers. This work takes significant time, but it is essential for Urban Teachers participants – the primary *learners* in this process - to be crystal clear about the ways their practice is growing on their journey to becoming effective teachers.

THE COACHING ROUND

Coaches conduct numerous classroom visits, using the Teacher Practice Rubric (TPR) to assess implementation of specific teaching practices. These on-site visits include planning meetings, comprehensive coaching cycles, focused observations, and independent observations. Much of this feedback is immediate and actionable. Coaching cycle observation results are posted promptly on the BloomBoard online platform, which is accessible to all program participants.

The coaching work takes place in rounds. The intent is to give participants multiple ways to step into and own the coaching support. The varied formats and opportunities for differentiation provide ongoing, regular guidance and instruction to residents and fellows. Each coaching round is intended to give participants opportunities for support, practice, and reflection over time. At the conclusion of a coaching round an independent observation is conducted, in which an evaluation of the participant's practice by a second-party observer occurs.
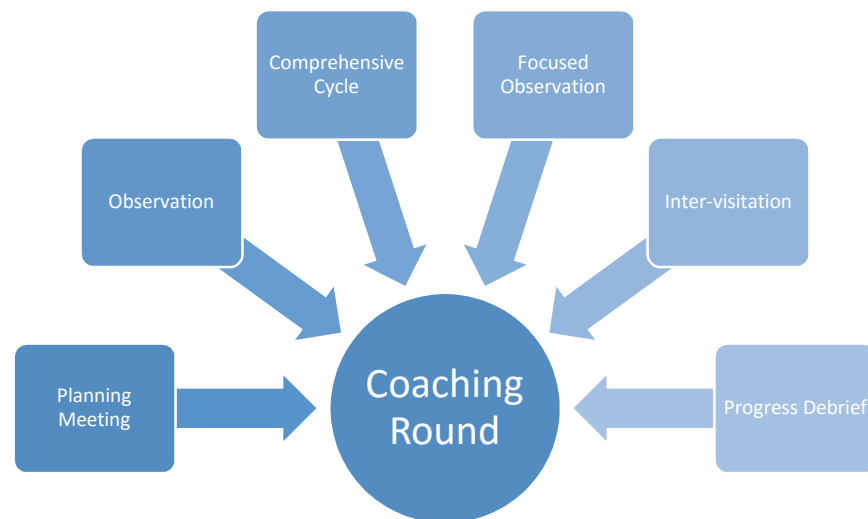
Planning Meetings:

A planning meeting is a conversation centered on identified targets. The planning meeting is scheduled and facilitated by the Urban Teachers coach. The participant reflects on their practice, plan shifts in their instructional work, and rehearses these shifts with the coach's guidance and direction. Concrete, actionable next steps for shifts in the participant's instructional practices is the intended outcome of these sessions.

Observations:

An observation provides the opportunity for the coach to gather data about the participant's development. Observations can be unannounced. The coach uses these opportunities to gather data to inform coaching work that will be coming up and/or to look for evidence of the solidification of the coaching work that has already taken place. No matter the purpose for the

observation, the coach must provide targeted, constructive feedback for what the participant can do to improve.

Comprehensive Coaching Cycles:

The comprehensive coaching cycle is a metacognitive approach to the coaching work. The comprehensive coaching cycle can be conducted face-to-face or take place through a virtual video model. The coach first supports the participant in planning a lesson that targets both instructional goals for students in the classroom and the participant's teaching practice. The coach then observes the lesson as it is conducted. Residents and fellows are scored on their performance in targeted areas and the Power Indicators from the TPR. Following the observation of the lesson, the coach conducts a post-conference debrief with the participant to share evidence of teacher practice and student understanding. The coach provides clear, concise, and constructive feedback to the participant. This coaching approach pushes the participant to reflect on how their teaching practice can change and improve moving forward.

Pre-Observation Conference	**Classroom Observation**	**Post-Observation Conference**
Participants prepare a lesson plan and post to Bloomboard, the online coaching management system.	Participants deliver the lesson plan while the coach observes.	Participants self-evaluate and post to Bloomboard.
Coaches and participants meet to discuss the plan and target specific areas of improvement on the TPR.	The coach evaluates the lesson delivery and participant's performance against the TPR.	Coaches and participants meet to debrief the lesson and the targeted areas of improvement.

Focused Observations:

A focused observation is a concise, targeted coaching session that implements a "real time" coaching approach. The focused observation is unannounced and provides an opportunity for the coach to assess for solidification and internalization of the coaching work. The focused observation is typically short in duration, with the coach observing for finite, discrete behaviors. The coach observes the participant to gather baseline data, and determines what feedback to give in the moment that will help that participant improve the lesson. Coaches often provide "elbow coaching" or "bug-in-the-ear" technology to guide the participant in implementing the feedback. The coach debriefs with the participant after the conclusion of the lesson. The focused observation allows the coach to push for more effective behaviors in the moment, as well as to promote best practices for the lessons to come.

Inter-visitations:

Residents and fellows conduct site visits to other classrooms. The planned visits are coordinated and supported by the coach, and may involve the coach going on the classroom visit with a

participant. Participants have an opportunity to focus on and examine the practice of a classroom teacher who is exhibiting progress in identified areas. The participant has an opportunity to observe and converse with a fellow teacher about the shifts that have been made in their instructional practices. These visits also allow participants to glean next steps for shifts in their own work.

Progress Debriefs:

A progress debrief is a coaching conversation that helps a participant reflect on their overall practice. As the coach encourages the participant to reflect on their practice over time (e.g., a quarter, a semester, a year), the participant identifies the successes and challenges in their work so far. More importantly, the participant is asked to set explicit goals for moving forward. The progress debriefs support participants in being reflective practitioners and taking ownership of their growth.

Independent Observations:

The independent observation is an evaluative observation of the teacher's clinical practices. An independent observation is always a scheduled observation. This observation is conducted by a second-party observer, not the participant's assigned coach. The independent observation is used to assess the participant's performance in targeted areas of practice – the Power Indicators.

BloomBoard:

BloomBoard is the online platform that Urban Teachers uses to manage the comprehensive coaching cycles and the focused observations. Coaches and participants can log in to personal accounts to:
- Set appointments for pre-conferences, classroom observations, and post-conferences.
- Upload lesson plans and supporting documentation.
- Tie lessons and feedback to specific strands of the Teacher Practice Rubric.
- Provide self-evaluations and feedback to improve practice.

Participants are expected to:
- Receive and acknowledge BloomBoard calendar invites (scheduling coaching visits).
- Access BloomBoard to review coaching data (e.g., anecdotal data, TPR scores, next steps)
- Upload lesson plans and student work (for comprehensive coaching cycles).
- Complete written reflections twice a year (end of 1st semester, end of year).
- Click the SHARE button to share data with their assigned field supervisor.

The URL for BloomBoard support is https://support.bloomboard.com/home.

PRACTICUM

The practicum experience provides multiple and consistent opportunities for host classroom students to receive instructional support through a targeted learning intervention. Residents work with a group of eight to ten (8-10) students over the course of five (5) months, providing

approximately one hundred to one hundred-fifty (100-150) minutes of face-to-face instruction each week.

During the practicum, residents:
- Work with students in one identified content area – math or literacy.
- Select, administer, and interpret formative assessments for small groups of students.
- Use a diagnostic, clinical teaching model that utilizes ongoing data to inform planning and instruction.
- Videotape lessons to analyze for content and process.
- Formulate reports that delineate student proficiencies and difficulties and offer recommendations for students, parents, and school personnel.

STUDENT TEACHING

Schedule:

Urban Teachers residents will complete nine (9) weeks of student teaching as a part of the clinical field experiences during the first year in the program. Residents will be expected to implement the content and skills developed through their coursework and clinical experiences in a comprehensive manner within the host classrooms.

1st Semester (2 weeks)
- October – 3 days in host classroom #1
- November – 2 days in host classroom #1
- December – 1 week (5 days) in host classroom #1

2nd Semester (7 weeks)
- January – 2 weeks (10 days) in host classroom #2
- March through June – 5 weeks (15 days) in host classroom #2 - at least 3 weeks must be consecutive

Documentation:

Residents will submit a portfolio that contains:
- All lesson plans that were implemented (including how the resident continued to work with their practicum small group).
- Samples of student work for all of the lessons taught.
- Two samples of video footage (one from the each of the two practice solo teaching experiences).

Expectations:
- The student teaching segments can occur at any time in the windows indicated above.
- The host teacher is expected to support the resident in the planning process and will be observing regularly so that the host teacher and resident can debrief together daily around the following areas:

- lesson implementation
- student engagement
- assessment
- classroom management
- planning next steps
- The Urban Teachers Site Team must be informed of the weeks scheduled for student teaching so that observations can be planned.
- Regularly scheduled coursework must be attended as usual throughout all student teaching experiences. Residents will not be excused from coursework during student teaching.

PARTICIPANT WORK RELEASE

All work created by participants during the course of the program may be copied and distributed by Urban Teachers as a sample or example with the understanding that all identifying information will be removed prior to sharing the work. This work includes, but is not limited to, logs, journals, free-writes, videos, papers and clinical lessons and tasks. Participants will be asked to sign a release for work that will exist indefinitely, unless otherwise specified. Urban Teachers may also copy and distribute work with the understanding that Urban Teachers will provide full and appropriate authorship credit for the work, if the Urban Teachers participant makes or approves a request for identification. (See Appendices.)

PARTICIPANT FERPA RELEASE

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education record and prohibits the Johns Hopkins University from disclosing information from those records without the written consent of the student. The Act provides for the right to inspect and review educational records, the right to seek to amend those records and to limit disclosure of information from the records. Urban Teachers will ask that program participants sign a FERPA release form that allows Johns Hopkins University to share pertinent academic and performance information with Urban Teachers and for Urban Teachers to share program performance data with school partners. The University's FERPA policy can be viewed online at www.jhu.edu/news_info/policy/ferpa.html. (See Appendices.)

Section 4: The Johns Hopkins University School of Education – Master of Science in Education with a concentration in Educational Studies/Urban Teachers Partnership Program

The faculty of Johns Hopkins University School of Education and the Urban Teachers staff are dedicated to providing graduate students a high-quality educational experience designed to meet students' academic, personal, and professional goals. In turn, the University and Urban Teachers expect students to maintain the academic and professional standards established for the programs of study. These standards apply to all aspects of graduate programs of study, and includes courses, internships, practica, and research-related activities.

The Urban Teachers and Johns Hopkins School of Education partnership may include policies that vary from those included in the Johns Hopkins University School of Education's Academic Catalog. In those instances, the information and policies contained in this handbook will prevail.

PROGRAM OFFERINGS

The Urban Teachers and The Johns Hopkins University School of Education partnership currently offers a Master of Science in Education with a concentration in Educational Studies degree with three specializations:

- Master of Science in Education: Educational Studies/Elementary Education and Special Education.

- Master of Science in Education: Educational Studies/Secondary English Language Arts and Special Education.

- Master of Science in Education: Educational Studies/Secondary Mathematics and Special Education.

Completion of the Master of Science in Education degree *does not* make one eligible for full professional certification. A participant becomes eligible for certification only upon the successful completion of the Urban Teachers program. *Please note, all specializations may not be available at all city sites.*

Please see the Appendices for the complete listing of courses and the course of study flow for each of the three program offerings.

OVERALL PROGRAM EXPECTATIONS

- Graduate degree students must maintain an overall 3.0 GPA to remain in good standing in the Master's degree program and with Urban Teachers.

- Graduate degree students must earn a grade of B- or better in all required courses for the course to count toward degree requirements. Only one C grade (C+, C or C-) will be allowed to count for credit toward the Master's degree program.
- Overarching program accountability measures are described in detail in *Section 5: Urban Teachers Participant Evaluation and Requirements* of this handbook.

OFFICIAL FORMAT FOR STUDENT WORK

The Johns Hopkins University School of Education and Urban Teachers use the Publication Manual of the American Psychological Association (APA) as the official format for student papers, citations, and bibliographies. The Johns Hopkins University School of Education will not accept other publication guidelines, such as that of the Modern Language Association (MLA). The Johns Hopkins University Sheridan Libraries provides resources on how to use APA formatting.

Please see: http://guides.library.jhu.edu/c.php?g=202470&p=1335105.

GRADING

Assignment Grading:
All core assignments receive a letter grade.

Table 3: *Grading Scale*

Grade	Percentage Range
A	95 – 100%
A-	90 – 94%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 - 79%
C	74 - 76%
C-	70 – 73%
F	69% & below (The grades of D+, D, or D- are not awarded at the graduate level.)

Course Grading:
At the conclusion of a course, all final grades will be rounded to the nearest whole number. If the final percentage is less than a whole number, the following rules will be followed to round the score to a whole number:
- When the number is .50 or greater, the score will be rounded to the next highest number (i.e., 79.50 = 80%).
- When the number is .49 or less, the score will be rounded to the next lowest number (i.e., 79.49 = 79%).

Please note: Only one C+, C, or C- final course grade will be allowed for credit.

GRADE APPEALS

While participants cannot appeal the decision to place them on academic probation or to dismiss them from the master's program on the grounds of unsatisfactory academic standing, participants may appeal a final course grade award. The Johns Hopkins University School of Education's policy on Grade Appeals is detailed in the Academic Catalog.

The grade appeal policy can be found at:
http://www.students.education.jhu.edu/catalog/policies/grading/appeals.html.

COURSEWORK ATTENDANCE

Absences and tardiness may result in a lower course grade, lower ratings on Growth Mindset and Professionalism, and/or course failure*. Participants are expected to attend every class session. If a participant misses a session, they must provide documentation of illness or emergency.*

Participants are expected to arrive on time to each course session. Participants who are tardy more than three (3) times in an individual course, will have the three (3) tardy instances convert into one (1) course absence. Arriving more than thirty (30) minutes late or leaving more than thirty (30) minutes early will be counted as one (1) absence. Urban Teachers evaluates participants on their professionalism and attendance factors into that evaluation. Arriving late or leaving before the scheduled end time of the course may result in a lower rating in Growth Mindset & Professionalism.

All absences must be communicated to the appropriate clinical faculty member by the participant in advance of the class. As noted above, participants are evaluated for professionalism, and failure to notify coursework instructors regarding an absence may affect participants' professionalism ratings. Absences from coursework for school-related events will not be excused. The Site Team can help reinforce this policy with principals and school staff, if assistance is needed.

Students must refrain from distractions (texting, Internet surfing, etc.) during coursework, as these behaviors can be factored into class participation and affect course grades.

ABSENCES DUE TO RELIGIOUS OBSERVATIONS

Urban Teachers will make adjustments to the coursework, professional development schedules, and clinical placement requirements so that participants whose personal religious beliefs require that they abstain from work at certain times of the work day or work week can meet their

religious obligation(s). Participants are asked to let their Assistant Director, instructor and coach know as soon as possible if religious beliefs require an adjusted schedule for either coursework or clinical placements. The Site Team can help participants determine how they will make up the missed hours and assignments. This may mean taking on additional work at other times and managing the responsibility for making up that work.

For particular instances when a participant will need to be absent due to religious beliefs/observances, please submit a written request for an adjustment to the Assistant Director with copying your coach and/or instructor, at least two (2) weeks in advance so that arrangements can be made with the clinical placement team and the course work instructors.

CLASSROOM PARTICIPATION RUBRIC

The behaviors listed in the *Have a Growth Mindset and Exhibit Professionalism* strand of the Teacher Practice Rubric (TPR) explicitly illustrate the professional behaviors that Urban Teachers requires all residents and fellows to exhibit throughout their clinical and coursework experiences. Consistent and thoughtful classroom participation is expected of every Urban Teachers resident and fellow. Classroom participation comprises ten percent (10%) of the overall course grade.

Table 4. *Coursework Participation Expectations*

Points	Behaviors
10	▪ Always arrives on time; ▪ Consistently participates fully without prompting in every aspect of class (DO NOWS, general class discussion, discussions of readings, peer reviews, or critical friends); ▪ Respects and adheres to the class schedule, including, but not limited to, timed breaks; ▪ Does not engage in unrelated (side bar) conversations and unrelated work; ▪ Reads every assigned reading and comes to class ready to discuss and provide thoughtful, reflective comments; and ▪ Always brings required coursework materials to class, including course syllabus, binders, lesson plans, readings, and additional requested materials.
6-9	▪ Arrives late no more than one (1) time to class during the semester; ▪ Regularly participates in every aspect of the class without prompting; ▪ Respects and adheres to the class schedule, including, but not limited to, timed breaks; ▪ Rarely engages in unrelated conversations and unrelated work; ▪ Reads most assigned readings and comes to class ready to discuss and provide thoughtful, reflective comments; and ▪ Regularly brings required coursework materials to class, including course syllabus, binders, lesson plans, readings, and additional requested materials.
0-5	▪ Frequently arrives late to class (arriving any time after class start time); ▪ Occasionally participates (with or without prompting) in every aspect of class

	- Regularly respects and adheres to the class schedule, including, but not limited to, timed breaks; - Engages in unrelated conversations and work; - Frequently comes to class unprepared; - Frequently does not complete assigned readings and comes to class unprepared to discuss and provide thoughtful comments; and - Regularly fails to bring coursework materials to class including, course syllabus, binders, lesson plans, readings, and additional requested materials.

LATE ASSIGNMENTS

Work submitted late *without prior approval* will not be accepted without penalty.

Request for Assignment Extension:
If participants realize within a reasonable period of time before an assignment is due that they will be unable to complete the assignment on time, they may request an extension. Urban Teachers recommends that participants ask for an extension from the course instructor no later than twenty-four (24) hours before an assignment is due. Participants must request this extension from the clinical faculty member in advance and propose a new date to submit the work. Failure to meet the agreed-to date will make the penalties for late assignments take effect.

Penalties for Late Work:
Any work submitted late without prior approval will result in a ten percent (10%) deduction of the total possible score from the score/grade per day for up to four (4) days.

ASSIGNMENT RE-SUBMISSIONS

Course instructors have one week from the published due date to grade and return key assignments to students. A student can re-submit a key assignment *only* in the case when a student's overall course grade will fall below B- because of the original grade on the key assignment. *Only key assignments that were originally submitted on time may be re-submitted, pending permission from the course instructor. Key assignments and their due dates are clearly indicated on the course syllabi.*

The deadline for re-submission of a key assignment is one (1) week from the return of the assignment. This re-submission is not mandatory, but students should note the implications of choosing not to re-submit an assignment that may impact an overall course grade. For key assignments due in mid-December, the re-submissions are due on the first day of the start of the Urban Teachers spring semester.

INCOMPLETE COURSEWORK

Students who have completed a majority of course requirements but are unable to complete all requirements due to extenuating circumstances may, at the discretion of the Director of Clinical Faculty, Johns Hopkins University Program Director and the Site Executive Director, request a **temporary** grade of "I" (Incomplete) for the course.   This request must be:

1) Initiated by the student before the end of the last class;
2) Agreed to by the instructor, the Site Director of Clinical Faculty, National Director of Curriculum & Professional Development, and the Johns Hopkins University School of Education Program Director; <u>and</u>
3) Committed to in writing by completing, signing, and filing a *Contract for Completion of Incomplete Coursework.*

Incomplete courses grades will only be granted for unforeseen circumstances and/or suspension of obligations as defined in the resident's or fellow's contract. Unforeseen circumstances, as per the Urban Teachers contract, could include ". . . grounds of health, incapacitation, being called to active duty in the Armed Forces of the United States, or other extraordinary circumstances." Though the coursework instructor is responsible for posting the Incomplete grade in ISIS (the Johns Hopkins University School of Education's course records management system) and filling out the *Contract for Completion of Incomplete Coursework*, permission to award a temporary Incomplete grade in a course is not granted by coursework instructors alone. Incompletes are only granted through review by the Director of Clinical Faculty, the Johns Hopkins University Program Director, and the national Director of Curriculum & Professional Development.

Every Incomplete requires a *Contract for Completion of Incomplete Coursework* to be submitted to the Director of Clinical Faculty, the Johns Hopkins University Program Director, and the Urban Teachers Curriculum and Professional Development Team. The contract shall state the end date of the Incomplete, by which all coursework must be submitted. This end date cannot exceed four (4) weeks after the start of the following semester.   The completed contract is filed with the Urban Teachers Site Team and shared with the Johns Hopkins University Program Director.

Incomplete grades are awarded on a temporary basis only. An incomplete grade that is not resolved within the timeframe specified in the contract will become a permanent Failure (F) grade and the credit will be forfeited. Students who earn an F grade may be automatically dismissed from the program. No grade changes are accepted after conferral of the degree.

WITHDRAWING FROM A COURSE

To withdraw from a course, a student must:
1. First obtain approval from their Site Executive Director and the SOE Program Director.
2. Submit an Add/Drop Form, downloadable from the Johns Hopkins University School of Education's current students website at http://www.students.education.jhu.edu/forms/, in person, by fax to 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins

University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100.

Students may not withdraw from courses online using the ISIS Self-Service website. Notice to the instructor of intent to withdraw is not sufficient, nor are telephone withdrawals accepted. The Withdrawal/Audit Calendar lists the last date each semester to withdraw without academic penalty (without receiving the grade of F). Students should contact the Office of the Registrar at 410-516-9816 to confirm the last date to withdraw without academic penalty or to change to auditor status for other alternate format courses.

Please see: http://www.students.education.jhu.edu/register/change/withdrawal.html.

Students who withdraw after the official withdrawal date deadline or who stop attending class at any time without properly submitting an official Add/Drop form receive an F (Failure) grade for the course(s). Tuition refunds are calculated from the date the Office of the Registrar receives the Add/Drop form. Financial aid recipients will have their aid award adjusted according to credits registered. Withdrawal grades do not affect GPA.

Add/Drop refund information can be found at:
http://www.students.education.jhu.edu/catalog/SchoolAdmin/registration/refunds.html

The Refund Schedule can be found at:
http://www.students.education.jhu.edu/register/change/refunds.html

STUDENT CONDUCT POLICY

Johns Hopkins University School of Education students are expected to refrain from conduct that injures persons or property; impedes in any way the orderly operations of the School; prevents the work of its faculty, staff, or students; or disrupts the intellectual exchange in the classroom. The School expects students to be law-abiding citizens, to respect the rights of others, and to refrain from behavior which tends to impair the School's purpose or its reputation in the community. Students who have committed acts that are a danger to their own personal safety or that harm or have the potential of their harming others, or who destroy, impair, or wrongfully appropriate property, will be disciplined and may forfeit right to be members of the University community.

The complete policy can be found at:
http://www.students.education.jhu.edu/catalog/policies/conduct/student.html.

ACADEMIC INTEGRITY

Urban Teachers affirms the Johns Hopkins University School of Education's position that students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know, or under the circumstances have reason to know, will impair their integrity or the integrity of the University. *Please read the Academic Integrity policy thoroughly, as ignorance of what constitutes an act of academic dishonesty cannot be used as a defense when facing a charge of academic dishonesty.*

The complete policy can be found at:
http://www.students.education.jhu.edu/catalog/policies/conduct/academic.html

STUDENT GRIEVANCES

Students are encouraged to address concerns or problems they have with their academic program or services provided by the Johns Hopkins University School of Education in a timely manner. There are many channels a student may use to resolve a problem or conflict – contacting the Johns Hopkins University Program Director, for example. Students may also choose to work with the Student Affairs Office to resolve or mediate a situation. When filing a complaint or requesting mediation with the Student Affairs Office, students are asked to provide a brief written summary outlining the facts and circumstances of their case, addressed to: SOE Student Affairs, 6740 Alexander Bell Drive, Columbia, MD 21046, Jeddinger@jhu.edu.

IN THE CASE OF AN INTERNAL ACADEMIC REVIEW

Failure to maintain the assurances of good standing in the contract with Urban Teachers and/or failure to meet the obligations assumed in the contract may trigger an Urban Teachers internal academic review.

Urban Teachers will convene an internal academic review for any participant who will receive a final course grade below a B-. The review is to ensure that all grading policies and procedures were followed. The participant will be informed of this review and will be given the opportunity to provide evidence in support of reviewing their grade.

As a result of this review, the following actions may occur:
- The grade may be changed to a passing grade of B- or higher.
- The participant will be placed on formal academic probation by both Urban Teachers and the Johns Hopkins University School of Education:

o if participant earns a C grade and this is the first C grade received, or
o if the participant's cumulative, but not yet final, grade-point average (GPA) falls below 3.0.
- The participant will be dismissed from the program:
  o if participant earns a C grade and this grade is the second C grade received,
  o if participant earns an F grade, or
  o if participant's final cumulative GPA is below 3.0.

In case of dismissal or resignation, students remain responsible for any outstanding financial obligation to the University for tuition or other indebtedness. Please see Section 5: Participant Evaluation and Requirements of this Handbook for additional information regarding the criteria for dismissal from the program, dismissal during coursework, and appealing dismissals. Also, see Section 6: Benefits & Obligations of this Handbook for specifics regarding taking a formal Leave of Absence and/or withdrawing from the program, and the financial ramifications involved in both circumstances.

COMMENCEMENT INFORMATION

Degrees are conferred by the Johns Hopkins University School of Education three times a year: in May, August, and December. The University's commencement ceremonies are held in May. The process for applying to graduate and commencement information is detailed at: http://www.students.education.jhu.edu/catalog/policies/graduation.html.

> "Urban Teachers educators' content knowledge and instructional execution is so much greater than where I was in my second year of teaching. I would attribute that almost entirely to the strength of the modeling. There is no substitute for watching great practice on a regular basis, and then getting the opportunity to replicate that great practice yourself."
>
> Aaron Cuny, Co-Founder & Head of School
> Ingenuity Preparatory School, Washington, DC

Section 5: Participant Evaluation and Requirements

Urban Teachers delivers a *performance commitment* to its district and school partners: program participants graduate from the program and are recommended for full professional certification only after they have demonstrated effective teaching. To progress and complete the program, an Urban Teachers participant must meet all program expectations, which includes performance expectations and program requirements, as well as adherence to all state, district, school, Urban Teachers and the Johns Hopkins University conduct policies. Participants who do not meet all program expectations are subject to dismissal.

Urban Teachers' program expectations divide into two broad categories:
- Urban Teachers' Teacher Performance Assessment System (T-PAS), and
- state and district criteria.

PROGRAM BENCHMARKS

Table 5: *Participant Program Expectations Overview*

Timeframe	Teaching Practice	Growth Mindset & Professionalism	Coursework	Student Gains	State/District
Year 1: Resident					
Summer A: June - August	Summer A observation tool expectation: Average or 2nd observation (whichever is higher): 0.8	Site Team, coach, course instructor ratings on: ▪ Professional Learning Community ▪ Openness to feedback ▪ Locus of control ▪ Professionalism Expectation: 3.0	Grade of B- or higher in all courses*	N/A	Must have placement in a district public school or a charter school.
End of Summer A Performance Review: *Dismissal decisions are made at end of summer.* **Successful Outcome: Eligible to begin a residency year at a public school site.**					
Year 1: September - August	TPR Expectations for all 4 Quarters: 2.0	Site Team, coach, course instructor ratings on: ▪ Professional Learning Community ▪ Openness to feedback ▪ Locus of control Professionalism Expectation: 3.0	Grade of B- or higher in all courses* Maintain a 3.0 GPA	N/A	Must have a school placement and be in good standing at school site. Must pass content and special education state licensure exams for provisional

					certificate.

<td colspan="6">**Quarterly Performance Reviews:** *Dismissal decisions for teaching practice are made at end of year. Dismissals for coursework or growth mindset & professionalism are made at the end of each semester.* **Successful End-of-Year Outcome: Earn provisional certification in content area and special education and become teacher of record.**

Year 2: Fellow

Year 2: September - August	TPR Expectation for all 4 Quarters: 2.5	Site Team, coach, course instructor ratings on: ▪ Professional Learning Community ▪ Openness to feedback ▪ Locus of control Professionalism Expectation: 3.0	Grade of B- or higher in all courses.* Final GPA must be a 3.0 or higher in order for MS to be conferred.	Pre- and post-test data collected. Student gains calculated and estimates converted to a rating on a 1-4 scale.	Must hold a Provisional Certificate. Must remain in good standing at school placement.

Quarterly Performance Reviews: *Dismissal decisions are made at the end of the year.*
Successful End-of-Year Outcome: Earn Master of Science in Education with a concentration in Educational Studies degree.

Year 3: Fellow

Year 3: September - August	TPR Expectation for all 4 Quarters: 3.0	Site Team, coach ratings on: ▪ Professional Learning Community ▪ Openness to feedback ▪ Locus of control Professionalism Expectation: 3.0	N/A	Pre- and post-test data collected. Student gains calculated and estimates converted to a rating on a 1-4 scale.	Must hold a Provisional Certificate. Must remain in good standing at school placement.

Quarterly Performance Reviews
End-of-Year Teacher Effectiveness Evaluation model run:
- **Year 3 Teaching Practice rating weighted 40%**
- **Year 3 Professionalism rating weighted 20%**
- **Year 2 and Year 3 combined Student Gains rating weighted 40%**

Successful End-of-Year Outcome: Decision to endorse for full certification.

*Only one C+, C or C- course grade is allowed during the entire MS degree program.

URBAN TEACHERS' TEACHER PERFORMANCE ASSESSMENT SYSTEM (T-PAS)

The purpose of Urban Teachers' Teacher Performance Assessment System (T-PAS) is to identify whether or not participants are meeting Urban Teachers' expectations. Participant progress is monitored through quarterly data reviews and communicated through performance reports. Urban Teachers' T-PAS culminates with the Teacher Effectiveness Evaluation (TEE) for

participants in the third year of the program, which guides Urban Teachers' decisions with regard to whether Urban Teachers recommends participants for certification.

Throughout the course of the program, Urban Teachers assesses participants on their performance in above three areas: coursework performance, teaching practice, and growth mindset & professionalism.

Performance Reports:
Participants are informed about their progress in meeting program expectations in many ways, formal and informal.   Informally, participants are given feedback on their coursework performance through the Johns Hopkins School of Education's BlackBoard system, which holds assignment grades and instructor feedback. Formally, participants can view their official grades by accessing the ISIS Self-Service website.

Participants can access their coach ratings on their teaching practice and growth mindset & professionalism through BloomBoard within a few hours of when an observation has been rated and shared. Urban Teachers will provide participants with quarterly performance reports on their teaching practice and growth mindset & professionalism performance.

During Year 1 (residents) and Year 2 (fellows), participants receive two performance reports over Summer Institute A and then each Quarter. In Year 3, fellows receive performance reports for Quarters 1-3.

The quarterly reports include:
- The indicator ratings from the comprehensive coaching cycle and the independent observation;
- The growth mindset & professionalism indicator ratings from coursework instructors, the coach, and the Site Team;
- The averaged teacher practice score;
- The averaged growth mindset & professionalism score; and
- A determination if the participant has met expectations for teaching practice and for growth mindset & professionalism.

Teaching Practice:
Urban Teachers participants must master the classroom skills and abilities necessary to become highly skilled classroom teachers. Urban Teachers evaluates each participant's classroom skills, elaborated more fully in the Teacher Practice Rubric, as it exists and may be amended from time to time.   Ratings on the *power indicators* are averaged to generate a score for each observation.

Each quarter, Urban Teachers averages the score from the *comprehensive coaching cycle* and from an *independent observation* to generate an overall score.   Urban Teachers has set expectations that gradually increase throughout a participant's time in the program (see Table 5:

Participant Performance Expectations Overview). The overall score is compared to the expectation for the quarter.

Residents' ratings on the Teacher Practice Rubric are used formatively by Urban Teachers in Semester 1 and are provided to participants through Quarter 1 and Quarter 2 progress reports. Urban Teachers will provide school reports to principals after Semester 1 to inform them about participants' progress during those two quarters. Urban Teachers expects all participants to take responsibility for monitoring their own progress throughout the year by accessing their ratings on the Teacher Practice Rubric posted on BloomBoard.

Growth Mindset & Professionalism:
Urban Teachers expects all of its participants to demonstrate the behaviors outlined in Strand E of the TPR:
- Active participation in their professional learning community,
- Openness to feedback,
- An internal locus of control, and
- Professional behavior in their coursework, clinical training, teaching responsibilities, and other areas relevant to the teaching profession.

Urban Teachers receives input from multiple sources when assessing the growth mindset & professionalism of participants. Ratings are disseminated via the quarterly reports. The expectation for growth mindset & professionalism is a 3.0 score throughout the entire program. The overall growth mindset & professionalism score for each participant is the average of these three sources of information:
1. Coaches' ratings on TPR Strand E during comprehensive coaching cycles.
2. Course instructors' ratings on TPR Strand E at the close of every course.
3. The Site Executive Director's ratings at the end of every quarter. The Site Executive Director also gathers data from other Site Team staff and school-based personnel and maintains a database of evidence from all of these sources.

Professionalism – Student Privacy
Participants are expected to use social media such as Facebook and Twitter responsibly, recognizing the open nature of these media and how quickly, easily, and irreversibly images and information may be shared. Student identities must be protected. Under no circumstances may an Urban Teachers participant ever post a student's name, photograph, video, or work on any social media site or any website. Violating this requirement is grounds for dismissal from the program.

Professionalism – Physical Contact with Children:
Urban Teachers participants should *never* restrain children without prior explicit written parental permission and *never* without having received all district- and state-mandated training. Violating this requirement is grounds for dismissal from the program.

Urban Teachers special education coursework does not address this topic beyond an "Urban Teachers participants do not restrain children" statement. The Urban Teachers and the Johns Hopkins MS program that covers general special education EC-12 coursework and related certification areas does not prepare individuals for the restraint of a child, as indicated in an Individualized Education Plan (IEP), without further specific, state-mandated training.

Nevertheless, everyone who works with children is a mandated reporter. Urban Teachers participants are ALL mandated reporters, as are our Urban Teachers coaches and other staff who enter school buildings regularly.

Further, Urban Teachers recommends that participants become familiar with additional resources regarding the issues of child physical and sexual abuse, time out/seclusion, positive behavior support (PBS), and child protection and advocacy at:
http://www.wrightslaw.com/info/abuse.index.htm.

Resident teachers and fellows in Baltimore City should refer to the Baltimore City Special Education Compliance Manual for official language from Baltimore City regarding parental notification procedures should a student with a disability need to be removed from his/her current placement due to a violation of a code of student conduct, as described in COMAR 13A. 08.04.04: http://www.baltimorecityschools.org/site/default.aspx? PageType=3&ModuleInstanceID=6976&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=4598&PageID=511

Resident teachers and fellows in Washington, DC should refer to the Office of the State Superintendent of Education (OSSE) for District of Columbia municipal regulations regarding the prohibition of mechanical restraints for any DC student. These regulations are set forth in Title 5 A28 and apply to all DC special education programs funded by OSSE: http://www.dcregs.dc.gov/Gateway/RuleHome.aspx?RuleNumber=5-A2817.

Professionalism – Attendance:
Attendance is factored into the evaluation of an Urban Teachers participant's professionalism ratings and may result in dismissal. *Violations of the attendance policy or repeated, unexcused absences may result in administrative review and possible dismissal from the program.*

Participants may miss no more than one day of clinical work during Summer A, no more than six (6) days during the residency year, and no more than three (3) days during Summer B without putting their status with Urban Teachers and the host school in jeopardy. Residents must report any absences to the host teacher, principal, and Site Team Operations Manager by the start of the school day. Failure to do so may affect participants' professionalism ratings.

Fellows must follow the attendance policies of the district or charter management organization for which they work. Not following district or CMO policies may lead to dismissal from the Urban Teachers program.

Urban Teachers does occasionally hold weekend sessions. These dates or any other dates that conflict with an individual's religious observations should be brought to the attention of the Site Team as soon as possible.

TEACHER EFFECTIVENESS EVALUATION (TEE)

At the end of Year 3 in the program, Urban Teachers assesses whether each participant has met the effectiveness standard required for teacher certification. In this summative, multiple-measures evaluation model, Urban Teachers combines data to generate a summative score, based on these criteria: teaching practice, student achievement gains, and growth mindset & professionalism. This score is compared to the effectiveness standard as the basis for Urban Teachers' decision to recommend full certification. If Urban Teachers does not recommend a participant for certification, Urban Teachers will dismiss the participant from the program.

URBAN TEACHERS' EFFECTIVENESS STANDARD

	Teaching Practice	Student Gains	Growth Mindset & Professionalism
Description of Measure:	Averaged score on Strands A-D of the Teacher Practice Rubric	Average student gains	Averaged score on Strand E of the Teacher Practice Rubric
Weight:	40%	40%	20%

Teaching Practice:
Urban Teachers expects its participants to always be improving their teaching practice. Fellows are expected to meet the expectation set for teaching practice by midway through Year 2. This gives fellows time to establish their classroom environment and to benefit from the coaching

38

they will receive during the first part of the school year. Urban Teachers coaches rate Year 2 fellows on the TPR during the first three quarters of the year, and independent observers rate during Quarter 2 and Quarter 3. Urban Teachers computes an average score for each of these observations. For the final evaluative score, Urban Teachers uses the average of coach and independent observer ratings from Quarter 2 and Quarter 3.

Student Achievement Gains:

At the end of each of the first two years as teachers of record (fellows in Year 2 & 3 of the program), Urban Teachers calculates the average student achievement gains for each participant. Student achievement gains are calculated using data from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments, a nationally normed, standardized, computer-adaptive assessment that is administered at the start and end of each year to students in the classrooms of fellows in Years 2 & 3 of the program. These assessments are designed to measure a student's achievement and academic growth, and can be used with students in grades kindergarten through tenth grade.

NWEA automatically generates extensive reports about student data and maps scores for each student to required grade-level skills. After the fall testing cycle, Urban Teachers coaches become the point of contact for participants, and work to assist them in using their data to guide instruction. Urban Teachers strongly encourages participants to make use of this data to differentiate instruction and provide appropriate support to all students.

To determine student achievement gains for each of Urban Teachers participants, Urban Teachers compares the average growth of these students with students in other urban districts, and averages the student gains for each teacher. Urban Teachers then categorizes student gains on a 1 to 4 scale ("far below", "below", "meets", or "exceeds"), using both the estimate of student gains and the confidence interval of the estimate, in order to take into account imprecision in these estimates.

Growth Mindset & Professionalism:

Coaches and the Site Executive Director rate fellows in Year 3 of the program on growth mindset & professionalism quarterly, as described under the growth mindset & professionalism section above. For the final evaluative growth mindset & professionalism score, Urban Teachers uses the average of the Quarter 2 and Quarter 3 ratings. (See also the Growth Mindset & Professionalism Handbook for more detailed information regarding the expectations in this area.)

TEACHER CREDENTIALS

In addition to meeting expectations on Urban Teachers' evaluative measures, program participants must also meet all state and district criteria for becoming a certified teacher. Participants must take and pass all required state-mandated tests required for an initial provisional certificate and then for full teaching certification. Urban Teachers requires participants to obtain certification in special education in addition to certification for their

content area. Participants are responsible for obtaining and submitting required forms in a timely manner while pursing certification.

To earn state certification, participants must pass all required teaching tests. Urban Teachers will provide specific details about which tests are required for each certification area.

Participants are responsible for all costs associated with the teaching certification tests, application fees, and required transcripts. Information on registration, fees, and test dates can be found at: www.ets.org.

EMPLOYER EVALUATION

Urban Teachers participants must remain in good standing with their school district or CMO, as principals make the ultimate hiring decisions. Participants must receive a principal's recommendation for hire in order to be placed as a teacher of record in Year 2 and continue in the program. Participants are expected to receive a satisfactory evaluation from their principals or from their school or district evaluation system.

In the event of a participant's non-renewal by a school, operator, or school system, Urban Teachers will make a determination as to whether the participant will be dismissed or may continue in the program in an alternate setting. Consideration will be given to the participant's performance under Urban Teachers' evaluation measures, and previous coaching and feedback provided and support required. In some districts, an unsatisfactory evaluation or a principal's decision to not renew a teacher's contract makes the teacher ineligible to teach anywhere in that district. In such cases, Urban Teachers cannot guarantee continued participation for teachers who are ineligible for hire in partner schools.

Program participants who are not hired by a school, or who receive an unsatisfactory evaluation from their principal or school/district evaluation system, may be dismissed from the program.

PROGRAM DISMISSAL POLICY

Criteria for Dismissal:
The criteria for dismissal are specified in the Urban Teachers Participant Agreement & Assurances Contract.   In making dismissal decisions, Urban Teachers exercises its judgment and seeks to consider the totality of the circumstances.

Failure to meet performance expectations in any one or more of these areas may be grounds for dismissal from the Urban Teachers program:
- Coursework performance
- Teaching practice
- Growth mindset & professionalism

- Principal evaluation
- Attendance
- State exams and other certification requirements
- One or more serious incident of unprofessional behavior

Coursework performance that does not meet with Urban Teachers' minimum standards will result in program dismissal. Only one C+, C, or C- course grade during the entire course of study is deemed acceptable. Program participants will be dismissed from the program if they receive a second C coursework grade. Should a participant earn an F grade, that grade will result in dismissal from the program. Finally, if participant's final cumulative GPA is below 3.0, that will result in dismissal from the program.

Program participants who do not meet Urban Teachers expectations for *teaching practice* at the end of any evaluation period may be dismissed from the program. Dismissal decisions are based on the average of Quarter 3 and Quarter 4 scores. Dismissal decisions are not taken lightly. If participants do not meet the expectation, Urban Teachers will convene a panel with members of the Site Team, including the Executive Director and the assigned coach, and National Team to discuss contextual factors. Urban Teachers may, at its sole discretion, provide participants with an additional evaluation period to improve their practice before making a dismissal decision.

Program participants who do not meet Urban Teachers' expectations for *growth mindset & professionalism* at the end of any evaluation period may be dismissed from the program. Urban Teachers may, at its sole discretion, provide participants with an additional evaluation period to improve their professionalism before making a dismissal decision.

Violations of the *attendance* policy or repeated, unexcused absences may result in administrative review and possible dismissal from the program. Participants may miss no more than one day of clinical work during Summer A, no more than six (6) days during the residency year, and no more than three (3) days during Summer B without putting their status with Urban Teachers in jeopardy. Residents must report any absences to the host teacher, principal, and Site Team Operations Manager by the start of the school day. Fellows must also follow the attendance policies of the district or charter management organization for which they work. Not following district or CMO policies may lead to dismissal from the Urban Teachers program.

Program participants must remain in *good standing with their school placement*. Participants who are not hired by a school, or who receive an unsatisfactory evaluation from their principal or school/district evaluation system, may be dismissed from the program.

Urban Teachers also reserves the right to dismiss a participant immediately for *one or more serious instances of unprofessional behavior* that in Urban Teachers' sole judgment warrants such action. For example, violating the above policies on student privacy or physical contact with children, or the violation of attendance policies may result in dismissal.

Appealing Dismissals:

Participants appealing Urban Teachers' decision to dismiss them from the program must make a written request for an appeal hearing with their Site Executive Director within one week of the official dismissal notice. This request must include the rationale, in writing, as to why the dismissal is believed unjust. It is in the participant's best interest to provide as much evidence as possible to support the stated rationale for the appeal. The Site Executive Director will respond back to the participant within three (3) business days as to whether an appeal hearing will be granted or if the dismissal stands.

If an appeal hearing is granted, the Site Executive Director will propose a hearing date that should occur within five (5) business days of Urban Teachers' notification that it will approve the appeal hearing request. Present at the hearing will be an Urban Teachers panel consisting of the Site Executive Director and at least one other Urban Teachers staff member. At this meeting, the participant will make his or her case, and provide any evidence or documentation to support his or her belief that the dismissal was not appropriate. The Urban Teachers panel may ask clarifying questions or request further information. The participant is given two (2) days to provide this information to the panel. After this submission, the panel will review the case and come to a decision within one (1) week of the hearing date.

Participants under administrative review by Urban Teachers are not to report to coursework or clinical placements, even if an appeal hearing has been granted, unless specifically directed to do so by the Site Executive Director. The dismissal designation stands until a reversal has been determined at the conclusion of the appeal process. If the dismissal is overturned, the participant will work with all current course instructors to make up any assignments or work that was not completed during the appeal process timeframe, if applicable.

Participants who are employed as full-time teachers of record by the district or charter school are still expected to carry out all job-related responsibilities unless the school or district/CMO has indicated otherwise. However, all participation in Urban Teachers-related activities (e.g., coursework, summer work) will cease, even if an appeal hearing has been granted, unless specifically directed otherwise by the Site Executive Director. If the appeal is granted and dismissal is overturned, the participant will work with all appropriate staff to make up any assignments or work that was not completed during the appeal process timeframe if applicable.

Please note: Participants who are dismissed from the master's degree program by the Johns Hopkins University School of Education on the grounds of unsatisfactory academic standing cannot appeal this dismissal decision, though participants may appeal the grade award. (See Section 4.)

PROGRAM BENEFITS

Urban Teachers provides a stipend during the Year 1 residency year. Urban Teachers pays for healthcare, as well as books and materials for Year 1 of the master degree program. Urban Teachers also covers the cost for room and board during the first summer of the program. After that, housing is the responsibility of the participant.

Urban Teachers provides individual health insurance for participants for twelve (12) months from July 1 through June 30 of the residency year. Participants will be eligible for COBRA, the temporary continuation of group health coverage, for any gaps in coverage after June 30 until the new employer healthcare policy begins. Please note that dates of hire will vary.

Urban Teachers has an agreement with MECU of Baltimore, a Baltimore-based credit union, to provide membership and a wide range of financial products and services to Urban Teachers residents participating at the Baltimore site. Urban Teachers will provide application materials and contact information.

STIPEND

Participants will receive an annual stipend during their residency year (Yr. 1 of the program) in the amount of $20,000. Stipend disbursals will be made monthly during the school year, in equal installments. The total number of disbursals and the timing of each monthly disbursal will be determined by the Site Executive Director and convey accordingly. All participants must complete an IRS W-9 Form to receive this stipend.

Please note, the only exception to the distribution of stipend payments occurs in the event that a resident is employed by a school system (i.e., as a teacher's aide). In lieu of a stipend, those residents are paid directly by the school system.

TUITION

Urban Teachers and The Johns Hopkins University School of Education charge $40,000 in tuition that is paid in four equal installments over two years.

Tuition Refunds:
The Johns Hopkins University School of Education's refund policy is detailed on its website:
http://www.students.education.jhu.edu/catalog/SchoolAdmin/registration/refunds.html.

Urban Teachers participants who receive financial aid and withdraw or reduce credit load during the refund period will have an adjustment/reduction in their financial aid award. For more information, please contact the Johns Hopkins University School of Education's Financial Aid office (soe.finaid@jhu.edu, 410-516-9808), or refer to:
 http://www.students.education.jhu.edu/financial/titleivreturns.html

CHANGES IN CONTACT INFORMATION

To ensure that important mailings are always received and that the correct name is on all official records, Urban Teachers asks that participants and participants notify the Urban Teachers Site Program Associate following, in writing, within one week of any changes and complete and sign a revised W9 form. In addition, participants are asked to update their personal and contact information records with the Johns Hopkins University School of Education using the ISIS Self-Service website.

PLEASE NOTE: To ensure that they receive important emails from The Johns Hopkins University School of Education, participants should link their personal email accounts to their school email accounts. In order to receive electronic communications from course instructors, course evaluation survey links, campus notifications, newsletters, student financial aid notifications, updates, and reminders, participants should keep email addresses updated and linked to the jhu.edu email address.

PARTICIPANTS' OUT-OF-POCKET EXPENSES

There are a number of out-of-pockets expenses that participants and participants must plan for during the four years of their Urban Teachers commitment. Participants are expected to meet these expenses in a timely manner.

These estimated categories and expenses include, but may not be limited to:
- Fingerprinting/Background Check: typically ranges from $52.75 (Balt.) to $70 (DC)
- TB Test: $40-50 in DC; free option available in Baltimore at a specific site (Site Team will notify participants of location)
- Praxis® II fees: approximately $150 (three tests are required, two in subject area and one in Special Education)
- Certification Fees: approximately $130

FINANCIAL AID INFORMATION

All Urban Teachers participants are responsible for their cost of living expenses, materials, and technology – all expenses that can be covered by a federal student loan during the Residency Year (Year 1 of the program).

As full-time graduate students, participants with pre-existing student loans may put their loans into forbearance these two years. Urban Teachers participants also have access to federal loan forgiveness programs if they remain teaching in a high poverty public school for five years (two additional years after the Urban Teachers commitment). Urban Teachers participants are encouraged to apply for the TEACH Grant. Urban Teachers residents with an AmeriCorps Eli Segal Education award can also use these funds towards tuition and cost of living expenses. (Further financial aid information is contained in the Appendices.)

Urban Teachers and Urban Teachers staff members are not equipped to answer questions or provide authoritative guidance regarding federal student financial aid. The information in this handbook on such topics is for participant convenience and should be confirmed with the Johns Hopkins University School of Education Financial Aid office (soe.finaid@jhu.edu, 410-516-9808) before a participant relies upon it.

FINANCIAL AID LIABILITY IN THE EVENT OF EARLY WITHDRAWAL OR DISMISSAL

Early withdrawal or dismissal may have implications for financial aid. Only the Johns Hopkins University School of Education Financial Aid office can provide specifics of the implications for an individual whose status as a student changes. Graduate students who have a Federal Stafford Loan, Federal Perkins Loan, and/or Federal Grad PLUS loan may begin to utilize their grace period(s) while on their official leave and subsequently may be expected to begin repayment of their educational loan(s).

Return of Unearned Financial Aid Process:
If a participant must individually return any federal financial aid funds received, the participant will be notified in writing. Any tuition refund that may be owed to the participant will be used to off-set any financial aid liability.

Urban Teachers participants who receive financial aid and withdraw or reduce credit load during the refund period will have an adjustment/reduction in their aid award.

Financial Obligations to Urban Teachers for Early Withdrawal:
Failure to complete the four-year Urban Teachers service obligation will result in financial obligations, as enumerated in the Urban Teachers contract. Those who leave the program before completion will need to consult with The Johns Hopkins University School of Education to determine whether or not they may complete the master of science in education degree.

LEAVE OF ABSENCE

From time to time, a participant has an unexpected need or issue that interferes with their participation in the Urban Teachers program for an extended period of time. Participants in these situations may need to request a leave of absence. A leave of absence is considered a long-term

leave where the participant may need to repeat a semester or an entire program year in order to receive all required support, training and evaluative observations necessary to complete all required program requirements. A leave of absence may even delay program completion by one year.

A leave of absence will be granted under criteria specified in the participant Agreement & Assurances Contract. The capacity of the Site Team to deliver off-cycle training and supports in a timely manner, along with the needs and standing of the participant requesting the leave of absence, may affect the granting of such requests. These considerations are to be discussed with and determined in concert with a participant's Site Team.

A leave of absence request also has implications for a participant's status with the Johns Hopkins School of Education. The participant will remain a degree candidate, but will not retain the privileges of a registered student, which includes utilization of the library and financial aid. Financial aid recipients who are on an official leave of absence are not eligible to receive federal financial aid during the period of their official leave, but are still required to meet tuition/fee and financial aid obligations. In addition, students with a Federal Stafford Loan, Federal Perkins Loan, Federal Grad PLUS Loan, and/or No Interest Loan may begin to utilize their grace period(s) while on their official leave and subsequently may be expected to begin repayment of their educational loan(s).

It is the participant's responsibility to notify Urban Teachers and the Johns Hopkins University School of Education in advance if s/he plans to apply for a leave of absence. Non-attendance does not constitute an official leave of absence. Students will be held responsible for all fees not covered as part of the participant's contract with Urban Teachers.

Requesting a Leave of Absence:
Participants who will miss more than two (2) weeks of coursework and/or clinical experience should speak with the Site Executive Director for guidance in this area before requesting a leave of absence.

Participants requesting a leave of absence will then need to follow this process to formally request a leave of absence:
1. All participants must complete, sign and return the Urban Teachers Leave of Absence Request form. This form is available from the Site Executive Director.
2. Residents and first year fellows must also:
    a. Complete and submit the Johns Hopkins School of Education's Leave of Absence Request form to School of Education's Office of Student Affairs, having first obtained the signature approval of the Johns Hopkins University School of Education Program Director. The decision to approve a leave of absence must ultimately be approved by the Vice Dean of Academic Affairs.
    b. Withdraw from all courses they are enrolled in at the time the request is approved. It is the participant's responsibility to officially withdraw from these courses.

The complete Johns Hopkins School of Education's leave of absence policy can be found at: http://www.students.education.jhu.edu/catalog/SchoolAdmin/registration/leave.html.

REFERRAL INCENTIVES

Urban Teachers offers participants $100 for every referral who is accepted into the program and reports to the Summer Institute. Please encourage individuals to apply. Urban Teachers participants are the best ambassadors for the program!

Urban Teachers participants and alumni are invited to participate in recruitment and hiring efforts. If you are interested in becoming a Selector for the Urban Teachers Recruitment Team, please reach out to Prathima Kathiresan at Prathima.Kathiresan@urbanteachers.org.

Please follow Urban Teachers on Twitter (@UrbanTeachers), check out our hashtag #UrbanTeachers, "like" Urban Teachers on Facebook, and please connect with Kerry Swarr on LinkedIn. These are the best ways to follow the recruitment team around the country – and possibly at your alma mater.

As always, please let us know if you see any recruitment opportunities at your schools or other organizations. Email Lynn Ahumada directly at Lynn.Ahumada@urbanteachers.org.

> **"Teaching is a job that requires you to grow and adapt with your students. Four years is an investment in your own future. Urban Teachers positions you to succeed with extensive use of student data and collaboration with your coaches, professors, site staff and all the other teachers going through the same program as you. The first year in a school getting field-based experience is invaluable. The following three years of teaching are so much better because of the foundation you receive from that first year. I really feel like I'm able to thrive teaching in Baltimore."**
>
> Kyair B., Cohort 2012,
> 4th & 5th Grade Teacher
> Baltimore, MD

Urban Teachers Complaint Process:

1) **ATTEMPT TO RESOLVE ISSUE**

Urban Teachers encourages applicants, candidates, employees or former employees, cooperating teachers, mentor teachers, or school administrators to first discuss and attempt to resolve issues at the individual, school or programmatic level. If an issue arises with an individual or group of individuals, first speak directly with the other person(s) involved. If there is a programmatic issue, first contact your Urban Teachers Site Team representative.

2) **IF UNRESOLVED, RAISE ISSUE WITH SUPERVISOR**

If a satisfactory resolution of an issue with an individual is not reached in a timely manner, then discuss the issue directly with the individual's supervisor. If a programmatic issue is still unresolved, consult Urban Teachers Executive Site Director or Assistant Site Director.

3) **IF UNRESOLVED, DIRECT COMPLAINT TO COO**

If resolution is still not reached in a timely manner, the complaint should be directed to Drew Deutsch, Urban Teachers COO.

Please note: At every step along your complaint process, keep documentation of any emails or conversations pertinent to the complaint.

URBAN TEACHERS

Acknowledgment of Receipt of Resident & Fellow Handbook

I acknowledge receipt of the *Urban Teachers Resident & Fellow Handbook* for program participants.

I have read the Handbook in its entirety and understand the program guidelines and expectations for my four years of participation in the Urban Teachers educator preparation program.

I understand that Urban Teachers policies, procedures and expectations as they exist and understand that they may be amended from time to time.

I agree to abide by all Urban Teachers program policies and guidelines, including any changes to policies or new policies that may be added to the *Urban Teachers Resident & Fellow Handbook,* during the duration of my participation in the program.

Signature: _____

Printed name: _____

Date: _____

Email address: _____

STUDENT AUTHORIZATION TO RELEASE EDUCATION RECORD FORM

Student Name: _____   Date of Birth: _____
                   (Please Print)

I understand that the Family Educational Rights and Privacy Act (FERPA) protects the confidentiality of my student education records and that the Johns Hopkins University may only release these records to third parties with my prior written consent or as otherwise permitted by law. Intending to waive my right of confidentiality, I consent and direct the Johns Hopkins University to release information from my education records to the following person/agency:

Urban Teachers
1500 Union Ave., Suite 2200
Baltimore, MD 21211

I, the undersigned, further authorize the above named recipient, Urban Teachers, to re-disclose my educational records to its assigned school district partners and personnel for non-commercial business purposes as necessary and consistent with the Urban Teachers Program.

I, the undersigned, hereby authorize the Johns Hopkins University to release the following educational records and information:

1. Records and information relating to grades, course performance, attendance, disciplinary proceedings, tuition and fees, schedules and financial aid.
2. Records and information relating to coaching, observation, feedback and evaluation.

These records are being released for the purpose stated below:

1. For reviewing and evaluating my performance in the Urban Teachers program.
2. To improve my experience and improve the program.
3. To conduct studies about what makes a teacher preparation program successful.

I understand further that (1) I have the right not to consent to the release of my education records; (2) I have the right to receive a copy of such records upon request; and (3) that this consent shall remain in effect until revoked by me, in writing, but that any such revocation shall not affect disclosures previously made by the Johns Hopkins University prior to the receipt of any such written revocation.

By signing below, I hereby authorize the Johns Hopkins University to release my education record information as specified above. Further, I agree to release, indemnify, and hold harmless the Johns Hopkins University, its employees, officers, and agents, from all liability for damages of whatever kind which may result on account of the University's compliance, or any attempts to comply, with this authorization.

Student's Signature: _____   Effective Date:_____

Student's Address: _____   Cell #: _____

_____

URBAN TEACHERS

Participant Work Release

I give permission to Urban Teachers to use all work created by me in the completion of the Urban Teachers program. Such work may include but shall not be limited to logs, journals, free-write's, video, papers and _____.

> I authorize Urban Teachers to copy and distribute this work as a sample or example with the understanding that all identifying information will be removed prior to sharing the work.

> I authorize Urban Teachers to copy and distribute this work with the understanding that Urban Teachers will provide full and appropriate credit to me for my work.

I understand that I retain ownership of all academic work I create with the exception of sponsored or externally contracted work, works for hire, and works authored by Urban Teachers members with assistance from a student. My rights in the work include the right to publish, reproduce, distribute, publicly perform or display the work.

Permission will exist indefinitely unless otherwise specified.

_____   _____

Participant Name – SIGNATURE   Date

_____

Participant Name – PRINT

URBAN TEACHERS

Host Teacher and Resident Agreement

As a Host and resident teacher pair, we have discussed and agree to the following:

SHARED RESPONSIBILITY IN THE CLASSROOM:

As an Urban Teachers Host teacher, I have agreed to share my classroom and practices with my resident as a place to cooperate, hone his/her practice, and learn. I understand that I will need to share my responsibilities with my resident in order to fulfill his/her clinical requirements.

As an Urban Teachers resident, I understand that my Host teacher is open to sharing his/her practice and experience with me. I know that I must be patient and understanding about my Host teacher's methods and willing to help in whatever way I can.

RESIDENT INSTRUCTIONAL RESPONSIBILITIES:

As an Urban Teachers Host teacher, I agree to enact the gradual release of responsibility with regard to daily instructional tasks. I agree to allow my resident to take the lead on specific daily instructional tasks. I understand that the resident will gradually take on more roles in my classroom as the school year progresses.

As an Urban Teachers resident, I agree to assume responsibility for the tasks outlined below. I will diligently plan, conduct, and assess each of the assigned tasks to the best of my ability. I agree to consult my Host teacher and my Urban Teachers Clinical Faculty/Field Supervisor for guidance when needed.

Please list the daily instructional responsibilities that the resident will take ownership of in the classroom starting in August.

1. _____

2. _____

3. _____

4. _____

CLINICAL ASSIGNMENTS

An Urban Teachers resident is required to complete clinical assignments for coursework that will require observing, assessing, teaching, and reflecting in the Host classroom. The majority of these assignments must take place within the Host classroom, but a few require the residents to work in other classrooms and with other students and peers.

> **As the Urban Teachers Host teacher**, I agree that the Urban Teachers resident, when providing me with at least _____ days notice, will be able to conduct these observations, assessments, lessons, and reflections with our students in a reasonable manner.

> **As the Urban Teachers resident**, I will inform my Host teacher about assignments at least _____ school days in advance and consider how my observation, assessment, lesson, or reflection might affect the classroom.

CO-PLANNING

We will meet for a minimum of 60 minutes per week and will use this time to discuss curricular issues, Urban Teachers coursework requirements, school requirements, and other concerns that arise.

Our agreed-upon co-planning time will be on _____ (day of week) at _____ (time of day).

Our first co-planning meeting will be on _____ at _____. We will discuss my role in the classroom management plan and classroom routines and transitions, as well as the whole-group lessons and instructional pieces for which I will be responsible.

COMMUNICATION

Beyond our one-hour weekly co-planning time, our agreed-upon method(s) of communication will be:

- ☐ Email
- ☐ Text
- ☐ Phone Call
- ☐ Notes in the Classroom
- ☐ Other:
  _____

If implementation issues arise, we agree to have a discussion with one another first, before looking to involve other parties in the conversation.

RESIDENT SPACE

Please designate space within the classroom for the resident's belongings.

As Host teacher and resident, we both agree to the terms listed above and will abide by them in order to ensure an effective and successful school year.

_____   _____

Resident Name   **Host Teacher Name**

_____   _____

Resident Signature   **Host Teacher Signature**

QUESTIONS FOR THE HOST TEACHER

About the host teacher and resident relationship:
1. How are you thinking of introducing me to the students? Could I prepare anything for that?

2. What are your pet peeves in the classroom? Among colleagues? (e.g., I don't like when other adults talk to students while I am addressing them.)

3. What are some non-verbal cues we can use if one of your pet peeves occurs?

4. What do you see as our potential roles and responsibilities as co-teachers?

5. What are your biggest hopes for our work this year? What are your biggest concerns?

About the host classroom:
6. What are your basic classroom rules? What are the consequences?

7. How do you monitor and evaluate student progress?

8. What are your grading system and routines? How could I help with them?

9. How do you differentiate instruction for students?

10. How and when do you communicate with families?

11. How can I access curricular materials and teacher manuals?

CLASSROOM RESPONSIBILITIES

In collaboration, identify some routines and instructional tasks that the resident will take over managing for the classroom. Examples include the following:

- Leading student lines to the bathroom or the cafeteria
- Accompanying students to other classes and staying with them if necessary
- Conducting read alouds
- Planning and conducting warm-ups and do-nows
- Completing exit slips
- Setting up assessment folders
- Assisting with tracking student progress
- Maintaining displays or materials
- Organizing books for easy student access (including setting out books for group work and small group instruction
- Organizing student work

Master of Science in Education: Educational Studies
Elementary Education and Special Education

Adviser: Eric Rice | (410) 516-4528 | ericrice@jhu.edu

AY 16/17

	COURSE TITLE	CREDITS	COURSE NUMBER
SUMMER I	Children's Literature	0	ED.811.635
	Foundations in Elementary Education	3	ED.811.620
	Language Development in Children	2	ED.811.621
	Number, Operations, and Algebraic Thinking I	2	ED.811.622
	Elementary Classroom Management Seminar	1	ED.811.623
FALL I	Special Education and Inclusion: Promises and Challenges	2	ED.811.611
	Introduction to Assessment and Tiered Instruction	2	ED.811.612
	Number, Operations, and Algebraic Thinking II	3	ED.811.624
	Emergent and Early Reading	3	ED.811.625
	Social Studies Methods	3	ED.811.626
	Field Experience and Student Teaching I	1	ED.811.605
	Classroom Management Seminars II and III	1	ED.811.608
SPRING I	Small Group Practicum	2	ED.811.614
	Formal Assessment and Designing IEPs	2	ED.811.615
	Understanding and Managing Behavior	1	ED.811.616
	Elementary Content Area Reading	2	ED.811.627
	Reading in the Upper Grades	2	ED.811.628
	Measurement, Data, and Geometry	2	ED.811.629
	Field Experience and Student Teaching II	1	ED.811.606
SUMMER II	Specialized Instructional Techniques	2	ED.811.617
	Field Experience and Student Teaching III	6	ED.811.607
FALL II	Supporting Writers' Development	2	ED.811.630
SPRING II	Teaching STEM in the Elementary Grades	3	ED.811.631

JOHNS HOPKINS
SCHOOL of EDUCATION

URBAN
TEACHERS

Master of Science in Education: Educational Studies
Secondary English Language Arts and Special Education AY 16/17

Adviser: Eric Rice | (410) 516-4528 | ericrice@jhu.edu

	COURSE TITLE	CREDITS	COURSE NUMBER
SUMMER I	Foundations in Secondary Education	3	ED.811.660
	Secondary Classroom Management Seminar	1	ED.811.661
	Reading Processes and Acquisition	1	ED.811.662
	Secondary ELA Immersion	3	ED.811.640
FALL I	Special Education and Inclusion: Promises and Challenges	2	ED.811.611
	Introduction to Assessment and Tiered Instruction	2	ED.811.612
	Language Acquisition	3	ED.811.641
	Reading Diagnosis and Intervention	3	ED.811.642
	Field Experience and Student Teaching I	1	ED.811.605
	Classroom Management Seminars II and III	1	ED.811.608
SPRING I	Small Group Practicum	2	ED.811.614
	Formal Assessment and Designing IEPs	2	ED.811.615
	Understanding and Managing Behavior	1	ED.811.616
	Secondary Content Area Reading/Literacy	2	ED.811.663
	Writing in the Secondary Classroom	3	ED.811.643
	Genre Study I: Argument and Informational Texts	3	ED.811.644
	Selecting Texts for Secondary ELA Instruction	1	ED.811.645
	Field Experience and Student Teaching II	1	ED.811.606
SUMMER II	Specialized Instructional Techniques	2	ED.811.617
	Field Experience and Student Teaching III	6	ED.811.607
FALL II	Self-Management of Learning	2	ED.811.664
SPRING II	Genre Study II: Poetry, Drama, and the Novel	3	ED.811.646

JOHNS HOPKINS
SCHOOL of EDUCATION

URBAN
TEACHERS

Master of Science in Education: Educational Studies
Secondary Mathematics and Special Education

Adviser: Eric Rice | (410) 516-4528 | ericrice@jhu.edu

AY 16/17

	COURSE TITLE	CREDITS	COURSE NUMBER
SUMMER I	Foundations in Secondary Education	3	ED.811.660
	Secondary Classroom Management Seminar	1	ED.811.661
	Reading Processes and Acquisition	1	ED.811.662
	Secondary Math Immersion	3	ED.811.650
FALL I	Special Education and Inclusion: Promises and Challenges	2	ED.811.611
	Introduction to Assessment and Tiered Instruction	2	ED.811.612
	Proportional Reasoning	3	ED.811.651
	Algebraic Thinking	2	ED.811.652
	Math Methods I	3	ED.811.653
	Field Experience and Student Teaching I	1	ED.811.605
	Classroom Management Seminars II and III	1	ED.811.608
SPRING I	Small Group Practicum	2	ED.811.614
	Formal Assessment and Designing IEPs	2	ED.811.615
	Understanding and Managing Behavior	1	ED.811.616
	Secondary Content Area Reading/Literacy	2	ED.811.663
	Geometrical Thinking	2	ED.811.654
	Math Methods II	3	ED.811.655
	Field Experience and Student Teaching II	1	ED.811.606
SUMMER II	Specialized Instructional Techniques	2	ED.811.617
	Field Experience and Student Teaching III	6	ED.811.607
FALL II	Self-Management of Learning	2	ED.811.664
SPRING II	Practices, Concepts, and Core Ideas in Secondary Science	3	ED.811.656

JOHNS HOPKINS SCHOOL *of* EDUCATION

URBAN TEACHERS

Financial Aid Options

Urban Teachers is one of the most thorough teacher preparation programs in the nation, providing its participants a year-long residency field experience, followed by a two-year internship, a two-year Master of Science in Education with a concentration in educational studies degree program, three years of one-on-one coaching, and four years of experience working in high-need urban classrooms. Participants who complete the four-year program graduate with the tools and skills needed to be an effective urban teacher. This is an investment that pays off for our teachers and their students.

Urban Teachers provides a $20,000 stipend during the Year 1 residency year, covers the cost of a healthcare policy, as well as books and materials for the master's degree program. Urban Teachers also covers the cost for room and board during the first summer of the program. After that, housing is the responsibility of the participant.

Urban Teachers and our higher education partner, the Johns Hopkins University School of Education, charge $40,000 in tuition that is paid in four equal installments over two years. Individuals with prior student loans can put their loans into forbearance these two years. Urban Teachers participants also have access to federal loan forgiveness programs if they remain teaching in a high-poverty public school for five years (two additional years after the Urban Teachers commitment). Participants are eligible for a variety of federal loan programs, including the TEACH Grant and the Direct Loan program, and can apply for scholarships offered by the Johns Hopkins University School of Education. Urban Teachers residents with an AmeriCorps Eli Segal Education award can also use these funds towards tuition and cost of living expenses.

Urban Teachers works with many school districts and charter management organizations that have some of the highest teacher salaries in the nation, including pay for performance. This means that an effective teacher would more quickly move up the salary ladder. Starting salaries range from $42,000 to $53,000 in Baltimore, Maryland, Washington, DC and Dallas/Ft. Worth, Texas. Participants can make a great living as a teacher.

For more information, click here to view a webinar about Financial Aid options. The webinar includes a sample budget for the residency year and a cost comparison of the three cities where Urban Teachers has sites.

Below is a list of options for participants to consider: financial aid, grants, loan deferment and loan forgiveness.

I. Financial Aid:

Option A: **Seek a private loan from a commercial bank**

An option for individuals who have an existing relationship and established credit with a private financial institution. Interested individuals should apply directly to that institution.

If you apply for a private loan, use your acceptance letter for your application.

Option B: **Apply for Federal Aid**

Complete a FAFSA Form starting January 1, 2016 for the academic year that starts in June 2016. Please indicate you will be attending the graduate/professional program at the Johns Hopkins University School of Education with their code: E00475. Apply at: https://fafsa.ed.gov/

You will also need the number of credits that you will be taking:
- Summer 2016: 8 credits*
- Fall 2016: Elementary Education → 15 credits, Secondary Math → 14 credits, Secondary ELA → 12 credits
- Spring 2017: Elementary Education → 12 credits, Secondary Math → 13 credits, Secondary ELA → 15 credits
- Summer 2017: 8 credits
- Fall 2017: 2 credits
- Spring 2017: 3 credits

*Dallas/Ft. Worth Cohort 2016 will have a slightly adjusted order of credits, due to their abbreviated Summer Institute.

For all questions related to the FAFSA and the financial aid process, please contact the Johns Hopkins University School of Education's Financial Aid Office at 410-516-9808 or soe.finaid@jhu.edu. Please note that the Johns Hopkins University School of Education will not act on your FAFSA application until you have completed your Johns Hopkins application. Urban Teachers will send you the link to apply after you have accepted your Urban Teachers offer.

II. Grant and Scholarship Opportunities to Supplement Options A and B

a. **Central Scholarship Bureau:** Urban Teachers partners with the Maryland-based Central Scholarship Bureau (CBS). Urban Teachers residents in the Washington, DC and Baltimore, Maryland cohorts can apply for grants and no-interest loans. See http://www.central-scholarship.org/ for more information. The CBS application opens in January 2016 with an April 1, 2016 deadline.

b.   **Gates Millennium Scholars:** Recipients of Gates Millennium Scholarships may be eligible for grants towards the tuition costs of Urban Teachers' program. Providing funding to educators working towards graduate degrees in education is a priority of the organization.

c.   **Loan Deferment:** Students applying for a deferment of previous loans need to prove to the holder(s) of their loan(s) that they are enrolled in school at least halftime. The Johns Hopkins University School of Education automatically submits this information to the National Clearinghouse, which all lenders subscribe to, once the Urban Teachers program begins.

d.   **Maryland Signing Bonus:** A $1,000 bonus is available for new classroom teachers who graduate with a grade-point average (GPA) of 3.5 on a 4.0 scale. Teachers must remain employed as a classroom teacher and work in the same district for at least three consecutive years.

e.   **The Johns Hopkins University School of Education Scholarships:** Awards are made on a rolling basis, monthly. You can find the scholarship application at: www.students.education.jhu.edu/financial/grants-and-scholarships.html

f.   **Public Service Loan Forgiveness:** The Public Service Loan Forgiveness Program is intended to encourage individuals to enter and continue to work full-time in public service jobs. Under this program, borrowers may qualify for forgiveness of the remaining balance of their Direct Loans after they have made 120 qualifying payments on those loans while employed full time by certain public service employers. For more information, please visit http://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/public-service

g.   **Segal AmeriCorps Education Award:** If you successfully completed an AmeriCorps term of service, you may be eligible to receive a Segal AmeriCorps Education Award. To view the amount of funding available to you, or to begin the certification process, please visit https://my.americorps.gov/mp/login.do. The amount available during the summer semester is quite limited due to a short enrollment period. Urban Teachers encourages anyone with AmeriCorps funding to utilize their funds in the fall and spring semesters.

h.   **Stafford Loan Forgiveness Program for Teachers:** Individuals who teach full time for five consecutive, complete academic years in certain elementary and secondary schools that serve low-income families and meet other qualifications may be eligible for forgiveness of up to a combined total of $17,500 in principal and interest on their FFEL and/or Direct Loan program loans. Submit your completed application to the chief administrative officer at your elementary or secondary school. He or she must certify that you have taught full time for five consecutive years at that school.

i.   **The Teacher Education Assistance for College and Higher Education (TEACH) Grants Program:** This program provides grants of up to $4,000 per year to students who intend to teach in public or private elementary or secondary schools that serve students from low-income families. TEACH Grant recipients must teach for at least four academic years

within eight calendar years of completing the program of study for which you received a TEACH Grant. All participants of Urban Teachers program are eligible to apply.

j. **Teach Maryland Incentives:** Maryland has a stipend of up to $2,000 a year for teachers who earn certification from the National Board for Professional Teaching Standards (NBPTS). Teachers with Advanced Professional Certificates who work in schools designated as challenge, reconstitution-eligible, or reconstituted schools. All Maryland teachers are also eligible for an annual $1,500 tuition tax credit meant to offset graduate tuition expenses needed to maintain teaching certification.

K. **Troops to Teachers:** The Troops to Teachers program is designed to assist separating or retiring military personnel in pursuing a career in public education (elementary, secondary, or vocational). It is available in a variety of states. Troops to Teachers will reimburse the costs incurred to earn a teaching credential up to a maximum of $5,000. In return for this assistance, the participant agrees to teach for three years in an economically disadvantaged school district.

l. **Teach for Texas Loan Repayment Program:** The purpose of the Teach for Texas Loan Repayment Assistance Program (TFTLRAP) is to recruit and retain certified classroom teachers in fields and communities that have a shortage of teachers in Texas. Check out: http://www.hhloans.com/index.cfm?objectid=a85b6795-9731-b000-c93ca1848b604db8 http://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Student_Loan_Forgiveness_for_Teachers/

m. **Janet L. Hoffman Loan Repayment Program:** Urban Teachers Baltimore-only participants are eligible to apply to this program in their third year to access loan repayment for graduate and undergraduate school debt. For additional information go to: http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_larp.asp

Want to learn more about learn more about living on $20,000 during your residency year? Want to know how individuals in our program have accessed some of these financial opportunities? Contact:

Chris Kenny
DC Cohort 2011
christopher.john.kenny@gmail.com

Jesalyn Gordon
Baltimore Cohort 2013
duggieduckie@gmail.com

Amanda Wysocki
Baltimore Cohort 2015
amandamwysocki@gmail.com

URBAN TEACHERS

Teacher Practice Rubric (TPR) 2016-2017

OUR TEACHERS...	BEGINNING — Limited or no skills in the practice — 1	EMERGING — Some skill in the practice — 2	PROFICIENT — Proficient skills in the practice — 3	MASTERING — Highly skilled in the practice — 4
STRAND A: BUILD PRODUCTIVE AND NURTURING CLASSROOM ENVIRONMENTS				
A.1 Environment: Foster the physical and cultural environment to support the development of the whole child.				
Instructive Environment — A.1.1. **Create** spaces/stations where independent, partner, and group work can occur during teacher- or student-led instruction.	The physical space restricts students to a singular type of instructional delivery *or* peer-to-peer interaction.	The physical space allows for varied types of instructional delivery and peer-to-peer interaction.	The physical space allows for varied types of instructional delivery and peer-to-peer interaction. Students may or may not be utilizing these spaces in an appropriate manner.	The physical space allows for varied types of instructional delivery and peer-to-peer interaction. Students are observed utilizing these spaces in an appropriate manner.
A.1.2. **Post** anchor, process, and data charts, and models and exemplars of student work which demonstrate development over time.	The classroom environment has limited, or no, evidence of instructional artifacts which students can reference, consult, or use to inform their learning.	The classroom environment shows some evidence of instructional artifacts which are mostly teacher created. The teacher references these artifacts to inform teaching.	The classroom environment shows evidence of both teacher and student created instructional artifacts. The teacher and students occasionally reference, consult, and use these artifacts throughout teaching and learning.	The classroom environment shows evidence of mostly student created instructional artifacts. The teacher and students are frequently observed referencing, consulting, and using these artifacts throughout teaching and learning.
A.1.3. **Provide** access to high quality materials such as books, manipulatives or models, writing tools, or calculators.	High quality instructional materials are not present or are only being used by the teacher.	High quality instructional materials are available but are not being used appropriately by the students.	High quality instructional materials are available and are being used appropriately by the students. The teacher may be modeling use of materials since some students are not yet comfortable with the materials.	High quality instructional materials are available and are being used appropriately by the students. All, or almost all, students demonstrate great ease and facility with the materials.
Nurturing Environment — A.1.4. **Post** and articulate messages that build student character and invest students in a culture of work and achievement.	Students neither hear, nor see, messages about the productive habits which are highly valued in their classroom.	Positive messages about productive habits are posted in the classroom environment, or are verbalized by the teacher.	Positive messages about productive habits are posted in the classroom environment and are verbalized by the teacher.	Positive messages about productive habits are posted in the classroom environment and are verbalized by both the teacher and the students.
A.1.5. **Post** and articulate messages about the school-wide and classroom values (e.g., rules of conduct, rewards, consequences, evidence of reciprocal/mutual respect, etc.)	Classroom (or school-wide) rules, rewards, and consequences are not posted nor are they referenced by the teacher.	Classroom (or school-wide) rules, rewards, and consequences are posted but are seldom referenced by the teacher.	Classroom (or school-wide) rules, rewards, and consequences are posted and are appropriately referenced by the teacher.	Classroom (or school-wide) rules, rewards, and consequences are posted and are appropriately referenced by the teacher and students.
A.1.6. **Demonstrate** through words and actions that everyone is a valued member of the learning community.	Few, if any, instances of the teacher building community. Classroom environment is not welcoming (e.g., disorganized and uninviting). Seldom greets students at the door. Rarely calls individual students by name.	Some instances of the teacher building community. Classroom environment is somewhat welcoming. Sometimes greets students at the door. Sometimes calls individual students by name.	Instances of the teacher building community. Classroom environment is usually welcoming (e.g., inviting, clean and organized). Frequently greets students at the door. Frequently calls individual students by name.	Strong evidence of the teacher building community. Classroom environment is always welcoming (e.g., inviting, clean and well organized). Always greets students at the door. Always calls individual students by name.
A.2 Classroom Management: Actively manage on-task behaviors and ensure that instructional time is used effectively and efficiently.				
Expectations for Behavior — A.2.1. **Use** a strong teacher presence to engage students.	Teacher presence is weak and non-authoritative. Few, if any, instances, of students responding to teacher's verbal and non-verbal cues. Frequently talks over student voices.	Teacher presence is somewhat strong and authoritative. Able to engage students, but after repeated attempts. Often talks over student voices.	Teacher presence is strong and authoritative. Able to engage students after 1st or 2nd attempt. Occasionally talks over students and/or still relies heavily on verbal cues.	Teacher presence is strong and authoritative. Able to engage students immediately. Does not talk over students. Consistently uses a variety of verbal and non-verbal cues.
A.2.2. **Provide** explicit directions for students about expectations for on-task behavior.	Verbal directions do not provide students with explicit cues about expectations for on-task behavior.	Verbal directions are sometimes explicit and inconsistently provide students with cues about expectations for on-task behavior.	Verbal directions are explicit and sometimes provide students with cues about expectations for on-task behavior.	Verbal directions are consistently explicit and provide students with clear cues about expectations for on-task behavior.
A.2.3. **Use** positive narration to hold students accountable to expectations for on-task behavior.	Few, if any, instances of teacher providing effective positive narration. Off-task behaviors are not acknowledged and corrected. Teacher provides no consequences for off-task behavior.	Some instances of teacher providing effective positive narration. Some off-task behaviors are acknowledged and corrected. Teacher sometimes provides consequences for off-task behavior.	Teacher provides effective positive narration. Most off-task behaviors are acknowledged and corrected. Teacher frequently provides consequences for off-task behavior.	Teacher provides effective positive narration throughout lesson. All off-task behaviors are acknowledged and corrected. Teacher consistently provides consequences for off-task behavior.
Pacing and Transitions — A.2.4. **Provide** explicit directions for students about expectations for enacting routines and transitions.	Directions for routines/transitions are unclear AND not explicitly communicated to students.	Directions for routines/transitions are unclear OR not explicitly communicated to students.	Directions for routines/transitions are explicit and clear.	Directions for routines/transitions are explicit, concise, and clearly convey expectations.
A.2.5. **Facilitate** prompt and smooth transitions between activities or across spaces in the classroom.	The teacher does not address off-task or idle behavior during the assigned work period. The teacher does not let students know what to do if they finish early or if they need more time.	The teacher occasionally addresses off-task or idle behavior during the assigned work period. The teacher does not clearly communicate what students should do if they finish early.	Teacher addresses any off-task behaviors and ensures most students are on-task during the work period. There is little evidence of idle behavior and teacher lets students know what to do if they finish early.	Teacher addresses any off-task behaviors immediately and ensures all students are on-task during the work period and there is no evidence of idle behavior.
A.2.6. **Facilitate** pacing by letting students know how much time is allotted, or remains, at the start, middle, and end of an activity/task.	Teacher does not make students aware of either how much time they have or have left for each task/activity.	Teacher sometimes gives notice of how much time they have, and have left for each task/activity.	Teacher gives notices at appropriate times throughout the lesson (e.g. beginning, middle, and end) of how much time they have, and have left, for each task/activity.	Teacher gives notices at appropriate times throughout the lesson to ensure all students are aware of how much time they have, and/ or have left, for each task/activity. Teacher checks students' progress and adjusts pacing as needed.

Power Indicator

URBAN TEACHERS

Teacher Practice Rubric (TPR) 2016-2017

OUR TEACHERS...		BEGINNING *Limited or no skills in the practice* 1	EMERGING *Some skill in the practice* 2	PROFICIENT *Proficient skills in the practice* 3	MASTERING *Highly skilled in the practice* 4
A.3. Student Ownership: Create a learner-centered environment that supports students managing their own learning.	**Investing in Students**				
	A.3.1. Involve students in the effective and efficient operation of the classroom environment by assigning roles and responsibilities.	*Teacher does not assign students jobs, roles, or responsibilities in the classroom community or within small-group settings.*	*Teacher assigns students jobs, roles, and responsibilities in the classroom community or within small-group settings. Some students demonstrate an awareness of how the roles contribute to classroom productivity by enacting their responsibilities quickly and effectively.*	*Teacher assigns students jobs, roles, and responsibilities in the classroom community or within small-group settings. Many students demonstrate an awareness of how the roles contribute to classroom productivity by enacting their responsibilities quickly and effectively.*	*Teacher assigns students jobs, roles, and responsibilities in the classroom community or within small-group settings. All students demonstrate an awareness of how the roles contribute to classroom productivity by enacting their responsibilities quickly and effectively.*
	A.3.2. Encourage students to take an active role in their learning by providing opportunities for choice through mode (how they do it), medium (what they use to do it), or product (what artifact they will create).	*Students have no opportunity to choose the mode, medium, and product.*	*Students have limited opportunities to choose the mode, medium, or product.*	*Students have opportunities to choose the mode, medium, or product.*	*Students have multiple opportunities to choose the mode, medium, or product.*

Power Indicator

URBAN TEACHERS

OUR TEACHERS...

STRAND B: ARE DIAGNOSTICIANS

Indicator	BEGINNING — Limited or no skills in the practice (1)	EMERGING — Some skills in the practice (2)	PROFICIENT — Proficient skills in the practice (3)	MASTERING — Highly skilled in the practice (4)
B.1. Collect data: Routinely gather formative assessment data that is aligned to the expectations of the standards. — *Gather Standards-Aligned Data*				
B.1.1. Constantly monitor by moving about the room—routinely and consistently—to listen in and look at student work.	There is no movement about the classroom, or there is movement which is not purposeful.	Teacher is moving about the classroom and there is marginal evidence that he/she is listening in or examining student work.	Teacher is moving purposefully about the classroom and there is frequent evidence that he/she is listening in or examining student work.	Teacher is moving purposefully about the classroom and there is consistent evidence that he/she is listening in or examining student work.
B.1.2. Implement a specific student-watching system to strategically gather data for learning.	There is no system for student-watching being implemented that allows the teacher to gather data.	There is a system for student-watching being implemented that allows the teacher to gather data related to the lesson, but is not aligned to the expectations of the standards AND is not used strategically for learning.	There is a system for student-watching being implemented that allows the teacher to gather concrete student performance data on most students. The data are either not fully aligned to the stated expectations of the standards OR not used strategically for learning.	There is a system for student-watching being implemented that allows the teacher to gather concrete student performance data on all students, and the data are aligned to the stated expectations of the standards AND is used strategically for learning.
B.1.3. Use formative assessment to quickly assess whole-class progress or learning.	Does not use formative assessment.	Uses formative assessment approaches, though they are sometimes not at the whole-class level. The data generated does not adequately assess progress or level of understanding.	Uses effective formative assessment at the whole-class level. The data generated assesses progress or level of understanding.	Uses effective formative assessment at the whole-class level. The data generated comprehensively assesses progress and level of understanding.
B.1.4. Ask focused questions to check for understanding and to "sample" the classroom.	Checks for understanding do not occur throughout the lesson, *or* checks are infrequent, or checks are not aligned to the expectations of the standards.	There are checks for understanding, for some students (>50%), throughout the lesson that are somewhat aligned to the expectations of the standards.	There are checks for understanding, for most students (>70%), throughout the lesson that are aligned to the expectations of the standards.	There are checks for understanding, for almost all students (>90%), that are aligned to the expectations of the standards.
B.2. Use data: Analyze summative and formative performance data to inform real-time, short-term, and long-term instructional moves. — *Examine and Act in Response to Data*				
B.2.1. Analyze student performance data to identify students' strengths and challenges; looks for trends and patterns to inform instructional moves.	There is no evidence of a system for analyzing data that identifies class-wide patterns of performance.	There is some evidence of a system for analyzing data that identifies class-wide patterns of performance.	There is evidence of a system for analyzing data that identifies class-wide patterns of performance to inform instructional moves	There is compelling evidence of a routinized system for analyzing data that identifies class-wide patterns of performance to inform instructional moves.
B.2.2. Use knowledge of student performance data to make real-time, in the moment, instructional adjustment *as a direct result of* environment, quality of instruction, or student readiness.	The teacher does not make real-time instructional adjustments in response to student demonstration of learning.	The teacher makes some instructional adjustments.	The teacher makes timely and varied instructional adjustments that are somewhat aligned to student need.	The teacher makes timely and effective instructional adjustments that are directly aligned to student need.
B.2.3. Use knowledge of student performance data to implement short and long-term instructional adjustments as a direct result of environment, quality of instruction, or student readiness.	No evidence of using student performance data to inform lesson planning. There is no evidence that strategies, activities, or groupings are informed by previously gathered student performance data.	There is some evidence of using student performance data to inform lesson planning. There is some evidence that strategies, activities, or groupings are informed by previously gathered student performance data.	There is evidence of using student performance data to inform lesson planning. There is evidence that strategies, activities, or groupings are informed by previously gathered student performance data.	There is strong evidence of using student performance data to inform lesson planning. There is clear evidence that strategies, activities, or groupings are informed by previously gathered student performance data.
B.2.4. Organize and regularly update a teacher-level portfolio that contains student performance data, in relation to the standards, at the individual, small group, and whole-class levels.	Teacher-level portfolios are either not present, *or if* present, are not up-to-date.	Teacher-level portfolios are present for most students *and* are up-to-date.	Teacher-level portfolios are present for all students, are up-to-date, and reflect data at the individual and small group levels.	Teacher-level portfolios are present for all students, are up-to-date, reflect data at the individual and small group levels, and contain quantitative and qualitative data (student work).
B.3. Share data: Student progress is shared with all vested stakeholders, and students are deliberately invested in monitoring their academic development. — *Make Data Explicit*				
B.3.1. Have a public, yet confidential, system in place for celebrating whole-class achievement that demonstrates progress over time.	There is no evidence of a public system for celebrating whole-class achievement that maintains individual student anonymity.	There is at least one source of evidence of a public system for celebrating whole-class achievement that maintains individual student anonymity; does not capture progress over time.	There is more than one source of evidence of a public system for celebrating whole-class achievement that maintains individual student anonymity _and_ demonstrates progress over time.	There are multiple sources of evidence of a public system for celebrating whole-class achievement in both behavioral and academic areas that maintains individual student anonymity and demonstrates progress over time.
B.3.2. Create opportunities for students to examine and manage their own data.	Students are not provided with opportunities to review and discuss their own data.	Students are sometimes provided with opportunities to review and discuss their own data.	Students are provided with opportunities to review and discuss their own data.	Students are provided with multiple opportunities to review and discuss their own data.
B.3.3. Share students' learning targets and achievement data with their families.	Teacher does not ensure that grade-level learning targets and progress data are consistently shared or discussed with students or their families.	Teacher attempts to ensure that grade-level learning targets and progress data are shared and discussed with students or their families.	Teacher ensures that grade-level learning targets and progress data are shared with students and their families.	Teacher ensures that grade-level learning targets and progress data are shared and discussed with students and their families, with follow up as needed.

Power Indicator

Teacher Practice Rubric (TPR) 2016-2017

OUR TEACHERS…

	BEGINNING — Limited or no skills in the practice (1)	EMERGING — Some skills in the practice (2)	PROFICIENT — Proficient skills in the practice (3)	MASTERING — Highly skilled in the practice (4)
STRAND C. SET PRECISE GOALS AND ENACT THEM				
C.1. Lesson Structure and Alignment: Provide high-quality, standards-based, learning experiences for students.				
Standards-Based Objectives and Practices				
C.1.1. Ensure lesson objectives, activities, and outcomes are aligned to standards.	Lesson objectives or tasks show little or no alignment to standards.	Lesson objectives or tasks show marginal alignment to standards.	Lesson objectives and tasks are mostly aligned to standards.	Lesson objectives and tasks are fully aligned to standards.
C.1.2. Provide authentic tasks (to the extent possible) that immerse students in real-world concepts, application, or practice.	Lesson tasks are inauthentic (e.g., completely workbook driven and/or no opportunities for conceptual understanding and practice).	Lesson tasks are somewhat authentic (e.g., sometimes workbook driven and few opportunities for conceptual understanding, understanding, and practice).	Lesson tasks are mostly authentic (e.g., seldom workbook driven and frequent opportunities for conceptual understanding, understanding, and practice).	Lesson tasks are fully authentic (e.g., rarely workbook driven and consistent opportunities for conceptual understanding, understanding, and practice).
Content Coherence and Accuracy				
C.1.3. Implement lessons that demonstrate the Gradual Release of Responsibility.	Lesson does not demonstrate the Gradual Release of Responsibility. Teacher does most of the work for students (explaining, telling, and showing) with little or no time for student practice/exploration.	Lesson demonstrates some components of the Gradual Release of Responsibility. Teacher does some of the work for students and provides some time for student practice/exploration.	Lesson demonstrates the Gradual Release of Responsibility. Teacher does an appropriate amount of work and provides time for student practice/exploration.	Lesson demonstrates highly effective use of the Gradual Release of Responsibility. Teacher does an appropriate amount of work and provides ample time for student practice/exploration.
C.1.4. Manage the lesson structure so that all lesson components are coherent and well sequenced.	Lesson components are a series of unconnected, isolated activities that do not move students to a learning target.	Some lesson components are unconnected, isolated activities that do not move students to a learning target.	Lesson components are a series of connected activities that move students to a learning target.	Lesson components are a series of coherent, connected activities that move students to a learning target.
C.1.5. Model appropriate strategies to facilitate learning of the academic content.	Little or no modeling.	Some instances of modeling strategies.	Frequent instances of modeling appropriate strategies.	Consistent evidence of modeling appropriate strategies.
C.1.6. Deliver academic content that is accurate, precise, and clear.	Academic content is inaccurate and imprecise and unclear.	Academic content is sometimes inaccurate, unclear or imprecise.	Academic content is accurate, with few instances of being unclear or imprecise.	Academic content is consistently accurate, clear, and precise.
C.2. Differentiation: Ensure that the content and experiences are accessible for diverse learners; based on student data.				
Access for All Students				
C.2.1. Ensure that students receive required accommodations and modifications for academic tasks and/or assessments.	Lesson does not demonstrate evidence of accommodations and modifications.	Lesson demonstrates some accommodations and modifications; either the task or the assessment demonstrates differentiation.	Lesson demonstrates accommodations and modifications; both the task and the assessment demonstrate effective differentiation.	Lesson demonstrates accommodations and modifications that thoroughly support student success; both the task and the assessment demonstrate effective differentiation.
C.2.2. Group students flexibly based on data by their level of readiness, skill, or knowledge in relation to lesson objective(s).	No student grouping evident.	Student grouping is evident, but not based on data.	Students grouping is evident and based on data.	Flexible grouping of students based on data is evident.
C.2.3. Provide meaningful opportunities for students to make choices about the process, product, presentation style, collaborators, or materials.	Students have no opportunities to make choices.	Some students have opportunities to make choices, or all students have opportunities, but choices are very limited.	Students have opportunities to make choices.	Students have opportunities to make choices about multiple aspects of the task: process, product, presentation style, collaborators, or materials.
C.3. Academic Rigor: Continuously push for ongoing development and deep understanding of the lesson content; based on student data.				
Expectations and Transparency				
C.3.1. Hold high expectations for quality work.	Does not require students to submit high-quality work; work is inaccurate, incomplete, or performed poorly.	Requires high-quality work of some students. Often accepts work that is inaccurate, incomplete, or performed poorly.	Requires high-quality work. Occasionally accepts work that is inaccurate, incomplete, or performed poorly.	Consistently requires high-quality work of all students. Does not accept work that is inaccurate, incomplete, or performed poorly.
C.3.2. Praise risk-taking that demonstrates meaning-making and "real accomplishments."	Few, if any, instances of praising students for demonstrating risk-taking and real achievement.	Some instances of praising students, either for demonstrating risk-taking or real achievement.	Frequent instances of praising students, both for demonstrating risk-taking and real achievement.	Consistent evidence of praising students, both for demonstrating risk-taking and real achievement.
Opportunities for Rigor				
C.3.3. Provide opportunities for students to explore tasks that are open-ended or that require design thinking.	Most tasks are closed-ended and require little or no critical thinking.	Some tasks are closed-ended and require little or no critical thinking, but some attempts are made to provide open-ended tasks that require critical thinking.	Most tasks are open-ended and require adequate critical thinking.	All tasks are open-ended and require high levels of critical thinking.
C.3.4. Push for students to make connections to prior learning, between ideas, or across disciplines.	Few, if any, instances of pushing students to make connections to prior learning, between ideas, and across disciplines.	Some instances of pushing students to make connections to prior learning, between ideas, and across disciplines.	Frequently pushes students to make connections to prior learning, between ideas, and across disciplines.	Consistently pushes students to make connections to prior learning, between ideas, and across disciplines.
C.3.5. Scaffold the learning experience so that tasks have multiple steps and build cognitively towards the learning targets.	Little or no scaffolding evident in the lesson.	Some scaffolding evident in the lesson.	Frequent evidence of scaffolding in the lesson that builds cognitively to support students in achieving the learning target.	Consistent evidence of scaffolding throughout the lesson that builds cognitively to support students in achieving the learning target and pushes students to higher levels of thinking.

Power Indicator

Teacher Practice Rubric (TPR) 2016-2017

URBAN TEACHERS

STRAND D: FOSTER ACADEMIC TALK

OUR TEACHERS...	BEGINNING — 1 — *Limited or no skills in the practice*	EMERGING — 2 — *Some skills in the practice*	PROFICIENT — 3 — *Proficient skills in the practice*	MASTERING — 4 — *Highly skilled in the practice*
D.1. Promote Talk: Hold all students accountable for participating in respectful academic conversations. *(Norms for Talk)*				
D.1.1. Communicate clear expectations for engaging in rigorous academic conversations.	Teacher does not communicate clear expectations for engaging in rigorous academic conversations.	Teacher communicates expectations for engaging in rigorous academic conversations, but may be unclear.	Teacher communicates clear expectations for engaging in rigorous academic conversations.	Teacher communicates clear expectations for engaging in rigorous academic conversations. Expectations for academic talk are both posted and verbalized by the teacher or students.
D.1.2. Provide models for students about how academic talk "looks and sounds" in the classroom environment.	No models are provided for students about how academic talk "looks and sounds" in the classroom environment.	Limited models are provided for students regarding how academic talk "looks and sounds" in the classroom environment. (e.g., talk norms, agreement signals, or interactive word bank).	Models are provided for students regarding how academic talk "looks and sounds" in the classroom environment. (e.g., talk norms, agreement signals, and interactive word bank).	Numerous and effective models are provided for students regarding how academic talk "looks and sounds" in the classroom environment. (e.g., talk norms, agreement signals, interactive word bank, and student exemplars/models of diagrams or representations).
D.1.3. Hold students accountable to expectations for engaging in academic talk.	Teacher does not hold students accountable to expectations (e.g., frequently allows students to talk over one another, respond without reasonable evidence, not respond to what someone has said).	Teacher sometimes holds students accountable to expectations (e.g., seldom allows students to talk over one another, respond without reasonable evidence, not respond to what someone has said).	Teacher holds students accountable to expectations (e.g., rarely allows students to talk over one another, respond without reasonable evidence, not respond to what someone has said).	Teacher consistently throughout the lesson holds students accountable to expectations (e.g., students are required to listen to one another, respond with reasonable and logical evidence, and respond to what others have said).
D.1.4. Implement a range of strategies to foster student talk. *(Strategies for Talk)*	There is no evidence of an effective strategy to foster student talk.	There is at least one strategy to foster student talk.	There is at least one effective strategy for facilitating talk.	Several strategies for facilitating talk are being employed in an effective manner.
D.1.5. Use varied questioning, wait time I (after a question is posed), and wait time II (after a student responds) to foster student talk.	Teacher seldom varies the types of questions and does not provide adequate amounts of wait time I & II.	Teacher varies the types of questions and sometimes provides adequate amounts of wait time I OR II.	Teacher varies the types of questions being asked and provides adequate amounts for wait time I OR II.	Teacher is varying the types of questions being asked and consistently provides adequate amounts of wait time I & II.
D.1.6. Deliberately vary the settings (interactions) for student talk.	Teacher only provides opportunities for student talk in a singular setting, such that students are only conversing with the teacher.	Teacher provides at least one opportunity for students to talk with peers.	Teacher provides multiple opportunities for student talk, such that students may be conversing with the teacher, with peers, in small groups, and in whole-class discussions.	Teacher provides multiple opportunities for student talk in varied settings, such that students may be conversing with the teacher, with peers, in small groups, and in whole-class discussions.
D.2. Orchestrate Talk: Deliberately orchestrate academic talk. *(Orchestrate Talk)*				
D.2.1. Structure opportunities for students to share the results of their talking and writing.	Students do not have opportunities to share what what they have discussed, designed, or have written with their peers.	Some students have opportunities to share what they have discussed, designed, or have written with their peers.	Most students have opportunities to share what they have discussed, designed, or have written with their peers.	All students have opportunities to share what what they have discussed, designed, or have written with their peers.
D.2.2. Use talk as an opportunity to model, explore divergent viewpoints, refine key lesson ideas, and/or reinforce critical concepts.	The teacher does not provide explicit models for students about how divergent viewpoints can be explored or give them opportunities to do so. Students do not contribute to synthesize key ideas and concepts from a discussion.	The teacher models how divergent viewpoints can be explored, but students rarely do so. Students infrequently contribute to the synthesis of key ideas and concepts from a discussion.	Students propose and explore divergent viewpoints with some guidance from the teacher. Students sometimes contribute to the synthesis of key ideas and concepts from a discussion.	Students independently propose and explore divergent viewpoints. They also synthesize the key ideas and concepts from a discussion.
D.2.3. Deliberately vary the purpose for talking and writing.	The teacher narrowly defines the purpose for student talking or writing. Students do not have opportunities to argue, persuade, explain, or justify their responses.	The teacher defines and shares the purpose for student writing or talking; students are sometimes encouraged to argue, persuade, explain, or justify their responses.	The teacher defines and shares a well-developed purpose for student writing or talking. Most students are encouraged to argue, persuade, explain, and/or justify their responses.	The teacher defines and shares a well-developed purpose for student writing or talking. All students are able to demonstrate their ability to argue, persuade, explain, and/or justify their responses.
D.3. Ensure High Quality Talk: Strategically maintain the quality of instructional talk and writing. *(Quality of Talk)*				
D.3.1. Ensure that talk is in alignment with standard(s) and lesson objective(s).	Teacher does not ensure that student talk is aligned with the lesson objective or standard(s).	Teacher provides inadequate support to align student talk with the lesson objective or standard(s).	Teacher supports students to align student talk with the lesson objective or standard(s).	Teacher support ensures that all student talk is aligned with the lesson objective or standard(s).
D.3.2. Require that students demonstrate critical listening or reading skills by restating, summarizing, and paraphrasing.	Teacher does not require students to demonstrate critical listening or reading skills by restating, summarizing, and paraphrasing.	Teacher sometimes requires students to demonstrate critical listening or reading skills by restating, summarizing, and paraphrasing.	Teacher requires students to demonstrate critical listening or reading skills by restating, summarizing, and paraphrasing.	Teacher requires all students to demonstrate critical listening or reading skills by restating, summarizing, and paraphrasing.
D.3.3. Reinforce the expectation that students push for clarity, logic, or justification from any member of the classroom community.	Teacher does not encourage students to push for clarity, logic, or justification from a speaker/presenter.	Teacher occasionally encourages students to push for clarity, logic, or justification from a speaker/presenter.	Teacher frequently encourages students to push for clarity, logic, or justification from a speaker/presenter.	Teacher effectively encourages all students to push for clarity, logic, or justification from a speaker/presenter (or evidenced by behavior of students).
D.3.4. Ask higher-order thinking questions.	Teacher poses few, if any, higher-order thinking questions to students.	Teacher poses some higher-order thinking questions to students.	Teacher frequently poses higher-order thinking questions to students.	Teacher consistently poses higher-order thinking questions to students throughout the lesson.

Power Indicator

URBAN TEACHERS

Teacher Practice Rubric (TPR) 2016-2017

OUR TEACHERS...	BEGINNING 1 — Limited or no skills in the practice	EMERGING 2 — Some skills in the practice	PROFICIENT 3 — Proficient skills in the practice	MASTERING 4 — Highly skilled in the practice
STRAND E: HAVE A GROWTH MINDSET AND EXHIBIT PROFESSIONALISM				
E.1 Professional Learning Community: See teaching as a profession where all are working to become increasingly more effective and efficient. *Core value: we are a team; our work can always get better*	Rarely engages with peers as a contributing member of a professional learning community. (e.g., does not contribute to discussions, disengaged, works alone during collaborative sessions, does not share evidence of practice or other resources.)	Sometimes engages with peers as a contributing member of a professional learning community. (e.g., has instances of stepping out during coursework (aside from breaks) and/or being disengaged (checking social media, texting, etc.)	Remains present and engaged as a contributing member of a professional learning community.	Consistently engages with peers as a contributing member of a professional learning community and contributes to discussions (e.g., listens, poses questions, collaborates with others, shares evidence of practice or other resources.)
E.2 Openness to Feedback: Is open and responsive to feedback. *Core value: our work can always get better; our work gets better with data and feedback*	Rarely responds to feedback in a professional manner; defensive, finds ways to devalue feedback, consistently exhibits fixed mindset. Does not implement feedback. Closed to external observation of work & teaching practice (i.e. not following processes that enable coaching to take place).	Sometimes responds to feedback in a professional manner, but still exhibits some defensiveness or fixed mindset. May be unwilling to act on feedback. Reluctant to have external observation of work & teaching practice.	Responds to feedback in a professional manner (e.g., takes notes, asks questions to probe for further understanding). Typically exhibits growth mindset. Implements all feedback. Open to external observation of work & teaching practice. Occasionally asks for feedback and/or invites others to view practice.	Always responds to feedback in a professional manner. Consistently exhibits growth mindset. Implements all feedback in a thoughtful and lasting manner. Frequently asks for feedback and/or invites others to view practice (i.e., seeks opportunities to rehearse).
E.3 Locus of Control: Take responsibility for successes and failures. *Core value: we serve children; we are each responsible for Urban Teachers success.*	Has an "other" orientation; blames barriers or other individuals for problems; sees problem-solving as beyond his/her control.	Takes some responsibility for improving practice; sometimes blames barriers or others for problems; comes forward with problems but is unwilling to identify or consider solutions.	Takes responsibility for continually improving practice; rarely blames barriers or other individuals; may acknowledge barriers beyond their control, but comes forward with problems and a willingness to identify solutions.	Takes responsibility for continually improving practice; never blames barriers or other individuals for problems; comes forward with problems & potential solutions.
E.4 Professional Behavior: Are consummate professionals. *Core value: we serve children; we are each responsible for Urban Teachers success.*	Multiple instances of not being prepared and engaged in teaching responsibilities, not meeting professional obligations, or not engaging in a respectful manner with staff, peers, school administration, and students. Numerous violations of attendance policy. Punctual less than 70% of the time. Responds to email greater than 48 hours later.	At least one instance of not being prepared and engaged in teaching responsibilities, not meeting professional obligations, or not engaging in a respectful manner with staff, peers, school administration, and students. Occasional violations of attendance policy. Punctual between 70% and 90% of the time. Responds to some email within 48 hours.	Is always prepared and engaged in teaching responsibilities, meets all professional obligations, and consistently engages in a respectful manner with staff, peers, school administration, and students. Adheres to attendance policy. Punctual 90% or more of the time. Responds to most emails within 48 hours.	Is always prepared and engaged in teaching responsibilities, meets all professional obligations, and goes above and beyond to demonstrate respect and value for staff, peers, school administration, students, families, and communities. Consistently arrives on time or early. Responds to all emails within 48 hours.

Power Indicator