Welcome

Pathways, Certification, Mentoring, Teacher Leadership, Professional Development

Marjorie Josaphat
Co-Lead Chief Human Resources Officer
Career Ladder
Derek Ramage, Administrator

Pathways, Certification, Mentoring, Teacher Leadership, & Professional Development
Career Ladder Sourcing and Onboarding

• High School Teacher Career Academies (TCAs)
  • Kennedy, Hollywood, Bell, Jefferson, Carson and Harbor Prep
  • Provide mentoring and guidance on careers in education, degree and teacher pathways, as well as employment as a para professional/teaching assistant after high school
  • Career Ladder support on the pathway to teaching

• Community Colleges and Universities
• City Year AmeriCorps
• Troops to Education
• Para Professionals and Teaching Assistants
What is STEP UP and Teach?

Pathways, Certification, Mentoring, Teacher Leadership, & Professional Development

For LAUSD Teacher Assistants, Educational Aides, Instructional Aides and Special Education Assistants who are committed to teaching LAUSD students.

Professional Development, Mentoring and Guidance

Credential Test Preparation and Test Fees

Tuition & Textbook Reimbursements
STEP UP and Teach

<table>
<thead>
<tr>
<th></th>
<th>SPED 1*</th>
<th>SPED 2**</th>
<th>MM 1***</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVE</td>
<td>171</td>
<td>90</td>
<td>46</td>
<td>307</td>
</tr>
<tr>
<td>HIRED for 2016-2017</td>
<td>47</td>
<td>14</td>
<td>0</td>
<td>61****</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>218</td>
<td>104</td>
<td>46</td>
<td>368</td>
</tr>
</tbody>
</table>

* Special Education Cohort 1 (2015-16)  ** Special Education Cohort 2 (2016-17)  *** Multilingual and Multicultural Cohort 1 (2016-17)

**** 22 STEP UP and Teach Members hired by the same school site while working as a paraeducator.
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Teacher Quality Program
Shelley Williams, Lead Specialist
Teacher Quality monitors the District’s retention plan of “New” K-12 teachers.

New Teachers to LAUSD are new hires without a permanent contract. They vary in experience levels, ranging from first year teachers to seasoned with multiple years of experience. New Teachers supported are all non-permanent K-12 teachers with contracts that are either: probationary, temporary, provisional, qualifying or university intern.

<table>
<thead>
<tr>
<th>Arts Ed</th>
<th>Central</th>
<th>East</th>
<th>Northeast</th>
<th>Northwest</th>
<th>South</th>
<th>West</th>
<th>SPED and Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL 2700</td>
<td>33</td>
<td>580</td>
<td>362</td>
<td>371</td>
<td>390</td>
<td>440</td>
<td>492</td>
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</table>

Retention rate of new teachers from 2015-16 school year is 94%
Teacher Quality Program

Monitor New Teacher Retention: Every New Hire Receives a Support Provider

- **Onboarding Process:** Welcome announcement, New Teacher Resource Guide
- **Collaborations with District Support Provider Programs:** Teacher Support and Development Programs
- **Collaborations with Institutes of Higher Education:** CSULA, CSUDH, CSUN, UCLA, LMU, USC

**On-Site Support:** Principal and New Teacher Support Areas:

- **Instructional** (lesson planning, classroom climate)
- **Emotional** (well-being, stress management)
- **District Systems** (salary allocation, benefits)

**Principal Support:** Collaborate with principals and administrators on new teacher retention plans and progress.
Teacher Quality Program

New Teacher Professional Development: Targeted and Frequent

- Monthly New Teacher Meetings in Every Local District
- Bi-Monthly Special Education New Teacher Meetings
- New Teacher Summer Institute

Teacher Recognition Programs: Rookie and Teacher of the Year

- Rookie of the Year (ROY) Program recognizes 18 outstanding new hires/teachers to LAUSD.
- Teacher of the Year (TOY) Program recognizes 22 outstanding teachers with eight or more years of experience who are nominated by LAUSD stakeholders.
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Teacher Support and Development Branch
Peggy Taylor Presley, Director
Provisional Teaching Permit Program (PIP and STP)

258 working on subject matter competence
next step intern program

Must comply with state mandates:
  • Personal Professional Development Plan
  • Mentor Support
  • Professional Development
  • Subject Matter Prep and Exam Support

Many teachers who participate in this program have attended LAUSD schools and return to teach in high need areas.

Options:
  • Mild/Moderate Disabilities
  • Moderate/Severe Disabilities
  • Visual Impairment
  • Physical and Health Impairment
  • Early Childhood
  • Other shortage areas within LAUSD
University Intern Credential
238 Working on their California Preliminary Credential
Need Support; Must meet State Mandates

Program Overview
• MOU
• Professional Development Plan
• Mentor Support
• English Learner Authorization
• Ongoing Advisement and Support
## National Board Certified Teacher

1,478 Achieved National Board Advanced Certification: Leadership & Service

### NATIONAL BOARD CERTIFIED TEACHERS BY LOCAL DISTRICT

<table>
<thead>
<tr>
<th></th>
<th>CENTRAL</th>
<th>NORTHEAST</th>
<th>SOUTH</th>
<th>NORTHWEST</th>
<th>WEST</th>
<th>EAST</th>
<th>NORTHWEST</th>
<th>EAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,478 Active/Eligible for NBC Service Hours</td>
<td>284</td>
<td>224</td>
<td>209</td>
<td>222</td>
<td>236</td>
<td>301</td>
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### NATIONAL BOARD CERTIFIED TEACHERS BY BOARD DISTRICT

| BOARD DIST 1   | 134     | BOARD DIST 5 | 260 |
| BOARD DIST 2   | 268     | BOARD DIST 6 | 208 |
| BOARD DIST 3   | 204     | BOARD DIST 7 | 221 |
| BOARD DIST 4   | 158     | ITINERANT TEACHERS | 25 |
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District Intern Program

Patricia Pernin, Ed.D., Administrative Coordinator
### District Intern Credentialing and Added Authorization Programs

<table>
<thead>
<tr>
<th>2016-2017 Program</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>District Intern MMD*</td>
<td>199</td>
</tr>
<tr>
<td>District Intern MSD*</td>
<td>46</td>
</tr>
<tr>
<td>District Intern Dual Specialty Area (MMD/MSD)*</td>
<td>26</td>
</tr>
<tr>
<td>District Intern Single Subject*</td>
<td>7</td>
</tr>
<tr>
<td>District Intern Multiple Subject*</td>
<td>26</td>
</tr>
<tr>
<td>Clear Education Specialist Induction Program (CESIP)*</td>
<td>401</td>
</tr>
<tr>
<td>District Intern Induction Program (DIIP)*</td>
<td>5</td>
</tr>
<tr>
<td>Early Childhood Added Authorization Program*</td>
<td>57</td>
</tr>
<tr>
<td>Autism Spectrum Disorders Added Authorization</td>
<td>27</td>
</tr>
<tr>
<td>Teaching Permit for Statutory Leave (TPSL)*</td>
<td>29</td>
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</table>

* Programs provide Mentor support
District Intern
Credentialing and Added Authorization Programs

Step 1
Preliminary Credentials
- Special Education: MMD/MSD
- General Education: Single Subject/Multiple Subject

Step 2
Clear Credentials
- Special Education: MMD/MSD, DHH, ECSE
- General Education: Single Subject/Multiple Subject
What’s Next? A look into the exciting future of LAUSD’s Credentialing Programs!

- Early Childhood Special Education Credential
- Bilingual Added Authorizations
  - Spanish
  - Mandarin
  - Korean
- Reading and Literacy Added Authorization
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Teacher Training Academy

Janet Peaks, Administrative Coordinator
New Teacher Orientation (NTO)
- Mandated Training for all New Hires
- 264 Participating Teachers Supported

New Substitute Training
- Mandated Training for New Substitutes
- 488 Participating Substitutes Supported

Investment Schools Mentors
- Train/Provide PD to Investment Schools Mentors
- 111 Investment Mentors Trained

Teach for America and CA Stem Institute
- 40 TFA Teachers Supported
- 78 CSI Teachers Supported

Subject Matter Prep (SMP)
- CSET Exam Preparation
- 270 Participating Teachers Supported

Tailored Special Ed
- Mandated for New Special Ed Teachers
- 200 Special Ed Teachers Supported

Beginning Teacher Growth and Development Induction (BTGDI)
- 792 Teachers Supported in CTC Mandated Induction

Total Teachers Supported: 2,243
Beginning Teacher Growth & Development Induction (BTGDI)

- State accredited tuition-free induction program, supporting General Education teachers in clearing their Preliminary Multiple/Single Subject Credentials within 2 years
- Uses a full-release mentor support model
- Highly trained mentors provide ongoing individualized intensive support to participating teachers to accelerate teacher practice
- 792 participating teachers, including 27 UCLA IMPACT
- 434 schools
Beginning Teacher Growth & Development Induction (BTGDI)

2015-16 BTGDI Impact Survey Results

- 95% “Program meets the needs of beginning teachers as a growing professional”
- 94% “Teacher practice has improved from participation in the program”
- 93% “Program impacts student learning and achievement”
- 94% “Plan to remain in the teaching profession”
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Closing Remarks

Marjorie Josaphat
Co-Lead Chief Human Resources Officer
2015-2016 EDST Exceeds Standard Percentages

*Numbers in parentheses indicate the total number of teachers in each category who were evaluated with EDST in 2015-16*