



Catalog

2016-2017

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CATALOG POLICY

This catalog is provided for the convenience of the academic community at Aspire University. The catalog is updated annually and is made available to all students to download electronically via the Aspire University website. If changes in educational programs, educational services, procedures, or policies are implemented before the issuance of the annually updated catalog, Aspire University will issue supplements to accompany the catalog and make all updated information available on its website.

Although every effort has been made to assure the accuracy of the information in this catalog, all those who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Please refer any questions to the Dean of Students. Residents are encouraged to check the Aspire University website routinely for any information that may have been updated to conform to new regulations, codes or policies.

As a prospective student, you are encouraged to review this catalog prior to signing an Enrollment Agreement. You are also encouraged to review the School Performance Fact Sheet provided to you prior to signing an Enrollment Agreement.

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Program Overview

Aspire University is a private 501(c)(3) nonprofit institution. Aspire University is financially solvent and does not have any pending petition in bankruptcy nor operate as a debtor in possession. It has also not filed a petition within the preceding five years, or had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Aspire University's mission is to increase student achievement by recruiting, preparing and retaining effective educators.

The central program offered at Aspire University is the Aspire Teacher Residency Program (ATR), which is an innovative four-year teacher education program that is designed to prepare teachers to teach for a lifetime through a yearlong teacher residency and an additional three years of new teacher support.

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

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

During the summer residents participate in in-person graduate-level courses. When the school year begins, Residents have a full seminar day in person. In addition to the weekly seminar, Residents participate in graduate-level online courses to earn a California teaching credential (or a Tennessee teaching credential through reciprocity) and Master's of Art in Education. Residents prepare to earn a multiple subject credential for elementary or a single subject credential in English, Social Studies, Science or Math. Additional assessments can be taken to earn authorizations to teach other subject areas and grades.

The training year begins with orientation in June and ends with the K-12 school year in the following June.

Mentors are selected based on principal/coach recommendation, student achievement data, number of years with Aspire and surveys completed by colleagues. The Residency program is a professional development opportunity for the Mentor. Mentors must be willing to have their practice questioned and to explain their thinking behind all curricular and logistical practices as an educator. There are opportunities for Mentors to visit other classrooms and engage in professional development opportunities during the Resident take-over during the Lead Teaching Week(s).

Program Goals and Student Learning Outcomes

Aspire University's mission is to develop a high caliber teacher, principal, and leader pipeline. This mission leads to the ultimate goal of increasing student achievement by recruiting, preparing and retaining effective educators.

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

Program Goal 1: Residents will have a well-developed philosophy of education that demonstrates a deep understanding of the theory underlying their teaching.

Student Learning Outcomes:

- a) Residents will be able to analyze, evaluate, and employ differing theories of teaching and learning that influence the landscape of K-12 education.
- b) Residents will be able to describe the theory and beliefs that have become the foundation of Aspire University Instructional Methods.
- c) Residents will be able to make instructional design decisions influenced by varying considerations of standards, student and school needs, and data.
- d) Residents will be able to demonstrate a *growth mindset* and capacity to develop as constant learners who stay current on new trends in the world of educational theory.
- e) Residents will be able to describe historic inequity in public schooling and the consequences for underserved populations.

Program Goal 2: Residents will demonstrate powerful identities as social-justice teachers dedicated to ending predictably inequitable outcomes in schools.

Student Learning Outcomes:

- a) Residents will understand the multiple issues facing students and families in the communities served by Aspire University, critically examine deficit mindsets, and map the various resources available near their schools.
- b) Residents will be able to connect meaningfully with student families and enlist them as partners in their children's education.
- c) Residents will be able to make decisions informed by data around equity in public education including the achievement gap, wealth gap, college-going gap, and the existence of hyper-segregated schools.
- d) Residents will be able to make decisions with an awareness of their own situatedness and self, engaging in humble inquiry about their background and how it influences their voice as an educator.
- e) Residents will be able to describe the power they hold and the moral obligation required of them as public school educators.

Program Goal 3: Residents will demonstrate high-level pedagogical skills that ensure success in the classroom.

Student Learning Outcomes:

- a) Residents will be able to demonstrate effectiveness in planning cognitively engaging instruction informed by student data.
- b) Residents will be able to establish and maintain an effective classroom culture that honors student voice, demonstrates belief in student ability, and ensures a successful foundation for instruction.
- c) Residents will be able to deliver effective instruction that differentiates for student needs and includes high-level academic discourse.
- d) Residents will be able to work as collaborative and professional colleagues in existing school sites.

Aspire University

Teacher Candidate Competencies

ATR looks for candidates who display the following competencies.

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

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

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

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

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

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

Communication: Demonstrates capacity to speak and write clearly.

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

Admissions

Who should apply to the Aspire University?

- Anyone interested in teaching low-income, urban students
- Individuals interested in a rigorous and supportive teacher preparation program
- College seniors and recent graduates who want to settle in one of Aspire University's regions
- Professionals seeking to make a career change to teaching
- Any Aspire graduate, staff member, community member or volunteer who is eager to become a teacher at Aspire

Application Requirements

To apply to the 2016-2017 Aspire Teacher Residency Program, applicants must:

- Complete a bachelor's degree by the end of June 2016
- Have maintained a GPA of 3.0 or higher on the last 60 semester of 90 quarter units earned*
*(*Individuals with a GPA below 3.0 may apply, but must include a written explanation of the circumstances that contributed to a lower GPA in order to be considered.)*
- Be a U.S. citizen or permanent resident authorized to work in the U.S.
Applicants must submit the following application materials (available at <http://aspirepublicschools.org/join/atr/how-apply/>)

Applicants must complete the following:

1. Aspire Teacher Residency Application Form
2. Statement of Purpose Essays

Section 1 (Purposefulness and Commitment to Teaching as a Lifelong Profession*)

Please tell us your story, describing your professional, educational, and personal path towards deciding to become a teacher in an urban school system. What successes and obstacles have you overcome get to this place? What resources helped you overcome the obstacles that stood in your way?

Section 2 (Purposefulness and Commitment to Teaching as a Lifelong Profession*)

Tell us why you plan on spending four or more years of your life as a teacher with Aspire Public Schools. Please include prior experiences working with children.

Section 3 (Ownership*)

Describe the job or task where you have been least effective. What do you think these reasons were? What did you do to address the difficulty of the job and improve your work? What resources helped you improve?

Section 4 (Customer Service*)

Describe experiences you have had in which you had to relate to people/cultures/experiences

different from your own. Describe what you learned about yourself as a result of these experiences AND what makes you believe that you will be able to serve all Aspire students.

3. Three Completed ATR Recommendation Forms

4. College Transcripts

Application Deadlines: 2016-17 Program

Regular Admissions

Application Deadline: December 4, 2016

Spring Admissions

Application Deadline: March 11, 2017*

Testing Requirements

All accepted Residents will be required to pass the California Basic Educational Skills Test (CBEST) and California Subject Examination for Teachers (CSET) by June 1.

ATR-Memphis Residents must also pass the Praxis II - Content Knowledge exam by June 1.

Selection Process

Applicants to the Aspire Teacher Residency Program in Aspire University are selected through a three-step process:

1. Online Application (described above)
2. In-person Interview and Live Demonstration Lessons (applicants demonstrate initial teaching potential through teaching a live demonstration lesson and also participate in an in-person interview).
3. Mentor Matching Process (Applicants must be matched with a mentor teacher, a process involving a number of factors. It is important to note that due to the necessity of an excellent mentor match, at times highly qualified candidates are not accepted due to a lack of an appropriate mentor match).

Resident Placement Process & Policies

Criteria for Mentors

Principal/ Coach Recommendation	In December principals and coaches are asked to recommend teachers as mentors for the program.
Years with Aspire	Teachers should have worked in Aspire for at least two years in order to qualify as a mentor.
Student Achievement Data	In February Teacher Effectiveness Data is analyzed and Aspire U's top teachers are identified.
Colleague Recommendation	In March each teacher who was recommended as a mentor is asked to select five colleagues to evaluate them according to the Aspire Values.

To ensure that mentors can support Residents' deliberate learning and their development in the profession of teaching, potential mentor teachers are first recommended by a principal or instructional coach. Principals and instructional coaches are asked to recommend potential mentors capable of fulfilling the roles and responsibilities. For example, potential ATR Mentors need to not only demonstrate a high level of effectiveness with students but also need to be able to collaborate cogently with Aspire colleagues.

Potential mentor teachers must also be rated as highly effective or master in their teacher effectiveness data. Aspire U's Teacher Effectiveness Data combines observations with individual student growth percentile ratings, a school's student growth percentile rankings, as well as surveys from students, families, and peers. Additionally, potential mentor teachers need to fall in the 90th percentile on surveys filled out by colleagues about their Aspire values since residents are situated in the larger work of Aspire Public Schools, and as such have an emphasis on Aspire-wide themes and goals.

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

Matching a Resident with a Mentor

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

Placement Change

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

Placement after the Residency

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

Resident Assessment

Resident Learning Standards:

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

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

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

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

How often are Residents given feedback on their teaching?

Residents receive written feedback from three sources: their mentor teacher, the Aspire Teacher Residency Director, and the site principal. They are done at different times and at different paces as described below:

Observations with written feedback from *mentor*: once per week.

Observations with written feedback from *ATR Regional Director*: once every two weeks.

Observations with written feedback from *Site Principal* twice per semester (minimum).

Gateways: Performance Assessments

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

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

Gateways 1-4 should be passed before the Resident can begin their first take-over weeks.

Residents who do not pass will receive support and re-attempt Gateways. Repeated non-passage of Gateways may result in a support plan, corrective action and/or a potential dismissal from the program.

Gateway	AIR Domain	Description of Task
Gateway 1 Family and Community Involvement	<i>Connects with...</i> Domain 4 & 5: Professional Responsibilities & Partnerships, Family	Initiate meaningful communication with families, and the school community, by engaging in and reflecting on several of the following: home visits, parent phone calls, newsletters, Saturday

	and Community	schools, Student Led Conferences, peer collaboration, building trust with staff
Gateway 2 Classroom Management	<i>Connects with...</i> Domain 2: Classroom Learning Environment	Effectively manage the classroom to ensure students remain on task during transitions and routine instructional segments.
Gateway 3 Lesson Planning	<i>Connects with...</i> Domain 1: Data Driven Planning and Assessment	Craft rigorous lesson objectives and plans that promote high levels of cognitive engagement among all students.
Gateway 4 Delivering Instruction	<i>Connects with...</i> Domain 1-3: Data Driven Planning and Assessment, Classroom Learning Environment, and Instruction	Deliver instruction that demonstrates use of a variety of techniques to keep students on task and engaged with the content.

Assessment of Coursework Performance:

Each university course will have an assessment structure based on its unique requirements explained in the course syllabus. Course Syllabi will identify due dates and the percent of the final grade for all assignments, including active participation in live and online classes. Typically, course assignments will focus on making sense of the educational theories embedded in key readings, and on creating and processing work from residents' classrooms. Instructors aim to align course assignments to both the Resident Learning Standards and the Gradual Release Model to promote close integration with the classroom experience. That said, due to differing schedules across regions and grade levels and the differentiated implementation of the Gradual Release for individuals, not every course assignment will align seamlessly with the practicum. Additionally, course assignments are aligned to both California's Teacher Performance Expectations (TPEs) used to evaluate performance on the Performance Assessment for California Teachers (PACT). For more information about the PACT see the Assessment of Residency Seminar Series. *Note that Aspire University will begin using EdTPA in place of PACT beginning in 2016-2017.*

As students at Aspire University, Residents are expected to maintain a GPA of 3.0. Failure to maintain at least a 3.0 GPA will result in academic probation initiated by the university.

Performance Assessment of California Teachers (PACT):

The main summative assessment for the Residency Year for general education credential candidates will be completion of the Performance Assessment for California Teachers (PACT). The PACT assesses California's Teacher Performance Expectations (TPEs) and is centered on a Teaching Event that happens in February of the Residency Year.

Completion of the PACT portfolio is intended to be a capstone performance that integrates the learning of theory and skills throughout the teacher residency program. It concentrates on 3-5 lessons of teaching, and is structured around five major tasks: context for learning, planning instruction and assessment, instructing students and supporting learning, assessing student learning, and reflecting on teaching and learning. If you have more questions about the PACT go to www.pacttpa.org. *Note that Aspire University will begin using EdTPA in place of PACT beginning in 2016-2017.*

Education Specialist Culminating Project:

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

ATR Academic Course Overview and Descriptions

Throughout the year, Residents will complete 12 courses for a total of 34 credits, and SPED Residents will take 13 courses for 37 credits. The majority of courses will involve distance learning to engage Residents from all cohorts in a collaborative online environment. With distance learning classes, typically, Residents will get feedback on lessons, projects and other course work within 1 week of such materials being sent to Faculty. Some online courses will follow a hybrid format by containing a live component to instruction as part of the weekly Seminar Series.

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

Aspire University requires 45 hours of academic work per semester as a standard to define a semester unit. Aspire University operates on the semester system. Credits are based on the amount of time spent working on course material each week. This can include reading, research, writing, and specific practice in the classroom. Three (3) hours of work each week for a 15-week semester will equate to one credit. Thus a Four (4)-credit course will require Twelve (12) hours of work each week. This standard applies to face-to-face courses and synchronous online courses. Each unit of credit is further assumed to generate a minimum of 30 hours (2 hours per week during a traditional 15-week semester or equivalent) of additional outside-of-class work (e.g., study, exam, preparation, etc.). See the Aspire University Credit Hour Policy for more details.

Summer Session, July 2016

EDUC 140 Transformative Teaching & Learning (4)

The mission of Aspire Public Schools is to prepare students in urban communities throughout California with the knowledge, skills and habits of mind to enter, succeed in and graduate from college. As a network of schools poised to directly confront an existing achievement gap largely defined by race and socioeconomic status, Aspire educators are situated to be powerful agents of change within the local community and larger society. They teach in a way that empowers all children to reach their potential and to be equipped with the tools needed to access economic and political power, all teachers must be highly knowledgeable about themselves, their students and the dynamics of interactions that make up the learning community. Central to this course is the examination of the realities of diversity in our schools and society, and the role of the teacher in navigating a sense of self to create and maintain the high expectations that will help to change the game for their students. Residents will be exposed to culturally relevant pedagogy, multiple aspects of our students' diversity, and policies that impact student opportunity. They will also be

asked to consider how research informs their understanding of the connection between their own sociocultural and educational background and that of their students/communities. These explorations will inform the second iteration of their personal philosophies of education. Through pointed reading, written reflection and dialogue, the Aspire Teacher Resident Cohort will emerge with a multifaceted perspective on themselves, their students, and their communities as learners and teachers.

EDUC 250 Teaching & Assessment (4)

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

Fall Semester, August – December 2016

EDUC 261 Literacy Development (4)

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

EDUC 263: Teaching English-Language Learners (4)

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

EDUC 345: Data-Based Decision Making II – Academic Assessment and Interventions (3)

The use of data to drive decision-making in instruction and school-wide policies can improve student learning and achievement. Through this course Residents will learn Aspire U's Cycle of Inquiry process for making informed data-driven decisions. Additionally, Residents will learn about the different types of school data, methods available for measuring the data, and how to become a critical data consumer. Residents will also become proficient in Aspire U's data tools,

the technologies that engender data-driven decision-making in the classroom.

EDUC 153: Teaching STEM- Elementary Mathematics and Science (4)(Elementary General Ed Residents Only)

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

EDUC 255 & EDUC 265: Content Area I&II: Secondary (3 & 2) (Secondary General Ed Residents Only)

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

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

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

SPED 231 Evidence-Based Practices in Autism Spectrum Disorder (3 units)(SPED Residents Only)

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

Spring Semester, January – May 2017

SPED 293H Teaching Exceptional Learners (2) (General Ed Residents Only)

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

EDUC 274: Action Research (3)

This course enables Residents to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders. Additionally, the course will help candidates learn to develop and conduct an action research project that will provide insight into improving teaching and learning for their diverse students.

EDUC 130: Technology Enhanced Classrooms (2)

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

EDUC 270: Professional Practice (3)

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

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

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

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

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

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

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

Residency Seminar

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

Weekly seminars act as a bridge between the educational theories learned and the everyday skills developed in the practicum. As common components to the seminar, Residents read and discuss articles pertaining to current educational trends and policies at the local and national level, they conduct case study analysis of key problems of practice, collaboratively problem solve around critical incidences from the classroom, and learn and develop new classroom techniques.

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

FALL RESIDENCY SEMINAR CALENDAR AND OVERVIEW

SEMINAR	TOPICS AND FOCUS OF LEARNING
1	<p>Domain 1: Lesson Planning</p> <ul style="list-style-type: none"> ❖ <i>Context: Lesson Study of Exemplar Lesson Plan</i> <p>Domain 2: Classroom Culture</p> <ul style="list-style-type: none"> ❖ <i>Radar</i>
2	<p>Domain 1: Lesson Planning</p> <ul style="list-style-type: none"> ❖ <i>Planning, selecting, progression of, and responding to CFU's/assessments; 1.5a, 1.5b</i> <p>Domain 2: Classroom Culture</p> <ul style="list-style-type: none"> ❖ <i>Art of the Consequence (Lemov)</i> ❖ <i>3-Step Management Cycle (Canter)</i>
3	<p>Domain 1: Lesson Planning</p> <ul style="list-style-type: none"> ❖ <i>Planning rigorous, measureable objectives; 1.1a, 1.1b</i> <p>Domain 2: Classroom Culture</p> <ul style="list-style-type: none"> ❖ <i>COI examining management data</i> ❖ <i>Joy Factor + Strong Start</i>
4	<p>Domain 1: Lesson Planning</p> <ul style="list-style-type: none"> ❖ <i>Using data to identify prerequisite skills and misconceptions; 1.3a, 1.4a, 1.4b</i> <p>Domain 2: Classroom Culture</p> <ul style="list-style-type: none"> ❖ <i>Format Matters</i>
5	<p>Domain 1: Lesson Planning</p> <ul style="list-style-type: none"> ❖ <i>Planning and sequencing engaging instruction; 1.2a, 1.2b</i> <p>Domain 2: Classroom Culture</p>

	<ul style="list-style-type: none"> ❖ <i>Focused practice on growth areas identified by mentors during mentor seminar #1.</i>
6	<p>Domain 1: Lesson Planning</p> <ul style="list-style-type: none"> ❖ <i>Draft a formal lesson plan in pairs.</i> <p>Domain 2: Classroom Culture</p> <ul style="list-style-type: none"> ❖ <i>COI using Gateway 2 data</i> ❖ <i>Meta-cognitive critique: what maps with your philosophy of education?</i>
7	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ❖ <i>Engagement</i> ❖ <i>Group Structures</i> ❖ <i>CFU/Adjust Instruction</i> <p>Domain 4: Data Course</p> <ul style="list-style-type: none"> ❖ <i>COI: Do Now</i> ❖ <i>Bambrick – Driven by Data – Data Driven Culture</i>
8	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ❖ <i>Engagement: communicating measurable and relevant objectives with criteria for success; 3.1a, 3.1b, 3.1c</i> <p>Domain 4: Data Course</p> <ul style="list-style-type: none"> ❖ <i>Data Portal work: mentor choice*</i>
9	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ❖ <i>Engagement: Kagan strategies, Engaging Students With Poverty in Mind</i> <p>Domain 4: Data Course</p> <ul style="list-style-type: none"> ❖ <i>Data Portal work: mentor choice*</i>
10	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ❖ <i>Group structures within lesson design that include challenging learning experiences; 3.2a, 3.2b, 3.3c</i> <p>Domain 4: Data Course</p> <ul style="list-style-type: none"> ❖ <i>Implicit bias lens to COIs</i>
11	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ❖ <i>CFU and Adjust Instruction; 3.4a</i> <p>Domain 4: Data Course</p> <ul style="list-style-type: none"> ❖ <i>ASCD Feedback Reading</i>
12	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> ❖ <i>CFU and Adjust Instruction; 3.4a + Practice</i> <p>Domain 4: Data Course</p> <ul style="list-style-type: none"> ❖ <i>Relay Feedback Module (TC 200)</i>

SPRING RESIDENCY SEMINAR CALENDAR AND OVERVIEW

SEMINAR	TOPICS AND FOCUS OF LEARNING
13	<p>Emotion Intelligence</p> <ul style="list-style-type: none"> ❖ <i>Teacher Identity</i> ❖ <i>Daniel Goleman and Go Suck a Lemon</i> <p>Action Research Day 1</p>
14	<p>Academic Discourse</p> <ul style="list-style-type: none"> ❖ <i>Questioning; 3.3a</i> <p>Action Research Day 2</p>
15	<p>Academic Discourse</p> <ul style="list-style-type: none"> ❖ <i>Questioning; 3.3a</i> <p>Action Research Day 3</p>
16	<p>Academic Discourse</p> <ul style="list-style-type: none"> ❖ <i>Questioning; 3.3a; Practice</i> <p>Action Research Day 4</p>
17	<p>Academic Discourse</p> <ul style="list-style-type: none"> ❖ <i>Questioning; 3.3a; reflect on video of self</i> <p>Action Research Day 5</p>
18	<p>Emotional Intelligence</p> <ul style="list-style-type: none"> ❖ <i>Revisit Goal</i> ❖ <i>Role-play interviews</i> <p>Action Research Day 6</p>
19	<p>Keystone Benchmark</p> <p>Press and Support</p>
20	<p>Family Equity</p> <ul style="list-style-type: none"> ❖ <i>Parent involvement</i> ❖ <i>Parent guest speaker</i> <p>Mock Debate: Constructivism in AIR</p> <ul style="list-style-type: none"> ❖ <i>Prepare arguments</i>
21	<p>Academic Discourse</p> <ul style="list-style-type: none"> ❖ <i>The second question: “Why do you think that?”</i> <p>Mock Debate: Constructivism in AIR</p> <ul style="list-style-type: none"> ❖ <i>Topic: Would a constructivist theorist celebrate AIR level 4 teaching? Why or why not?</i>
22	<p>Academic Discourse</p> <ul style="list-style-type: none"> ❖ <i>The second question: “Why do you think that?”</i> <p>Content PLC (TBD)</p> <ul style="list-style-type: none"> ❖ <i>Induction Coach, Common Objective, Outside expert, Teacher leader roles</i>
23	<p>Emotional Intelligence</p>

	<i>❖ Passion Protocol Profile – What brought you into teaching?</i> Content PLC (TBD)
24	Action Research Content PLC (TBD)

Administration and Faculty

Aspire University administration and faculty are committed to deeply connecting theory to the classroom. All faculty members have significant experience and demonstrated excellence as classroom teachers. As experts in their field of content, they are also able to provide Residents with current trends and knowledge in their fields of study.

Administration and Core Faculty

Ami Hanaoka, M.A.

Faculty member in the Aspire Teacher Residency Program

As the Director of the Bay Area residency, Ami is responsible for managing Aspire University's teacher residency in the Oakland, CA area. She is the main faculty member in her region and is responsible for teaching graduate level courses to the teacher residents. Ami entered education as a third grade teacher in Redwood City at a small dual-immersion charter school. After teaching for five years, Ami came to Aspire Public Schools. Ami spent her first six years with Aspire teaching 2nd and 3rd grade at Aspire Berkley Maynard Academy in Oakland, including four years as a Mentor teacher. As a result of the supportive environment at Aspire, Ami became National Board Certified as an Early Childhood Generalist in 2011. Ami holds a BA in Human Development and MEd from UC San Diego as well as a reading certificate from the University of San Francisco.

Heather Kirkpatrick, Ph.D.

President and Chief Executive Officer

Dr. Heather Kirkpatrick is the Chief Executive Officer and President of Aspire University. She is also the Chief People Officer at Aspire Public Schools, a not-for-profit organization that develops and manages charter schools. She has helped Aspire grow from two schools in 2000 to 38 schools today in California and Tennessee. She oversees Talent, Human Resources, Aspire U's Teacher Residency, Principal Residency, and Induction programs, Instructional Coaching, and the Evaluation and Performance Planning for all 1800 teammates at Aspire. Prior to her work at Aspire, Dr. Kirkpatrick earned her Ph.D. in Education Administration and Policy Analysis at the Stanford University School of Education, her Master's in Education Administration and Policy Analysis from the Harvard Graduate School of Education and her B.A. from Barnard College.

Thomas McGrail, M.A.

Faculty member in the Aspire Teacher Residency Program

As the Director of the Tennessee residency, Tommy is responsible for managing Aspire University's teacher residency in Memphis, TN. He is the main faculty member in his region and is responsible for teaching graduate level courses to the teacher residents. Tommy spent his first five years with Aspire Public Schools teaching grades 2, 3, and 4 at Aspire Huntington Park Charter School, including two years as a Mentor teacher. He then transitioned into the K-5 Math instructional coach role for the Aspire Los Angeles region, before moving to Memphis in 2013. Tommy holds a BA in History and an MAT from Occidental College.

Nate Monley, M.A.*Dean of Students and Faculty member in the Aspire Teacher Residency Program*

Nate is the Dean of Students at Aspire University. As a core faculty member and a member of Aspire University's leadership team, Nate is primarily responsible for the administration of Aspire University's academic affairs including the supervision of faculty, development of educational programs and curricula, and implementation of the institution's mission, purposes and objectives. Nate is also the Director of the Central Valley residency. He is the main faculty member in his region and responsible for teaching graduate level courses to the teacher residents. Nate Monley entered education as a Teach For America corps member working in East Los Angeles. After three years working in a bilingual 5th grade classroom, Nate moved to a small dual-immersion charter school in Santa Barbara where he taught for seven years. During that time he spent a year in Chile studying bilingual education through a Rotary Foundation scholarship, and started a bilingual summer camp on the Westmont College campus. Nate came to Aspire Public Schools as principal of Capitol Heights Academy in 2009. During his three years as principal the school was recognized with the California Distinguished School and Federal Blue Ribbon awards. Nate holds degrees in English and Spanish from Westmont College and a MEd from UCLA. He is currently working on his Ph.D. in Education Administration from the University of the Pacific (degree expected May, 2016).

Monica Bonny, MBA*Chief Operating Officer*

Monica is the Chief Operating Officer of Aspire University. As COO, Monica is responsible for the administration of Aspire University's business, including operations, management, legal, compliance and personnel. Monica Bonny has twenty years of strategy and operations experience across the nonprofit, education and private sectors. Prior to this position Monica led the comprehensive restructuring of the after-school program at Canal Alliance, a resource center for low-income Latino immigrants, to align with the goal of ensuring college completion for students. She also served as Co-Chair of the Marin Promise Partnership, a collective impact initiative aimed at closing the achievement gap in Marin County. Prior to that Monica served as an elected school board member for eight years. Monica's private sector experience includes working as a project manager for Deloitte Consulting and an underwriter for GE Capital. She earned a BA in Economics from Northwestern University and an MBA from Wharton in Finance. Currently Monica serves on the boards of the Buck Institute of Education and Enriching Lives through Music.

Delphine Sherman, MBA*Chief Financial Officer*

Delphine is the Chief Financial Officer of Aspire University. Delphine oversees the financial, accounting, banking, budgeting and tax activities of Aspire University. She is also the CFO of Aspire Public Schools. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field, Delphine was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently Treasurer of Lighthouse Community Charter Schools. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

Marcie Swan, M.A.

Faculty member in the Aspire Teacher Residency Program

As the Director of the LA residency, Marcie is responsible for managing Aspire University's teacher residency in Los Angeles, CA. She is the main faculty member in her region and is responsible for teaching graduate level courses to the teacher residents. Marcie Swan started her teaching career as a first and second grade teacher for a small school district east of Los Angeles. After four years of teaching in the district, she joined the charter movement in order to teach at the very first charter school in South Los Angeles. She taught there for 4 years, eventually becoming Assistant Principal. Next, she joined Aspire Antonio Maria Lugo Academy as a lead fifth grade classroom teacher and Literacy Intervention Specialist. She then became a founding classroom, lead, and mentor teacher of Aspire Firestone Academy. She was eventually promoted to principal of Aspire Firestone Academy and served in that capacity for four years. Marcie holds a Bachelor's Degree in Psychology from the University of Washington, a Master's Degree in Education from Claremont Graduate University, and Administrative Credentials from California State University, Long Beach and Dominguez Hills.

Adjunct Faculty

Lindy Brem, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Lindy is the Dean of Instruction at Aspire Titan Academy. She is a recognized leader in literacy and second language instruction. Lindy earned a Bachelor's Degree from Chapman University and a Master's Degree in Education from California State University, Fullerton.

Kawika Chun, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Kawika is an Instructional Coach for the Aspire Public School Memphis Regional Home Office. He previously worked at Los Angeles' first charter school, The Accelerated School, before joining Aspire Public Schools as a 5th grade teacher at Antonio Maria Lugo Academy. Kawika helped found the Aspire Juanita Tate Campus schools as a lead teacher at Slauson Academy. In June of 2013 Kawika joined the Aspire team in Memphis, TN as the founding Intervention Specialist and Dean of Instruction for Aspire Hanley Elementary, opening the newest region for Aspire. Kawika earned a Bachelor's Degree from the University of Southern California and a Master's Degree in the Art of Teaching through Rossier School at the University of Southern California, where he graduated as the co-valedictorian of his class.

Rachael Cross, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Rachael is an adjunct professor at the University of the Pacific and at California State University, Dominguez Hills teaching future school administrators. She is also a Reading Specialist with Manhattan Beach Unified. She began her career in education as an elementary school teacher in the Los Angeles Unified School District. After several years of teaching, she became an Instructional Literacy Coach for the Los Angeles Unified School District and then joined Aspire Public Schools as a Literacy Coach in 2006. Rachael became the founding principal of Aspire Junior Collegiate Academy in 2007 where she was awarded both the California Distinguished School Award and the Title I Achievement Award in 2011. Rachael earned a Bachelor's Degree from Loyola Marymount University and a Master's Degree in Literacy Instruction and a Reading Specialist Credential from California State University, Long Beach.

Troya Ellis, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Troya is the Los Angeles Region, Lead School Psychologist for Aspie Public Schools. She supports the development of professional learning communities for the other School Psychologist in the Los Angeles region. She started her work in education as a school psychologist in Long Beach Unified School District. In 2011, she became a founding educator on the Aspire Juanita Tate Campus in Los Angeles. She is recognized as a leader in the Special Education Department for Aspire Public Schools and presented at the National Alliance of Black School Educators Conference on the topic of reducing the overrepresentation of African American in Special Education. Troya earned a Bachelor's Degree from Dillard University and a Master's Degree in Educational Psychology from California State University, Long Beach. She is currently working on a doctoral degree from the Rossier School at the University of Southern California (expected completion, Spring 2016).

Kat Ellison, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Kat Ellison is a Principal Coach in the Central Valley of California with Aspire Public Schools. Kat has been an educational and instructional leader since 2001. During her four years as principal of River Oaks Charter School (ROCS), she led the school to become one of the top performing schools in the Lodi Unified School District with an API of 850. In 2009 ROCS was named as a California Business Education Excellence Honor Roll School. In 2010 ROCS received a Title 1 Academic Achievement Award and was selected as a California Distinguished School.” In that same year she was also the founding principal of Aspire APEX Academy and led that school through the first four years of establishment. Kat earned a Bachelor’s Degree from UC San Diego and an M.A. in Educational Leadership from CSU San Jose. She is currently working on a Ed.D. in Education Administration at the University of the Pacific (expected completion July, 2016).

Thomas Esparza, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Thomas is a Lead Teacher with Aspire Titan Academy in Huntington Park, California. For the past six years he has taught second and third grade. Thomas has extensive experience as a successful classroom teacher and leader in Aspire Public Schools, facilitating professional development and leading seminars for lead teachers. He also has extensive experience working as a special educator with children with autism. Thomas earned a Bachelor’s Degree from New Mexico State University and a Master’s Degree in Education from the Rossier School at the University of Southern California.

Geneva Europa, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Geneva is the Math Content and Curriculum Lead at Aspire Public Schools. Geneva started her career in education as a Teach For America corps middle school science teacher in New Orleans. Geneva came to Aspire Public Schools as the sixth grade math/science teacher at Aspire East Palo Alto Charter School in 2007. She has also taught algebra and served as Academic Dean at Aspire East Palo Alto Phoenix Academy. Geneva earned a Bachelor’s Degree from the University of California Santa Barbara and a Master’s Degree in secondary education with a math emphasis from San Francisco State University.

Chris Florez, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Chris is the Manager of Digital Learning and an Instructional Coach for K-7 science and technology teachers with Aspire Public Schools in Memphis, TN. Chris started his career in education as a program manager and curriculum developer for K-8 STEM programs. He became a 3rd – 8th grade Computer Science teacher with Seattle Public Schools, where he taught interdisciplinary units to help bridge what students were learning in the classroom to real-world projects and problems. In 2008, Chris co-authored “Going Virtual: Unique Needs and Challenges of K-12 Online Teachers”. Also, between 2009 and 2014, Chris presented at iNACOL (International Association for K-12 Online Learning) and ISTE (International Society for

Technology in Education) on topics ranging from Blended Learning to 21st Century Classroom Tools. Chris earned a Bachelor's Degree from Western Washington University and an M.S. in Educational Technology from Boise State University.

Emily Morgan, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Emily is a Lead Teacher and Resource Specialist with Aspire East Palo Alto Phoenix Academy. Emily Morgan started her career in education teaching English and learning to speak Spanish in Costa Rica. She has also worked as a Resource Specialist for Stanford New Schools and as a teacher with Redwood City School District. She joined Aspire as a High School Education Specialist. She has taught K-12 and worked with students with a variety of disabilities. She has also taken on numerous leadership roles in her school and in special education. She earned a Bachelor's Degree from the University of California, San Diego and a Master's Degree in Special Education from Santa Clara University.

Rosario Parra, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Rosario is the Secondary Humanities Instructional Coach for the Aspire LA Region. She helps new teachers with classroom management and instructional support, while working to establish integrated ELD instruction in every classroom. Rosario started her career in education as a founding teacher for LA Alliance for College-Ready Schools in Watts, California where she taught 9th grade and 11th grade English. In 2010 she began teaching 7th and 8th grade English at Aspire Berkeley Maynard Academy. She also served as Middle School Lead Teacher and Mentor in the Aspire U's Teacher Residency Program. Rosario earned a Bachelor's Degree from the University of California, San Diego and a Master's Degree in Curriculum and Instruction from California State University, East Bay.

Matt Seigel, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Matt is the Regional Director of Instructional Effectiveness for Aspire in Memphis, TN. He began his career in education with Teach For America as a 4th grade teacher in Compton, CA. He joined Aspire as a founding 4th and 5th grade lead teacher at Aspire Antonio Maria Lugo Academy in Huntington Park. He went on to join Aspire Centennial College Preparatory Academy (grades 6-8) and Aspire Pacific Academy (grades 9-12), where he held several roles including After School Program Director, Dean, Assistant Principal and Principal. Matt earned a Bachelor's Degree from Earlham College and a Master's in Educational Administration from California State University, Northridge.

Stacy Thomas, B.A.

Adjunct faculty member in Aspire Teacher Residency Program

Stacy is the Teacher Effectiveness Program Manager for Aspire. Stacy began his career in education as a kindergarten assistant at a small independent K-8 school in Oakland, California where he later became a 5th & 6th grade math teacher and 4th-8th PE instructor. In 2002, Stacy became a founding faculty member of Aspire Lionel Wilson College Preparatory Academy in East Oakland as a middle school math teacher where he taught for four years. While teaching he became director of a summer middle school enrichment program in San Francisco serving

various neighborhoods including Bayview/Hunter's Point, Portola, and the Excelsior for nine years. In 2011, Stacy went on to become a Dean of Academics at Aspire Golden State Prep in East Oakland. Stacy earned a Bachelor's Degree from University of California, Irvine.

Michele Verastegui, M.A.

Adjunct faculty member in Aspire Teacher Residency Program

Michele is a Behavior Intervention Teacher for the Aspire Central Valley Region. She started her career in education as a teacher with the Los Banos School District in California. She joined Aspire in 2011 as an Education Specialist. She was later selected to lead the Aspire Central Valley Region in behavior intervention strategies and training. She earned a Bachelor's Degree from CSU Stanislaus and a Master's of Arts degree in Special Education from the University of the Pacific.

Governing Board

The Governing Board shall be responsible for overseeing the overall quality and integrity of Aspire University and its programs and operation in pursuit of its mission, as set forth above and as further refined by the Board. The Board's principal role will be in setting policy direction, defining policy standards, monitoring institutional performance and employing, supporting and evaluating the President and CEO.

Members of the Governing Board

Leslie P. Hume

Board Chair and Community Volunteer

Leslie P. Hume is an active community volunteer in the San Francisco Bay Area, with a particular focus on education and the arts. For the past twenty years much of Leslie's volunteer service has been centered on Stanford University. She has served on a number of advisory councils; been active in the university's fundraising campaigns; and recently completed eleven years of service as a trustee of Stanford, chairing the board from 2008-2012. She currently co-chairs the Stanford Live Advisory Council and is a member of the Arts Advisory Council. Leslie also volunteers for Radcliffe College and is on the Dean's Advisory Council for the Radcliffe Institute. Previously, she served as either a member or chair of the board of the San Francisco Foundation, the Bay Area Discovery Museum, the Breakthrough Collaborative, and the San Francisco Day School. Leslie is a member of the Board of Directors of Aspire Public Schools. She earned her bachelor's degree from Radcliffe College in 1969, and a doctorate in history from Stanford University in 1979.

Warren Felson

Board Member and Private Investor

Warren Felson has been managing family investments since 2000. Warren lived in London from 1986 to 2009 where he was President of the commodity trading firm Gerald Metals, S.A., Managing Director of Drexel Burnham Lambert Ltd and ran a quantitative equity hedge fund. Prior to moving to London he was President of Metal Traders Inc. in New York. He was Chairman of the Governors and Financial Governor of Chelsea Community Hospital School, London, where he was also a volunteer teacher from 2003-2008. Warren is a member of the Board of Directors and the Executive Committee of Aspire Public Schools. He has a Bachelor of Metallurgical Engineering from McGill University, Montreal, and an MBA with Distinction from Harvard Business School.

Kenji Hakuta

Board Member and Professor of Education at Stanford University

Kenji Hakuta is the Lee L. Jacks Professor of Education at Stanford University. He has served on the Stanford faculty since 1989, except for three years (2003-2006) when he founded the University of California at Merced as its Dean of Social Sciences, Humanities and Arts. His research interests are in the areas of psycholinguistics, bilingualism, language development, and the education of English Language Learners. He is the author and editor of many articles and books, including *Mirror of Language: The Debate on Bilingualism* (1986). He chaired the National Research Council report on English Language Learners that framed a research agenda

for the field in 1997. Dr. Hakuta is co-founder of the Understanding Language Initiative at Stanford that addresses the challenges and opportunities of current education reform efforts with a particular focus on language. He is actively involved in supporting the work of school districts and states around the country, and leads several professional learning communities, including school districts in rural central California, and a learning community of state leaders organized by the Council of Chief State Schools Officers. Dr. Hakuta obtained his Ph.D. in Experimental Psychology at Harvard in 1979.

Julie Mikuta

Board Member and Director of Education, Charles and Lynn Schusterman Family Foundation
Julie is the Senior Director of Education at the Charles & Lynn Schusterman Family Foundation. Prior to joining the Schusterman Foundation, Julie was a Partner at NewSchools Venture Fund, focused on teacher preparation. Previously, she led trainings for school board and superintendent-teams of large urban districts at the Center for Reform of School Systems. Julie served as an elected member of the D.C. Board of Education from 2001 until 2004. During her time on the School Board, she was Vice President of Alumni Affairs for Teach For America. Julie began her career in education teaching high school science in New Orleans through Teach For America. Julie completed her doctorate at Oxford University, as a Rhodes Scholar. She graduated from Georgetown University, where she was captain of the women's basketball team. In addition to this board service, Julie is on the boards of Urban Teacher Center, Stand for Children, the New Teacher Center and the Relay Graduate School of Education, and on the Advisory Board of Teaching Works at the University of Michigan.

Louise Muhlfeld Patterson

Board Member and Human Resources Executive

Louise Muhlfeld Patterson has had an extensive career as an HR executive and trustee of college-preparatory schools. She spent 14 years at American Express in a variety of positions ultimately becoming the Vice President of Human Resources. As a volunteer, she has served as a Trustee for many independent schools, including St. Mark's School in Massachusetts, Drew College Preparatory High School in San Francisco, and Marin Country Day School. She also served as a Trustee for the San Francisco Zoological Society. She currently serves in both the Thacher School and Peer Health Exchange board. Ms. Patterson received a BA in Psychology and Education from Vassar College and also studied the British school system at Oxford University.

Sid Smith

Board Member and Education Advisor and Legal Counsel

Sid Smith is active in many organizations dedicated to service in the areas of education and economic development. He is a Senior Advisor to Bellwether Education Partners, a national nonprofit organization dedicated to accelerating the achievement of high needs students, where he consults on organizational effectiveness and diversity matters. He is a Pahara-Aspen Institute Fellow and is a founding board member of Pahara Institute, a national nonprofit organization whose mission is to identify, strengthen, and sustain diverse high-potential leaders who are transforming public education. Sid also serves on the board of the University of the District of Columbia, David A. Clarke School of Law Foundation as well as the board of Reading Partners, Washington, D.C. He is on the Advisory Board for the St. Andrew's Episcopal School's Center

for Transformative Teaching and Learning, serves on the St. Andrew's diversity council, and coaches the school's girls' Junior Varsity and middle school basketball teams. Sid's economic focused activities include being a Charter Member of The Marathon Foundation, an organization focused on increasing investment of capital into businesses with significant minority ownership or management; serving as past Chair of the Greater Reston Chamber of Commerce Incubator Advisory Board; and serving as a former Commissioner on the Virginia Governor's Commission on Minority Business Enterprise. Sid is also the founder and President of SRS Counsel PLLC, a solo law practice that provides virtual general counsel services on a range of corporate and transactional matters. Sid graduated from Yale with a B.A. in English, where he was a member of the varsity basketball team, and received his J.D. from the University of Virginia School of Law.

Grace Voorhis

Community Volunteer and Philanthropist

Grace Voorhis is a community volunteer and philanthropist passionate about education. Grace is founding regional Board member of KIPP Bay Area Schools, which currently operates 11 charter schools in the Bay Area. In this capacity, she has chaired or served on the Strategic Planning Committee, the Development Committee, the Campaign Steering Committee, the Finance Committee, the Facilities Committee, and the Executive Committee. Grace is also a Trustee of the Nueva School, a K-12 independent school. In this capacity, she chaired the Task Forces that led the research, conceptualization, and fundraising for the Nueva Upper school located on a separate campus from the K-8 school. This effort involved leading a committee of over 40 participants in visiting over 40 schools across the country, laying the ground work with the community and the Board to approve the high school, and working with education thought leaders to frame the curricular and co-curricular aspects of the new division. In addition, she has chaired or co-chaired the following committees and task forces: Strategic Initiatives, Diversity, Faculty Retention, Major Gifts, Campaign, and the Outreach Task Force. Grace has served as a Director of the Breakthrough Collaborative and the Treasurer of the St. Francis Homes Association. Grace is a former venture capitalist. She was a Partner at Morgan Stanley Venture Partners, where she invested in health care companies. Prior to Venture, she worked in investment banking in corporate finance at Morgan Stanley. Grace is a graduate of Harvard College and the Stanford Graduate School of Business.

James Willcox

President and CEO, Strategic Growth Partners

James Willcox is currently President and CEO of Strategic Growth Partners, a Public Benefit Corporation with a mission to serve as a strategic growth partner for high performing charter management organizations. From 2009-2015 he was CEO of Aspire Public Schools, taking over for founder Don Shalvey. James joined the Aspire team as Chief Operating Officer in 2007. During his tenure at Aspire, the organization doubled in size from 17 to 37 schools and grew to serve over 13,000 students across California and Memphis, TN. James was also instrumental in spinning out two independent organizations during his tenure as Chief Executive Officer, Schoolzilla and Aspire University. Prior to joining the management team of Aspire, James was the founding Chief Operating Officer of Education for Change, an organization focused on restructuring underperforming schools as independent charter schools in partnership with the Oakland Unified School District. Before his direct involvement in school system management, he served as a Principal at New Schools Venture Fund, a philanthropic organization founded to improve the educational opportunities for underserved students across the country. James has also spent time as a nonprofit consultant with The Bridgespan Group, and served as a U.S. Army officer and helicopter pilot for over seven years. He holds a B.S. from the United States Military Academy at West Point and a M.Ed. and M.B.A. from Stanford University.

Resident Roles, Expectations & Responsibilities

GENERAL SUMMARY

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

Roles, Expectations & Responsibilities

The ATR residency and curriculum experiences align to support the development of effective teaching skills and knowledge grounded in current educational research. Residents' effort and success in both the field and coursework components of the program are key to their success as Resident teachers.

Residents as Co-Teachers

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

Time Off Requests

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

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

Attendance and Leave-Of-Absence

Attendance at seminars is mandatory.

Residents are allowed one absence with prior notice to the ATR Regional Director without penalty. If two or more seminars are missed (two tardies are the equivalent of one absence) the

grade will be lowered from an A to an A- and so on for each additional day missed. Excessive absences and/or tardies could result in dismissal from the program. In some cases, a time extension may be granted to a resident who is not able to complete the program on time.

Reading Days

A Resident can take a maximum of two reading days per year. Residents must schedule reading days in advance with their Mentor and must inform their Residency Director. Residents can use Reading Days to take time off from host school duties in order to complete ATR assignments. Reading days may not fall on or before a three-day weekend and should not occur two days in a row.

Lesson Planning

Being an effective teacher means being well prepared and having a lesson plan for each lesson that is taught. It also means internalizing important questions about teaching such as, “*What is the essential question to this lesson? How will I know if my students met the objective?*” Residents are expected to write lesson plans for each lesson they teach and share these plans with their Mentor prior to teaching. Formal observations of teaching require that the lesson plans be submitted to all observers 24 hours in advance of the observation.

Sacred Meeting Time

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

Substitute Teaching & Additional Duties

Residents are not intended to serve as paid substitute teachers in Aspire Public Schools. However, the Resident may act as a substitute teacher each time the Mentor is out of the classroom due to ATR Mentor Seminars or other Mentor duties called upon by the program.

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

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

Mentors must ensure that there are well-developed lesson plans and instructions for

Residents and should make sure that Residents feel comfortable taking on this responsibility. If the Resident does not feel comfortable then the school must hire a substitute. The Resident may remain in the classroom conducting normal teaching responsibilities as negotiated with the Mentor.

Master's Degree & California Teacher Credential

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

Should a Resident decide to discontinue work as a Resident with Aspire Public Schools, Aspire U will honor coursework done to date and it may be possible to continue with a Master's through a different institution depending on their policies on credit transfers.

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

1. Take and pass the CBEST before Summer Orientation
2. Apply for Substitute Permit during Summer Orientation
3. Take and pass the CSET by August 1
4. Elementary Candidates also need to take and pass the RICA by January 9th
5. All Candidates need to take and pass the US Constitution Test or have fulfilled the requirement through prior coursework
6. Take and pass all Aspire University coursework
7. Fulfill the EdTPA performance assessment requirements
8. Apply for Teaching Credential

Residents are able to take additional CSET assessments to earn additional authorizations to his/her credential. For example, Residents interested in teaching math and science can earn their credential in Math and take a CSET in a science subject to add the science authorization. Residents who do not take and pass the required CSET for their level by August 1 must pay for and participate in CSET workshops in the fall. Regional directors will provide more information.

Transfer Credits

Transfers Credits to Aspire University

Due to the cohort nature of the Aspire Teacher Residency Program there are no transfer credits or units accepted for incoming students.

Transfer Credits from Aspire University (General)

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT ASPIRE UNIVERSITY

The transferability of credits a student earns at Aspire University is at the complete discretion of an institution to which the student may seek to transfer. Acceptance of the Master in Education degree the student earns in the Master of Education program is also at the complete discretion of the institution to which the student may seek to transfer. If the Master of Education degree that the student earns at this institution is not accepted at the institution to which the student seeks to transfer, the students may be required to repeat some or all of his/her coursework at that institution. For this reason the student should make certain that his/her attendance at this institution will meet his/her educational goals. This may include contacting an institution to which the student may seek to transfer after attending Aspire University to determine if his/her Master in Education degree will transfer.

Transfer Credits from Aspire University (Articulation Agreement)

In the event that Aspire University can no longer offer the ATR program, Residents may be able to continue their coursework with the University of the Pacific. Aspire University has signed an articulation agreement with the University of the Pacific that covers the transfer of credits earned under the ATR program. For any questions or concerns related to this agreement, please contact hr@aspireuniversity.org

Student Services

Aspire University will meet the academic and non-academic needs of our students through two means: the individual attention of the ATR Regional Directors and the structured mentorship program.

ATR Regional Directors

ATR Regional Directors dedicate significant time to each of the Residents in the program by monitoring their progress through formal and informal means. Should a student have needs or concerns of a more personal nature (counseling, substance abuse, etc.), Aspire University's human resources staff maintains a list of external agencies to which we can refer students. Aspire University also has a student grievance policy and will provide this policy to students upon enrollment in the program

Mentors

Mentors provide a bridge between theory and practice by serving as advisors to Residents. This apprenticeship takes on a 1:1 learning relationship in which the Resident is partnered with a mentor who is a highly effective teacher, and spends a full year in that teacher's classroom, four days per week, taking on gradually greater responsibility for instruction. The apprenticeship role allows the Resident to observe, reflect, practice, and receive regular, immediate feedback on performance.

Residents start by handling roughly 10% of teaching responsibilities at the beginning of the year, leading to full teaching responsibility for the final two weeks of the school year, during which Mentors are released to participate in specialized development opportunities related to their role as a Mentor. Residents also learn the specific tools, systems, and strategies of the school.

Tuition, Benefits & Finances

Honorarium

Each Resident in good standing (in terms of grades and performance assessments) will receive a \$13,500 stipend for the 2016-17 academic year. The stipend will be paid in two parts: a \$500 payment will be paid for the 13 days of coursework and orientation during July and the remaining \$13,000 will be paid semi-monthly in equal installments of \$541.66. The first payment shall be made on July 31, 2016 and the last on July 15, 2017.

ATR Tuition

The total charges for the 2016-2017 school year is \$17,000. This is also the total charges for the entire ATR program. Tuition is payable to Aspire University. There are loans available for Residents in need of financial assistance. Residents will receive information on how to apply for financial aid and will then communicate directly with the university's financial aid department if interested in pursuing loans of any sort. Students are responsible for their tuition and if they decide to get a loan, it is their responsibility to repay the loan amount plus any interest, less the amount of any refund.

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

Loans

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Location

Aspire University's primary location is at its headquarters which is located at 2946 Broadway Street, Suite B, Redwood City, CA 94062.

Distance education coursework is completed at a location determined by the student. Additional residential instruction also occurs at various Aspire University affiliated school sites.

Books/Equipment

Students are responsible for the purchase of required books, equipment (except for the computer provided by the institution) and/or supplies for the program. Students are required to have a computer (provided by the institution) and internet access (available to students free of charge while on school sites, but otherwise students must pay for Wi-Fi access).

Refund of Tuition

STUDENT'S RIGHT TO CANCEL

This institution offers distance educational programs where the instruction is not offered in real time. The institution shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.

The student has the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date the written notice of cancellation is sent to: 1001 22nd Avenue, Oakland, CA 94606. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

Cancellation must occur prior to the receipt of the first lesson and materials, which will occur within seven days after the institution accepts the student for admission.

This Institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the materials be sent. If the Institution transmits the balance of the materials as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lesson materials are transmitted.

WITHDRAWAL FROM THE PROGRAM

A student may withdraw from the institution at any time and receive a pro rata refund if student completed 60 percent or less of the scheduled days in the program's current payment period through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for books and materials not returned in new condition as stated as refundable on the enrollment agreement. A refund will be made within 45 days of withdrawal.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; and/or failure to meet financial obligations to the School.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education student's scheduled days are based on a five day week, which does not

include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code (specific holidays listed below).

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Aspire University-Wide Holidays

- New Year's Day
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas Eve or the Day After Christmas (assigned every year based on the calendar)
- Christmas Day

Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program, attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Benefits/ Health Insurance/Financial Aid

Aspire University provides individual health insurance through Aspire Public Schools. For questions about benefits please call 510-434-5062. Benefits will be effective on August 1, 2015.

Residents applying for financial aid must submit a Free Application for Federal Student Aid FAFSA at <https://fafsa.ed.gov/>. Financial aid in the form of grants and loans will be disbursed during the Summer, Fall, and Winter terms before tuition payments are due.

Operational Policies and Procedures

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

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

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

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

Protocol for Underperforming Residents in Coursework Performance

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

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

Academic Honesty and Plagiarism

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

Resident's reading and research, the sources must be indicated. Residents who are in any doubt about the preparation of written work should consult with their instructor.

Academic Honesty Violations

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

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

Consequences for Violations of Academic Honesty

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

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

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

Non-discrimination Policy

Aspire University does not discriminate on the basis of race, color, religion, age, gender, sexual orientation, citizenship, disability, national or ethnic origin in administration of its admissions policies or education programs.

Anti-Harassment Policy

Generally at Aspire University, we are committed to providing an environment free of unlawful harassment. Aspire University's policy prohibits sexual harassment and harassment based on the following legally protected characteristics: race, color, creed/religion, sex, pregnancy (including childbirth, lactation and related medical conditions), age (40 and above), national origin,

ancestry, physical or mental disability, genetic characteristics, sexual orientation, or any other consideration made unlawful by federal, state, or local laws, and any other basis protected by federal, state, or local law. All such harassment will not be tolerated. This policy applies to all persons involved in the operation of Aspire University, including but not limited to, supervisors, managers, other employees, students, students' family members, and vendors. See your state addendum for more information about your state.

Sexual Harassment Defined

Applicable state and federal laws define sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made a term or condition of employment; or (2) submission to or rejection of the conduct is used as basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a partial list of examples:

Unwanted Sexual Advances

- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters, websites, emails, text messages;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about any employee's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations;
- Physical conduct such as touching, assault, or impeding or blocking movements; and
- Retaliation for reporting harassment or threatening to report harassment.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves co-worker harassment, harassment by a manager or supervisor, or harassment by persons doing business with or for Aspire University including vendors, parents, guardians and volunteers. Certain types of misconduct may be sexual harassment even though it has no sexual content and may not be gender-related.

Other Types of Harassment

Aspire University also prohibits nonsexual harassment based upon any characteristic protected under State or Federal law. Examples of harassing behavior include, but are not limited to, the following conduct:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures, websites, emails, text messages
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and

- Retaliation for reporting harassment or threatening to report harassment.

Harassment Complaint Procedure

Aspire University encourages you to report any incidents of harassment immediately so that your complaint can be quickly and fairly resolved, and all incidents of prohibited harassment that are reported will be investigated. If you feel you have been harassed on the job or become aware of the harassment of others, we encourage you to inform the offender that this behavior is unwelcome. You should also make a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. Make your complaint as detailed as possible, including:

- the names of individuals involved and any witnesses;
- Direct quotations of what you heard;
- Any other evidence (notes, pictures, cartoons, etc.).

When Aspire University receives your complaint, we will:

- Conduct a timely, thorough, and objective investigation;
- Make a determination regarding the reported harassment;
- Communicate it to the employee who made the complaint and to the accused harasser(s);
- If warranted, take appropriate disciplinary action up to and including terminating the employment of the harasser(s);
- Take appropriate action to deter any future harassment;
- Prohibit retaliation against an employee who complains of prohibited harassment or who participates in an investigation;
- Take disciplinary action up to and including termination of employment of an employee who makes an intentionally false allegation of harassment.

Please be aware that the Federal Equal Employment Opportunity Commission (EEOC) and various state agencies investigate and prosecute complaints of prohibited harassment, discrimination or retaliation in employment. If you believe you have been harassed, discriminated against or retaliated against for resisting or reporting harassment, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Liability for Harassment

Any employee who engages in prohibited harassment is subject to discipline up to and including immediate termination of employment. An employee who engages in prohibited harassment may also be held personally liable for monetary damages.

Grievance and Complaint Procedures

In the case of a grievance or complaint any Aspire University student may submit a written description of their complaint within 10 business days of its occurrence to the Chief Executive Officer of Aspire University. Grievances will be responded to within 5 business days. All decisions are final.

Record Retention of Student Records

Student Records will be kept in accordance with Aspire University's record retention policy.

Location Where Other Policies and Procedures Can Be Found

Further information around policies and procedures for Aspire University can be found on our website: www.aspireuniversity.org.

Library and Other Learning Resources

Students at Aspire University will be required to purchase some cornerstone texts that will be particularly helpful resources in their future careers as classroom teachers. Students will also have access to the following library and research resources to assist them in their study and learning:

1. **SAKAI** - All Residents, staff and faculty have access to SAKAI, an online platform that provides virtual access to course materials from remote locations via an internet-connected computer and login code. This platform allows residents, staff and faculty to connect with each other, ask questions, course presentations, session modules, upload course assignments, post to discussion forums, access syllabi, and other materials. For ATR courses, instructors provide access to course materials including homework readings, presentations, and session modules through SAKAI.
2. **MyAspire2** – Residents have access to Aspire Public Schools’ internal online portal, known as MyAspire2. This portal provides virtual access to content from remote locations via an internet-connected computer and a login-code. MyAspire2 provides members with easy access to readings and resources to assist with ATR Resident’s studying and learning. Through MyAspire2, Residents can access readings on a variety of topics including curriculum, instruction, data analysis, assessment, public policy, teacher effectiveness, etc. In addition, the MyAspire2 provides Residents with access to past course materials including homework readings, presentations, and session modules. MyAspire2 also allows its members (which include ATR students, staff, and faculty) to connect with each other, ask questions, share resources and data, and easily find people with specific areas of expertise.
3. **Bloomboard** - Residents have access to Bloomboard, an online platform that provides access to professional development resources from a variety of content providers including Aspire Public Schools, Relay Graduate School of Education, New Teacher Center, Teaching Channel, National Science Teachers Association, CodeHS, Coursera, and more. Bloomboard houses a combination of articles, eBooks, webinars, courses, and videos that can be browsed by topic, grade level, and content area. Residents are able to use the content to deepen their understanding of key course topics. They are also able to use Bloomboard to create personal learning goals and develop their own professional development plans.
4. **Internet Resources** - One of the most common resources for Residents to access information is through the Internet. Although these resources are not exclusive to Aspire U students, faculty and staff they are a primary source used to access information on a variety of subjects that pertain to their daily work and their homework assignments. Some information that ATR Residents have found particularly useful that are widely available through the internet include: newspaper articles, scholarly journals, periodicals, reference works, curriculum materials, videos, podcasts, etc.

Equipment & Training

Aspire University provides each student with a computer so that they can easily maintain student records, evaluate their progress, access library resources, and for various other uses.

At the beginning of the program year, when residents first receive their laptops, a member of the Aspire U's technology staff trains Residents with how to use the computer and the online materials on MyAspire2 and Bloomboard. Residents also receive on-going technical support from Aspire U's technology staff.

In addition, when residents are at an Aspire University affiliated site, they have access to free wireless internet and printers to print needed documents/coursework.

Library Development

In addition to the resources listed above for the ATR program, the resources available through Aspire University's library will evolve as part of a commitment to maintaining a high quality collection of relevant resources. The collection will be specifically tailored to meet the needs and academic goals of Aspire University's students and faculty. Available resources will include scholarly journals, monographs, reference works, curriculum materials, audio and video materials, bibliographies, internally produced items (papers, videos, documents, etc.) podcasts, and periodicals. Emphasis will be focused on acquiring electronic resources, including online materials, databases and journal subscriptions, e-books, streaming videos, and audio content when possible. In addition, print resources will be acquired to supplement the electronic materials.

Persons with disabilities will have equal access to the Aspire University library and its resources under the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Aspire University's library will support its academic mission and goals by providing access to high quality materials for every stakeholder including: ATR Residents, Aspire University staff and Aspire University faculty. Aspire University will review its library resources annually to ensure alignment with programmatic goals and in an effort to best anticipate and serve the needs of Aspire University stakeholders.