**Teacher Residencies: Redefining Preparation for High-Need School Districts**

Building upon the promising evidence of the effectiveness of the teacher residency model in preparing, supporting and retaining highly effective teachers in high-needs areas, UTRU proposes a three-year residency expansion, research, and dissemination initiative to establish a professional teaching trajectory spanning numerous partnership models across several states, preparing up to 450 high quality teachers to enter and stay in high need schools.

**Absolute Priority 1: Supporting Practices and Strategies for Which There Is Moderate Evidence of Effectiveness**

**Absolute Priority 2: Teacher or Principal Recruitment, Selection, and Preparation**

**Competitive Preference Priority 3: Promoting STEM Education**

**Competitive Preference Priority 4: Supporting High-Need Students**

UTRU’s *Redefining Preparation* project will increase the number of effective new teachers prepared for high-need schools and in high-need areas such as STEM and ELL by:

1) Engaging nine new programs in UTRU’s New Site Development Program, which includes:
   - A rigorous, competitive resident recruitment & selection process;
   - A process for developing and/or ensuring induction support for teachers in at least their first two years;
   - Tailored professional development for experienced teachers that recruits, selects, and supports effective teacher educators to act as mentors to emerging teachers;
   - An innovative teacher preparation curriculum integrating the practicum with university coursework.

2) Advancing the quality and impact of new teacher residency programs by engaging them in UTRU’s thriving Next Generation Network, facilitating an in-person and virtual professional learning community that:
   - Examines problems of practice related to short- and long-term implementation and impact;
   - Identifies barriers to success by focusing on financial and programmatic sustainability challenges;
   - Uses data and assessments to improve and measure program impact;
   - Shares innovations in the residency model and clinical preparation more broadly; and,
   - Solves challenges related to program implementation.

3) Conducting a rigorous evaluation on the residency programs’ implementation and impact and distribute findings to a broad stakeholder audience. The evaluation will look at impact of residency graduates on student achievement; examine teacher performance and overall school impact; and assess program implementation, analyzing survey, interview, and extant data.

4) Improving and expanding the reach and impact of the residency program model through the curation and dissemination of shared learnings with a virtual library of high quality video and other resources, which will enable teacher preparation programs to understand and access best practices in clinically rich preparation.

Partnering with these nine programs over the course of the three-year SEED grant period, UTRU will train up to 450 novice teachers to become effective, long-term educators in the highest-need areas through the residency programs and continued graduate induction support. UTRU and partners will also train up to 450 effective, experienced teachers as resident mentors, coached and supported as they understand and execute the principles of adult learning; approximately 117,000 students in nine high-need districts across the country will directly benefit from the new teachers prepared in the proposed UTRU SEED residencies.