

**Teacher Quality Partnership Proposal
The Newark-Montclair Teaching Residency Program (NMTRP)**

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Teacher Quality Partnership Proposal

The Newark-Montclair Teaching Residency Program (NMTRP)

PROJECT DESIGN

This proposal addresses Absolute Priority #2: Teaching Residency Programs. It builds on more than two decades of partnership between Newark (NJ) Public Schools (NPS) and Montclair State University (MSU) dedicated to preparing quality teachers for NPS and to the simultaneous renewal of teacher preparation and K-12 education. The principal members of the partnership are: The Newark Public Schools (NPS) (a high-need district); seven high-need schools in NPS; Montclair State University (MSU); the MSU College of Education and Human Services; and the MSU College of Science and Mathematics. Additional partners are the Newark Teachers' Union, the New Jersey Department of Education (NJDOE), and The National Commission on Teaching and America's Future (NCTAF). (Descriptions of the partners are included in Appendix D.1. Explanations of their roles appear in the Design of the Project and the Management Plan, below.)

NEEDS ASSESSMENT

The city of Newark is New Jersey's largest city, with a population of 280,135 in 2007 (<http://factfinder.census.gov/>). Located approximately 15 miles from New York City, Newark is designated a "distressed city" and exemplifies the poverty and political isolation characteristic of large American cities. Newark's per capita income is just 63% of the U.S. per capita income; 21% of families live below the poverty line (compared to 10% for the U.S. as a whole) (<http://factfinder.census.gov/>).

The *Newark Public Schools (NPS)*, the largest school district in New Jersey, is a high-need LEA, as reflected in its 27% poverty rate in the 2007 Census (see Appendix A). In fall

2007, NPS served a diverse population of 41,267 students in 73 schools. Table 1 presents a profile of some key characteristics of the NPS student population. As shown, 92.5% of students were of racial/ethnic minority backgrounds. (Fifty-nine percent were of African descent [African-American, Caribbean, and West African], 33% were Hispanic, and 8% were white.) Approximately 67% of NPS students in 2007-08 were from families with incomes low enough to qualify them for federal free or reduced-price lunch, although only 63% of eligible students received free or reduced-price lunch that year (Association for Children of New Jersey, 2008). About 10% of students were speakers of home languages other than English, and 9% had Individualized Educational Plans (IEPs) for special needs students.

Table 1. 2007-08 Profile of NPS Student Population

Percent of NPS Students			
Racial/Ethnic Minority Backgrounds	Qualify for Free and Reduce-Price Lunch	Limited English Proficient	Individualized Educational Programs
92.5	66.6	10.0	9.0

Sources: NPS; NJ Department of Education.

In 1995, NPS became a state-operated school district based upon the State DOE determination that the district was not able to meet certain State Standards. Despite progress in many areas, the district remains under State operation.

The needs for the program were established by an examination of NPS student test scores, the need for highly qualified teachers overall and in particular subject areas, and the professional development needs of new and experienced NPS teachers. Table 2 shows the scores on required NJ tests from the 2007 NPS School Report Cards. As these data show, students in NPS performed considerably less well on these tests than students in NJ as a whole. The proportion of NPS students not scoring proficient in math approached two-thirds in 8th and 11th grades. For all but one of these tests (4th grade mathematics), 30% or more of students in NPS

failed to meet the criteria for proficiency. The proportions of special education students not reaching proficiency in language arts/literacy and math (reported for grades 4, 8, and 11) are even more startling (see Table 3).

Table 2. Percentage of NPS and NJ Students Not Reaching Proficiency on NJ Proficiency Tests, 2007-08

Assessment	% Not Reaching Proficient Level	
	NPS	State of NJ
3 rd Grade: NJ Assessment of Skills & Knowledge (NJASK3) Lang Arts Literacy	31	14
3 rd Grade: NJASK3 Mathematics	31	13
4 th Grade: NJASK4 Lang Arts Literacy	32	17
4 th Grade: NJASK4 Mathematics	26	15
4 th Grade: NJASK4 Science	30	15
8 th Grade: NJASK8 Lang Arts Literacy	44	19
8 th Grade: NJASK8 Mathematics	63	32
8 th Grade: NJASK8 Science	35	16
11 th Grade: High School Proficiency Assessment (HSPA) Lang Arts Literacy	49	17
11 th Grade: HSPA Mathematics	60	25

Sources: NPS, 2009; <http://education.state.nj.us/rc/rc08/menu/13-3570.html>

Table 3. Percentage of NPS and NJ Special Education Students Not Reaching Proficiency on NJ Proficiency Tests, 2007-08

Assessment	% Not Reaching Proficient Level	
	NPS	State of NJ
4 th Grade <i>Special Education Students</i> : NJASK4 Lang Arts Literacy	71	45
4 th Grade <i>Special Education Students</i> : NJASK4 Mathematics	54	35
8 th Grade <i>Special Education Students</i> : NJASK8 Lang Arts Literacy	81	56
8 th Grade <i>Special Education Students</i> : NJASK8 Mathematics	90	73
11 th Grade <i>Special Education Students</i> : HSPE Lang Arts Literacy	91	57
11 th Grade <i>Special Education Students</i> : HSPA Mathematics	93	68

Source: NJ DOE at <http://www.state.nj.us/education/schools/achievement/index.html>

The qualifications of the NPS teaching force were also the focus of the needs assessment. In 2007-08, the proportion of core academic classes in NPS not taught by highly qualified teachers (HQTs) was three times higher than the proportion in NJ: 4.5% in NPS compared to

1.3% for the State (<http://www.nj.gov/education/data/hqt/08/summary.htm>). While well-prepared teachers are needed in all areas, the need is especially acute in mathematics, science, and special education. For example, despite aggressive hiring practices, Newark opened in September 2008 with at least 20 mathematics vacancies in its high schools.

Based on analyses like those above, the district has embarked upon a strategic planning process led by the superintendent (hired in 2008) to improve the education of students in NPS. Recognizing that good teachers are the key ingredient for improving student academic performance, the strategic plan identifies the recruitment, preparation, support, and retention of well prepared and highly qualified teachers as central priorities for the district. The recently published Strategic Plan identifies strengthening professional development across the teacher development continuum as a top priority (NPS, 2009). The district's vision calls for "a systemic approach to professional learning" that is "tailored to the needs of each school and teacher" (p. 35). The plan encourages the nurturing of school cultures in which teachers at all stages in their careers learn with and from each other through professional development practices that are embedded in the school and its classrooms. This vision calls for schools to be reconfigured as professional learning communities where "continuous improvement becomes the norm" (p. 36). As part of the support and retention of excellent teachers, the district has made it a priority to increase the number of teachers who have the deep knowledge, skills, and commitments not only to teach their own students effectively, but also to be instructional leaders. The superintendent has recognized that the district needs the expertise and support of external partners to achieve the needed transformation in the professional preparation and development culture of the district.

Montclair State University (MSU), because of its long history of collaboration with NPS to improve the preparation and professional development of teachers, is a natural partner for the

district in these efforts. Founded as Montclair Normal School in 1908, MSU is located in northern New Jersey, approximately 13 miles west of New York City and less than 10 miles west of Newark. MSU enrolls almost 18,000 undergraduate and graduate students, and offers 300 majors, minors, concentrations, and certificates. The university offers five doctoral programs, including Ed.D. programs in Pedagogy and in Mathematics Pedagogy. MSU was among the first group of institutions to have its teacher education program accredited by NCATE in 1954 and has been continuously accredited since then. The curriculum, pedagogy, and assessment of students in the MSU teacher education program are guided by a set of institutional standards (see standards in Appendix D.2). Central to those standards are the theory and practice of culturally responsive teaching—a framework that seeks to ensure that all completers of MSU’s teacher education program are prepared to teach students of diverse backgrounds (Villegas & Lucas, 2002). While such preparation is important for teachers in all settings, it is essential for teachers who are teaching in and preparing to teach in urban settings.

MSU is nationally recognized as a leading institution in the preparation of teachers and other professional educators, particularly those who work in high-need urban communities. In 2008, MSU’s teacher education program was named one of *Ten Leading Schools of Education* in the country by *Edutopia*, the journal of the George Lucas Educational Foundation. In 2010, the College of Education and Human Services at MSU will be awarded the Wisniewski Award for Teacher Education by the Society of Professors of Education, an award given formally at the Annual Meeting of the American Education Research Association. In 2009, MSU’s school-university partnership, the MSUNER, was identified as a promising model for such partnerships in the Carnegie Policy Brief of the New Teacher Center (Goldrick, 2009). In 2002, the program received the Diversity Award from the American Association of Colleges for Teacher Education

(AACTE). In 2001, the Center of Pedagogy was cited by the U.S. Department of Education as an exemplar of collaborative work in teacher preparation.

To determine how the university can deepen and refine its efforts to support NPS in achieving its new strategic goals, faculty and administrators involved in teacher education assessed the needs of MSU's current processes related to the preparation, continuing education, professional development, and retention of teachers for NPS. They examined the key features of major MSU initiatives identified by research as supporting the preparation and development of excellent teachers in urban schools and developed over the past two decades at MSU to prepare teachers for urban schools—many of which were built around partnerships with NPS. (See Appendix D.3 for descriptions of these initiatives.) The results of the analysis are presented in Table 4. As the table shows, projects have been organized around cohorts; have given priority to induction support, inquiry and action research, and professional learning communities; have required collaboration across institutions; have been focused on the teacher development continuum; and have given special emphasis to a strong connection between theory and practice.

Each of these program features has contributed in important ways to the quality of preparation of MSU teacher candidates, as confirmed by the performance assessments used in MSU's teacher education program. The programs have been based on a mutual commitment to preparing excellent teachers and to meeting the needs of urban LEAs, including NPS. They have attracted talented and committed students of diverse racial/ethnic backgrounds into teacher education at MSU. However, none of the previous teacher education programs have integrated all of these features. The proposed residency program will move the MSU teacher preparation program to a new phase in its evolution by integrating all of the key successful features of prior

initiatives and enabling the partnership to more tightly couple rigorous research-based teacher preparation with the concrete needs and realities of NPS.

Table 4. Key Features of Major MSU Initiatives to Prepare Teachers for Urban Schools

Major MSU Initiatives	Program Features						
	Cohorts	Induction Support	Inquiry & Action Research	Prof Lrng Community in Schools	Collab Across Institutions	Focus on Teacher Devel Continuum	Emphasis on Theory to Practice Connection
PIE-Q ¹ (2004-pres)		X		X	X	X	
PTS (2006-pres)	X	X					
TRUST (1999-2007)	X						
UTA (2003-pres)	X						
Traders to Tchrs (Beg fall 2009)	X	X			X		
CIP (2008-09)			X			X	X
THISTLE (1980-2007)			X			X	

The proposed Newark Public Schools and Montclair State University Teaching Residency Program (NMTRP) is, in fact, a logical next step in the evolution of collaborative efforts of MSU and NPS to prepare highly effective teachers for the district. A teaching residency program is a promising approach to drastically change the typical trial-by-fire nature of the transition from preservice to novice teacher. Through a residency program, future NPS teachers will receive “expert-guided, on-the-job professional development” before they become teachers (Boatright & Gallucci, 2009, p. 19). Because of the amount and quality of classroom experience and mentoring the teaching residents will have during their residency, they will enter their first classroom as a teacher with a solid repertoire of pedagogical practices and a good

¹ PIE-Q = Partnership for Instructional Excellence for Quality Education; PTS = Prudential Teaching Scholars; TRUST = Teacher Recruitment for Urban Schools of Tomorrow; UTA = Urban Teaching Academy; CIP = Classroom Inquiry Project; THISTLE = Thinking Skills in Teaching and Learning. See descriptions of these initiatives in Appendix D.3.

understanding of how those practices can be successfully applied in Newark. They will bring contextualized knowledge of the district that comes from being immersed in NPS schools and working directly in a clinical apprenticeship with expert, experienced teachers. Recently NPS has committed to hiring a minimum of 25 MSU graduates each year. This project will ensure that those novice teachers have a deep grounding in what it means to be a highly effective teacher in NPS. It will also serve as a model to guide the preparation of teachers for urban schools beyond Newark in the state of New Jersey and across the nation.

Based on the needs assessments by NPS and MSU, the proposed program is designed to improve the achievement of NPS students through the following goals and objectives:

GOAL 1: To prepare high quality prospective teachers for Newark Public Schools through a model teaching residency program for individuals without teaching experience but with strong academic backgrounds in math or science, and with strong academic backgrounds and interest in special education.

Objectives:

- 1.1. Recruit and select teacher residents (25 per year for years 1-4 for a total of 100) of diverse racial/ethnic backgrounds with strong academic backgrounds in math or science, or with strong academic backgrounds and interest in special education.
- 1.2. Recruit teachers with strong qualifications in math, science, and special education to serve as mentors to the teacher residents.
- 1.3. Implement a program that integrates rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and that culminates in a master's degree and teacher certification for teacher residents.

- 1.4. Prepare teaching residency program completers who meet or exceed the performance standards established for the MSU master's degree program in their certification area(s).

GOAL 2: To improve the quality and retention of new teachers in NPS by involving them in an induction program, professional development, and networking.

Objectives:

- 2.1 Hire qualified program completers to serve as new teachers in NPS.
- 2.2 Implement intensive, research-based induction, professional development, and networking activities to support new teachers in NPS.
- 2.3 Support program participants during their first two years of teaching to meet or exceed the performance standards used by NPS to assess new teachers.

GOAL 3: To deepen the knowledge, skills, and commitments of experienced teachers to improve student achievement in NPS by supporting teachers in becoming part of a community of mentor teachers, coaches, and teacher researchers who use data to improve instruction.

Objectives:

- 3.1 Engage selected teachers in structured, intensive, professional development to prepare them for leadership roles as mentors for teaching residents and mentors/coaches for new teachers.
- 3.2 Engage selected teachers in professional development to facilitate their work toward achieving certification by the National Board of Professional Teaching Standards.

DESCRIPTION OF THE PROJECT

The design of the NPS and MSU Teaching Residency Program (NMTRP) is based on models of successful teaching residencies that prepare teachers for success in high-need

schools—in particular, the Boston Teacher Residency Program (www.bpe.org) and the Urban Teacher Residency Program (Chicago) (www.ausl-chicago.org; www.utrunited.org/) (see also, Berry, et al., 2008; Berry, Montgomery, & Snyder, no date); on the successful qualities of urban teachers derived from research (Haberman, 1987, 1995, 1999; Stotko, Ingram, & Beaty-O’Ferrall, 2007; Villegas & Lucas, 2002); on the literature on the professional development continuum for teachers—from pre-service through induction and into professional development (Feiman-Nemser, 2001); and on the research on teacher retention in high-poverty urban schools (Freedman & Appleman, 2009). Residents will engage in rigorous graduate-level coursework to earn a master’s degree (M.A.T.) while learning through a guided, carefully designed teaching apprenticeship with mentor teachers. As suggested by Feiman-Nemser (2001), participants will be given opportunities to conduct classroom observations, engage in guided practice, apply theories learned in courses, and investigate problems of practice.

Key Components of the NMTRP

Three overarching themes guide the design and implementation of the NMTRP: *community, collaboration, and continuous improvement*. These themes are threaded across all aspects of the program—the master’s degree curricula and teaching residency activities, the induction support for novice teachers, and professional development for experienced teachers. There are nine key components of the NMTRP—four structural components and five thematic components. These are listed below and described in the project description below.

Structural components

1. A clinical apprenticeship in which residents work with and learn from well-prepared and fully supported mentors who are highly qualified, experienced teachers in the areas in which the residents are seeking certification.

2. Rigorous graduate coursework that takes place in the partner schools, accompanies the clinical apprenticeship, and is integrated with clinical practice.
3. A cohort structure for residents and for novice teachers hired after the residency phase of the program that includes induction mentoring, professional development, and networking.
4. Summer experiences in community organizations to immerse the residents in the culture and heritage of Newark and its children.

Thematic Components

5. Strong connections between theory and practice supported by the close interconnection of coursework and clinical practice.
6. Central role of collaboration focused on the continuous improvement of learning and teaching.
 - a. Professional learning communities among participants in the day-to-day project activities: residents/mentors, novice teachers/mentors-coaches (induction), peers.
 - b. Collaboration among institutional partners.
7. Focus on the teacher development continuum (mentoring for preservice teachers, coaching and professional development for novice teachers, professional development for experienced teachers).
8. Central role of collaborative inquiry and action research and the use of data, aided by technology, to examine and improve practice and produce gains in student learning.
9. Building on the foundation of a strong, long-standing partnership between and among the partners.

Organization of the Program

The NMTRP will be organized around two clusters of teacher-preparing schools—an early childhood/elementary cluster and a secondary cluster (see descriptions of the schools in Appendix D.1):

- *Early Childhood/Elementary Cluster:* Franklin (hub school), First Avenue, Maple Avenue, McKinley Elementary Schools
- *Secondary Cluster:* Arts (hub school), Science, University High Schools

The hub schools will be more deeply and broadly involved in the Partnership than the cluster schools. Graduate courses for teaching residents will be held at the hub schools, instructional rounds (described below under Clinical Apprenticeship) will take place primarily at the hub schools, and a larger proportion of faculty in the hub schools will be actively involved in the partnership. Teaching residents will be placed in both hub and cluster schools for their apprenticeships, and individual faculty members in the cluster schools (and in some cases from other NPS schools) will participate in various NMTRP activities, such as leading seminars and providing focused support for residents, based on their areas of expertise.

As participants in the NMTRP, these seven schools—all of which meet the criteria for high-needs schools (see Appendix A)—share the following characteristics:

- The principals fully support the NMTRP goals and activities and are committed to the program, including making adjustments in scheduling to facilitate the work of mentors with residents and coaches with novice teachers.
- The school faculty and administration are committed to welcoming residents into the school community for an apprenticeship program.

- The school faculty and administration are committed to participating in a formal induction program for completers of the teaching residency/MAT program and for all new teachers in the schools.
- A sufficient number of teachers are experienced, highly qualified in the target subject areas, and prepared to serve as engaged and committed mentors to the residents and coaches for new teachers.
- The schools are *teacher-preparing schools* that have been working in partnership with MSU in teacher preparation and school improvement for several years, most recently as members of the Partnership for Instructional Excellence for Quality Education (PIE-Q) Network, described below. Franklin School, the hub school for the early childhood/elementary cluster, will receive in October the 2009 Richard C. Clark Partner School Award from the Seattle-based National Network for Educational Renewal for the high quality of its collaborative practice and commitment to partner school efforts.

The concept of *teacher-preparing schools* derives from the National Network for Educational Renewal (NNER), of which MSU is a member. Educators in teacher-preparing schools recognize that K-12 schools have a responsibility to be active partners with IHE teacher preparation programs in the preparation of prospective teachers. The principal and assistant principal of Franklin Elementary School and the principal of Arts High School participated in the NNER-sponsored Leaders for Teacher-Preparing Schools Institute in 2007-08 in Seattle, through which experienced and prospective school leaders engaged in networking and professional development (conferences, inquiry projects, meetings) for purposes of learning about and becoming involved in the simultaneous renewal of K-12 education and teacher preparation.

In fact, the seven NMTRP schools and MSU have collaborated in numerous ways over the past two decades to prepare and develop effective teachers for high-need schools. All of the partners share a commitment to the simultaneous renewal of the schools and teacher education, and the academic achievement of all students. Many teachers from these schools have participated in study groups, mini-courses, mentoring institutes with the New Teacher Center, summer conferences, and action research groups sponsored by the Montclair State University Network for Educational Renewal (MSUNER)—a nationally recognized school-university partnership between MSU and 26 school districts. Approximately 135 teachers in these schools have been appointed as MSU Clinical Faculty, serving as cooperating teachers, on-site education mentors, co-facilitators of workshops, co-teachers of student teaching seminars, and/or adjunct faculty for other courses at the university.

Since 2004, the seven NMTRP schools have been especially deeply engaged, as a group, in teacher preparation with MSU through the Partnership for Instructional Excellence for Quality Education (PIE-Q) Network. Originally funded through a P-16 Partnership Grant from the NJ DOE, PIE-Q aims to prepare, mentor, and retain both new and continuing highly effective teachers for NPS. It is a partnership between Montclair State University, Newark Public Schools and the Newark Teachers' Union and is governed by a Leadership Council composed of representatives from all three groups. It integrates excellence in teaching and learning, pre-service teacher education, professional development, leadership development, teacher recruitment, and teacher induction and mentoring into a seamless, interdependent partnership. In 2007-08, 520 preservice teachers in MSU's teacher education program spent time in PIE-Q schools: 330 students enrolled in an introductory course (Public Purposes of Education) that meets in PIE-Q schools, through which students are given an orientation to the school and

district, shadow a teacher, and attend community events and meetings; 75 students engaged in their pre-student-teaching field experience in PIE-Q schools; 30 students enrolled in the Arts Methods course, held in a PIE-Q school; and 85 student teachers were placed in PIE-Q schools. PIE-Q has evolved from a discrete program into an overarching organizational structure that supports various activities and partnerships that facilitate the preparation of teachers for urban schools. PIE-Q is a true collaboration; all partners bring expertise to the common activities and all partners have needs to be addressed. It is a fertile and well-developed partnership that is ideally suited for the successful implementation of a teaching residency program.

The Prudential Teaching Scholars (PTS) Program, a post-baccalaureate teacher preparation initiative closely connected to the PIE-Q Network, will serve as the source for the secondary cohort for the proposed teaching residency program. The NMTRP provides an exciting opportunity to more fully prepare the prospective math and science teachers in the PTS Program by immersing them in Newark schools through a teaching residency experience. The PTS program was designed with the fieldwork components of the program embedded in PIE-Q schools, but it was not planned as teaching residency program. PTS, now in its second year, is funded by the Prudential Foundation with the goal of recruiting, preparing, and supporting excellent new math and science teachers for Newark high schools. Currently 22 PTS scholars are on two tracks, one for middle school teachers and one for secondary teachers. The candidates come to the program with strong backgrounds in the fields they intend to teach, and are making a new career choice to become teachers in Newark. The first group of six new teachers entered the Newark schools in January 2009. In addition to their participation in MSU teacher preparation courses, Prudential Teaching Scholars engage in cohort leadership development experiences throughout the program. Once they are teaching in the Newark schools, intensive, research-

based mentoring, in combination with other induction curricula, assures that the Prudential Scholars become successful new teachers and that they begin their careers with professional dispositions that will serve to keep them in urban teaching. As strong as the PTS program has been, it is clear that embedding the program in the NMTRP will improve the preparation of Teaching Scholars and produce more experienced, better qualified first year teachers.

As the above description shows, the NMTRP partnership is not being developed solely for purposes of this grant opportunity. The NMTRP will be built on the solid foundation of a deep, long-standing, and committed partnership between MSU and the seven NMTRP schools. The importance of this existing relationship and the shared vision and commitments to preparing the best teachers for NPS at all stages in their careers cannot be overestimated when considering the potential for success of the proposed plan for a teaching residency MAT program, induction support for new teachers, and ongoing professional development in NPS (Goodlad, 1994).

In the NMTRP, both preservice teaching residents and new teachers hired after their residency will be organized into *cohorts* to facilitate professional collaboration and the establishment of professional learning communities (Freedman & Appleman, 2009; Seifert & Mandzuk, 2006). Each year a cohort of approximately 25 teaching residents will be accepted—early childhood/elementary residents in the spring and secondary residents in the summer (see Timeline by Cohorts, and by Year and Objectives in Appendix D.4). Within that larger cohort, there will be two smaller cohorts of early childhood/elementary residents and secondary residents. The early childhood/elementary residents will pursue a curriculum that will result in dual certification in either early childhood education or elementary education, and in special education, a high-need area identified by NPS. The secondary residents will become mathematics or science teachers, two other areas of need in NPS. There will therefore be a

learning community of all residents in each larger cohort, and smaller learning communities of future early childhood/elementary and secondary teachers. No fewer than two residents will be placed in each school, and every effort will be made to place groups of 3-5 residents together in schools. This cohort structure is already successfully implemented in the Prudential Teaching Scholars program.

A central means for promoting the learning of preservice teachers, new teachers, and mentor teachers in the NMTRP will be *collaborative inquiry* aimed at the continuous improvement of learning and teaching (Darling, Erickson, & Clark, 2008; Hyland & Noffke, 2005; Tabachnick & Zeichner, 1991). Residents will take an action research course early in the program in which they will learn how to use technology to collect, manage and analyze data to improve teaching and learning. Throughout the clinical apprenticeship and induction years time will be set aside for participants to engage in inquiry using data to achieve student learning gains. Building on a successful model of collaborative action research projects that began in 2001 with funding from the Geraldine R. Dodge Foundation and are ongoing in PIE-Q and other MSUNER schools, NMTRP participants will conduct collaborative inquiry projects with their mentors, with MSU faculty, and with each other. Groups of residents and mentors will choose a pedagogical issue of importance to study, such as best practices for teaching English language learners. With MSU faculty members, they will study the literature and research on the issue, use technology to collect and analyze data in their own classrooms, engage in peer observations, and write an action research report that will include their plans for improving instruction based on their data analysis. These inquiry projects will engage groups of teachers at different stages in their careers in collaborative learning grounded in the literature, focused on questions of pedagogy and classroom practice, and aimed at improving student achievement.

Evaluation research on past projects in the Dodge-funded program shows that teacher participants become collaborative classroom researchers who regularly study and continuously improve their own teaching and their students' learning. They have tools to critically reflect upon and change their own practice and they become part of authentic professional learning communities. Evaluation research also reveals that students benefit from the reflective and action-oriented nature of their teachers' practice, as they become more responsible for their own learning and more directly involved in the classroom learning process. The institutionalization of action research in the NPS can fuel systemic change through the use of data to improve teaching and student achievement.

Teaching Residency

The apprenticeship phase of the program is organized around three major interconnected activities. The primary activity will be ongoing observation, collaboration, and teaching with an experienced, excellent teacher in a classroom. This "home" setting will be the source of the majority of concrete situations and data to be used in inquiry and assignments for the MAT coursework component of the residency program. Residents will engage in learning activities integrating pedagogy, classroom practice, inquiry, and teacher mentoring. They will also observe and, in some cases, spend time in other teachers' classrooms to expand their apprenticeship experiences.

The second major activity that will facilitate teaching residents' learning from practice will be *instructional rounds*, a process similar to medical rounds (Teitel, 2009). These rounds will be carried out in various partnership schools—cluster schools as well as hub schools. Residents will meet in a group with one or more mentors and MSU faculty members to discuss an issue such as classroom management. Then in small groups they will visit different

classrooms to observe and collect data on different teachers regarding the issue. Finally, they will come together again to share what they observed and discuss in the context of their own practice and what they have learned in their preparation program. When instructional rounds become institutionalized in a school community, there is an ongoing focus on regular analysis and improvement of teaching and learning (Teitel, 2009).

The third apprenticeship activity will be regular group seminar sessions between mentors and teaching residents, among teaching residents, and among mentors—all of which will include MSU faculty members. A half-day each month will be set aside for these structured seminars. The meetings will serve several important purposes. Residents will share their growing knowledge and understanding of classroom life, teacher practice, and student learning. They will problem-solve collaboratively with their mentors and professors about issues, challenges, and questions they have about practice. Mentors and professors will have a forum for the ongoing assessment of residents' growing understandings and needs, and for discussions of ways to better meet their needs. Cohort members—both residents and mentors—will build identities as members of the cohort. School- and classroom-based immersion, instructional rounds, and regular meetings will support residents as they develop the knowledge, habits, and understandings required to be successful teachers in an urban setting.

MAT Coursework

Teacher residents will engage in rigorous graduate coursework in pursuing one of four MAT degrees: Early Childhood Education with Dual Certification in Special Education, Elementary Education with Dual Certification in Special Education, Mathematics (secondary), or Science (secondary). To satisfy the requirements for the MAT degree, residents in the dual-certification program will take courses in the partner schools over four semesters (spring,

summer, fall, spring), and residents in the math or science certification programs will take courses over three semesters (summer, fall, spring). During fall and spring semesters, residents will take courses after school one day each week and during one afternoon each week, when they will not be in the classroom. They will also satisfy some course requirements through their work in schools with their experienced mentors. All the MAT coursework will be closely linked to classroom practice; the content and assignments will be situated in NPS and the larger Newark community. The classrooms will serve as laboratories or studios (Boatright & Gallucci, 2009) in which preservice residents can observe, practice, and apply the ideas they are learning in their coursework. Furthermore, MSU full-time faculty members and part-time faculty members who are NPS teachers and administrators will teach these courses collaboratively. This model has been implemented successfully for a number of years in preservice teacher education courses taught in PIE-Q schools.

Schools, however, are not the only settings where preservice teachers can develop the knowledge, skills, and dispositions for teaching in urban schools. During the summers, participants will carry out their residencies in community organizations, including the All Stars Program and the Newark Boys & Girls Club. Throughout the city of Newark, there are many not-for-profit agencies and organizations that have an explicit educational mission or collaborate with the schools to provide additional educational services to children. In fact, a great strength of the city of Newark is that, due to years of challenges facing residents and leaders of the city, a strong non-profit sector operates at an extremely high level collaborating for the overall welfare of the Newark population, especially the school-age population. Montclair State University has been able to work with these generous partners for many years. The Urban Teaching Academy at MSU is a partner with the Boys and Girls Club for tutoring and other activities. The Prudential

Teaching Scholars (PTS) program has connected students with Big Brothers Big Sisters in Newark, and several PTS scholars are mentors there. PTS received a grant to work in conjunction with the Greater Newark Conservancy to teach novice secondary math and science teachers how to teach using the settings and resources of the city as classroom. Education staff at the Newark Museum, which has a circulating library of 15,000 objects for loan to teachers and schools, has taught workshops in How to Teach With Objects to preservice Prudential Scholars. The Prudential Scholars have also worked as mentors with All Stars Project of New Jersey. Launched in 1999, the All Stars Project sponsors three innovative after-school programs: the All Stars Talent Show Network (a "performance-learning" approach to foster the emotional and social development of young people), the Development School for Youth (a leadership training and career education program for young people ages 16-21), and Youth Onstage! (a youth theatre group) (<http://www.allstars.org/njallstars.html>).

The MAT curriculum is designed to support preservice teachers in developing the knowledge, skills, and commitments articulated in the MSU Standards for Candidates in Initial Teacher Programs and embedded in the three program themes of community, collaboration and continuous improvement. These areas of expertise are aligned with the NJ Professional Teaching Standards, the NJ Core Curriculum Content Standards, and the NCATE Standards (See Appendix D.2 for the MSU Standards and their alignment with NJ and NCATE Standards). The curricula for the early childhood/elementary and secondary MAT programs are designed to reflect Curriculum Themes that will guide the clinically-embedded coursework in each semester of the residency program. These themes are framed as questions to emphasize the focus on an inquiry stance. Tables 5 and 6 list the curriculum themes for the early childhood/elementary residents and secondary residents, respectively, for each semester, along with the MSU

Standards with which the themes and content are aligned, a summary of key content within each theme, and the assignments through which their performance will be assessed.

Table 5. Theme-Based Curriculum for MNTRP: Dual-Certification Program in Early Childhood/Elementary Education and Special Education (18-Month Residency Program)

Residency Semester	Curriculum Theme & MSU Standards Addressed	Content	Assignments to be Assessed
Spring	<p><u>Theme 1:</u> What is learning?</p> <p><u>Standards:</u> 2, 3, 4, 6, 10</p>	<ul style="list-style-type: none"> • Child development • Early childhood & elementary education in a diverse society • Learning in context: Families of children with diverse learning needs • Special education for students with disabilities in EC and EL classrooms 	<ul style="list-style-type: none"> • Autobiographical explorations of learning • Case study of a learner
Summer	<p><u>Theme 2:</u> Who are the learners and how do they develop knowledge?</p> <p><u>Standards:</u> 3, 5, 8, 9</p>	<ul style="list-style-type: none"> • The community and schools of Newark • Inquiry and action research • Culturally responsive teaching • Teaching English language learners • Promoting prosocial behaviors in inclusive EC and EL settings 	<ul style="list-style-type: none"> • Internship in community organization (e.g., Boys & Girls Club, All Stars) • Inquiry project shadowing a learner from community organization into school • Community study
Fall	<p><u>Theme 3:</u> How do teachers teach for learning and reflect on their teaching?</p> <p><u>Standards:</u> 1, 3, 4, 7</p>	<ul style="list-style-type: none"> • Pedagogical content knowledge (teaching math, science, social studies, language arts, and literacy) • Language-based teaching and learning in inclusive EC and EL classrooms • Instructional planning for students with diverse learning needs in EC and EL inclusive classrooms • Assessment and evaluation in the EC and EL inclusive classroom • Using technology to collect and analyze data to inform instruction 	<ul style="list-style-type: none"> • Adapting instruction for a student with a disability • Adapting instruction for an English language learner • Instructional unit plan • Collaborative action research with mentor
Spring	<p><u>Theme 4:</u> What are the roles of a professional teacher and how does schooling affect these roles?</p> <p><u>Standards:</u> 3, 4, 9, 12</p>	<ul style="list-style-type: none"> • Technology integration in the inclusive EC and EL classroom • Curriculum development in the inclusive EC and EL classroom • Integrating learning, teaching, instruction, curriculum, and assessment 	<ul style="list-style-type: none"> • Collaborative action research with mentor • Student teaching assessment • Action research project • Portfolio

Table 6. Theme-Based Curriculum for MNTRP: Certification Program in Mathematics Education or Science Education (12-Month Residency Program)

Residency Semester	Curriculum Theme & MSU Standards Addressed	Content	Assignments to be Assessed
Summer	<u>Theme 1</u> : What is learning? <u>Standards</u> : 2, 3, 5, 6, 10	<ul style="list-style-type: none"> • Adolescent development • Teaching, democracy, and schooling • The community and schools of Newark • Inquiry and action research 	<ul style="list-style-type: none"> • Autobiographical explorations of learning • Internship in community organization (e.g., Boys & Girls Club, All Stars) • Inquiry project shadowing a learner from community organization into school • Community study
Fall	<u>Theme 2</u> : Who are the learners and how do they develop knowledge? <u>Standards</u> : 3, 7	<ul style="list-style-type: none"> • Sociocultural perspectives on teaching and learning • Culturally responsive teaching • Teaching English language learners • Teaching students with disabilities • Assessing student learning 	<ul style="list-style-type: none"> • Case study of a learner • Adapting instruction for a student with a disability • Adapting instruction for an English language learner
Spring	<u>Theme 3</u> : How do teachers teach for learning and reflect on their teaching? <u>Standards</u> : 1, 3, 4, 8, 9, 12	<ul style="list-style-type: none"> • Pedagogical content knowledge (teaching math or science) • Instructional planning for students w/ diverse needs in math or science classes • Literacy across the curriculum • Technology integration in the inclusive classroom • Using technology to collect and analyze data to inform instruction • Integrating learning, teaching, instruction, curriculum, and assessment 	<ul style="list-style-type: none"> • Instructional unit plan • Collaborative action research with mentor • Student teaching assessment • Action research project • Portfolio

In the summer, the early childhood/elementary and secondary cohorts will be combined for learning about the history and context of Newark and for learning about the nature, purposes, and methods of action research. At the end of each semester during the MAT/residency phase of the program, residents will be assessed using performance assessments and rubrics, several of which are already designed for the existing MSU teacher education program to determine the extent to which they meet the standards (see examples of these assessments in Appendix D.5).

In addition, they will submit a completed action research project, which will represent the culmination of their collaborative inquiry and action research throughout the residency, and they will submit a professional portfolio that provides evidence of their success in meeting the MSU standards.

Recruitment and Selection of Residents

A multifaceted approach will be taken to recruit recent college graduates for the NMTRP, drawing on strategies that have been piloted and refined through the Prudential Teaching Scholars (PTS) program over the past two years. Secondary candidates will come from the well-established pipeline of recruitment for PTS; early childhood and elementary candidates will come through the traditional sources for Montclair State University's teacher education candidates. To recruit students at MSU, flyers and announcements about the program will be posted across the campus. Information sessions announced through flyers, email blasts, and postings on websites (MSU, CEHS, NJ DOE, AFT, NJ Education Association) will be held at the beginning and end of each semester. Announcements will be made in selected courses in mathematics and science to reach upper-division undergraduate students who might be interested in becoming teachers. To reach other soon-to-be or recent college graduates as well as career changers, information about the NMTRP will be made available through MSU alumni email blasts and HBCU (Historically Black Colleges & Universities) email blasts, and listings on Idealist.org and Craig's List.

The admissions criteria for the NMTRP will be highly selective (see discussion of Competitive Preference Priority 3 below), responsive to NPS hiring priorities, and consistent with the literature on the qualities of successful teachers in urban settings (Haberman, 1987, 1995, 1999; Stotko, et al., 2007; Villegas & Lucas, 2002). All candidates will undergo a

rigorous admissions process. They will submit an application, essay, two letters of recommendation, and college transcripts; complete a survey measuring attitudes toward diversity; be interviewed; and write an impromptu essay. To be selected, a candidate must:

- Demonstrate strong content knowledge as determined by a degree in a relevant field with a minimum 3.0 GPA and letters of recommendation.
- Possess strong verbal and written communication skills as determined by essays and an interview.
- Have the attributes of effective preservice teachers for urban schools, as determined by all the application materials, including:
 - Qualities of effective urban teachers: persistence, involving students in learning that goes beyond the prescribed curriculum and tests, ability to apply theory in practice, belief in their responsibility for engaging all children in learning, and acceptance of mistakes (Haberman, 1995).
 - Qualities of culturally responsive teachers, including understanding that a person's perspective is influenced by his/her life experiences, belief that all children can learn and that all children bring talents and strengths to learning, and respect and appreciation for individual and cultural differences (Villegas & Lucas, 2002);
 - Reflectiveness and commitment to critical thinking (Schon, 1984; Zeichner, 1986);
 - Flexibility (Stotko, et al., 2007).

A selection committee made up of representatives of the NMTRP partners will review the applications and participate in interviews. They will use the Admissions Evaluation Scale used, tested and validated for the MSU initial teacher program to evaluate the applicants. An

admissions priority will be to admit qualified candidates who reflect communities surrounding the partner schools in terms of race, ethnicity, and language.

Residents admitted to the program may apply to receive *a living stipend* during their apprenticeship year. During the planning phase in fall 2009, the NMTRP Operations Committee (see Management Plan below) will establish the process for applying for a stipend. The stipend will be [REDACTED] for each semester, so residents in the dual-certification early childhood/elementary program will receive [REDACTED] and those in the secondary program will receive [REDACTED]. This amount reflects the cost of living in the Northern NJ area and the need to compete with other programs that recruit prospective teacher candidates, for example Math for America in NYC and the Knowles Foundation Teaching Fellows Program. Each resident must agree to serve as a full-time teacher in a high-need school served by NPS in a high-need subject area for three years after completing the teaching residency. If a resident does not fulfill this requirement, s/he must repay the stipend. In addition, residents will have some of their tuition waived by Montclair State University in years 3-5, and secondary residents will receive tuition funds from the Prudential Teaching Scholars program. Teaching residents will be required to repay the amount of tuition they receive through the program in addition to the stipend if they do not fulfill the obligation to teach in NPS for three years. Each resident will sign a contract annually stipulating to this agreement, and the NPS superintendent will provide a certificate to the NMTRP Project Director each year regarding the details of each novice teacher's employment. In fall 2009, the Operations Committee will develop conditions and a process for repayment, as well as guidelines for use of repayments.

The residents will be eligible for *teacher certification* if they successfully complete the MAT program, pass the relevant Praxis II test required by the State of NJ, show through

performance assessments built into the curriculum that they have met the standards established by the program (including performance observations of their teaching), and submit a successful portfolio. All teachers who complete teacher education programs at MSU and are recommended for licensure to the State are considered Highly Qualified in their area of licensure.

At the end of the five years of this grant, 100 teachers who have successfully completed the residency program will become part of the teaching force in the NPS, filling the district's need for highly qualified, excellently prepared math, science and special education teachers. They will take part in an intensive induction support program, with other new teachers in the district that will enhance their teaching expertise and help retain them in NPS. This outcome will contribute significantly to stemming the tide of attrition in the district and lead to measurable improvements in teaching and learning for NPS students.

Selection of Mentors

Selection criteria for mentors, all of whom will be highly qualified teachers in their subject areas, will also be rigorous. To serve as mentors for residents, teachers must be determined to be highly effective with regard to:

- Subject area knowledge; planning and preparation, including pedagogy and assessment; ability to analyze and use student achievement data gathered from multiple measures to improve learning and teaching; instruction that engages students from different cultural backgrounds and with different learning styles; gains in student learning in their classrooms; collaboration with colleagues to improve instruction; for mentors in math, appropriate skills in the essential components of math instructional strategies; qualities of culturally responsive teachers; reflectiveness and commitment to critical reflection and critical thinking; leadership qualities and potential; and professionalism.

In the planning phase of the project (fall 2009), the Operations Committee will develop an instrument to identify potential mentor teachers according to these criteria. Principals of the partner schools will use the instrument to nominate potential mentors based on their observations and evaluations. A selection committee made up of representatives of the NMTRP partners will review the nominations and identify the potential mentors who meet the criteria above. They will also consider whether there are teaching residents for whom the potential mentor teachers would be appropriate mentors. The committee will then invite those teachers who meet the criteria and for whom there are potential teaching residents to become NMTRP mentor teachers.

Description of Induction Activities

The formal induction program for new teachers will begin in fall 2011 (the third year of the NMTRP), when the first cohort of teaching residents will become teachers. They will be hired in high-need schools in NPS and will continue to work with mentors, who will now serve as instructional coaches (Joyce & Showers, 1996; Ross, 1992) as well as mentors. In some cases, the pairs of mentors and residents from the teaching residency will continue to work together and in other cases new mentor/coaches will be assigned to the novice teachers. Charlotte Danielson's Framework for Teaching (Danielson, 1996) (used in the NPS for supervision and evaluation) will provide the foundation and structure for conversations, observations, coaching and improvement of teaching and learning. The domains of the Framework for Teaching are aligned with INTASC, MSU and NJ teaching standards. The novice teachers and mentors/coaches will be given on-load time for the coaching and inquiry activities and the novice teachers will spend time observing master teachers in their schools and in partner schools within PIE-Q.

The novice teachers will also begin to engage in other activities that will involve *all* new teachers in their schools and in all the NMTRP partner schools in recognition of the fact that induction support must go beyond one-on-one mentoring. The activities will contribute to building a professional learning community among novice teachers in each school and to building a general culture of learning and professional growth in Newark Public Schools. They will participate in instructional rounds; weekly meetings where they will discuss issues related to improving teaching, learning, and classroom practice; MSUNER mini-courses on literacy and the essential components of reading instruction, technology to enhance learning, working with English language learners, assessment, learning disabilities and special needs students; Children's Literacy Initiative professional development; and online networking with each other and new teachers and residents at other sites who are part of the NCTAF Residency Coalition (see description below). They will also continue to engage in collaborative inquiry with other new teachers, with more experienced teachers, and with MSU faculty members in Action Research groups as they did as residents, providing a seamless continuum of classroom inquiry aimed at improvement of teaching and learning.

The work of the inquiry action research groups will focus on enhancing and supporting the new teachers' developing ability to collect, analyze, and use student data to improve their own practice. Other areas of emphasis for coaches will be to support the new teachers in using the strategies they have learned in their coursework to become more expert at designing curriculum that is responsive to all the students in their classes; applying their beginning instructional repertoire and working to expand it, with special attention to differentiating instruction for students with diverse backgrounds and learning needs; creating an inclusive,

nurturing and safe classroom learning community; continuing to work collaboratively; and engaging in inquiry about teaching and learning with colleagues.

The consistent and persistent inquiry focus of the NMTRP Program will build the capacity of NPS educators to use research to enhance student, school, and district performance. More specifically, it will help educators at different stages in their teaching careers develop an inquiry orientation to their work and acquire the knowledge and skills necessary to (1) use student achievement data to improve their practice, (2) understand, interpret and use research to improve teaching and learning, (3) assess needs and formulate questions for district, school, and classroom research and evaluation, and (4) design, conduct and use action research within professional learning communities to improve learning and teaching in their classrooms (Cochran-Smith & Lytle, 2009).

Principals and supervisors from NPS schools beyond the PIE-Q cluster will be able to observe and learn about the NMTRP induction program so they can begin to implement its components and elements in their schools, thus scaling up this beneficial professional growth and retention program in their own schools.

Professional Development for Experienced Teachers, Mentors, and Coaches

Experienced teachers in the schools will also engage in various professional learning initiatives. Those who are selected to be mentors for teacher apprentices and coaches for novice teachers will participate in intensive and carefully designed professional development to support the development of knowledge, skills, and dispositions for successful mentoring (Carver & Katz, 2004; Zimpher & Rieger, 1988). Prior to becoming mentors, the selected teachers will participate in a Mentor Teacher Institute, to be held each year to prepare them for their roles and responsibilities as mentors. In subsequent years, mentors will attend advanced Mentor Teacher

Institutes and will engage in follow-up sessions during the academic year that provide guidance and mentoring for the mentors. The mentor preparation program will include instruction on adult learning, coaching and mentoring strategies and skills, observation and analysis of teaching and learning, the phases and stages of teacher development, and Danielson's Framework for Teaching as a common language about the domains and components of expert teaching.

In addition to the collaborative inquiry projects with new teachers described above, mentors/coaches will participate in ongoing meetings with each other. These sessions will be held on a monthly basis throughout the project and will enable the development of professional learning communities for these experienced teachers who are teacher leaders. As new mentors and coaches are selected in subsequent years, they will be integrated into these groups and will themselves be mentored by more experienced mentor-teachers with regard to their new roles.

Through their own learning communities, these experienced teachers will deepen and refine their instructional repertoire; continue to deepen their knowledge of subject matter for teaching; refine their knowledge of their students and their students' communities, including teaching English language learners and students with disabilities; hone their skills for using standardized test data to improve instruction; expand their leadership skills and engagement with the larger profession of teaching; and continue to build their skills for mentoring and working collaboratively with other teachers. As part of their own professional development, the mentors will receive support to work toward National Board of Professional Teaching Standards (NBPTS) certification as part of the project, a process that provides a standards-based approach for improving teaching practice and that links student learning to effective instruction (<http://www.nbpts.org/>). To make the challenge less daunting, the mentors will first participate in the *Take One!*® process, an opportunity offered by the NBPTS through which teachers study

the NBPTS standards, prepare a video portfolio featuring a classroom of preK-12 students, and submit one pre-selected video portfolio entry from any of the current certificate areas of National Board Certification. In the year after participating in Take One, each group of 25 teachers will undertake full National Board certification in a collaborative process with coaching and mentoring from a Board certified teacher who is a doctoral candidate at MSU. This National Board coach will spend 20 hours a week with the teachers, individually and in groups as they progress toward submitting their Take One and then National Board certification materials. At the end of this five year project, 100 teachers in the NPS will have undergone National Board certification and they will form a critical mass of master teacher leaders in the district.

MSU faculty in the College of Education and Human Services (CEHS) and the College of Science and Mathematics (CSAM) will engage in many of these professional development and inquiry-oriented activities with NPS teachers. Two MSU faculty members will serve as Faculty in Residence to the two clusters (early childhood/elementary and secondary) to provide leadership and ensure coherence for the academic work of the residents as well as the professional development for novice and experienced teachers. The liaisons as well as other MSU faculty from CEHS and CSAM will observe teachers and provide coaching and feedback; engage in formal professional conversations and facilitate meetings focused on issues of concern to new and experienced teachers; facilitate and collaborate on inquiry and action research on questions about teaching and learning; and teach courses in the schools for pre-service teachers in the teaching residency apprenticeship MAT program.

A rich array of professional development activities for experienced and novice teachers in the Newark Public Schools will be offered through the MSU Network for Educational Renewal. These activities will include six-hour mini-courses, online courses, teacher study groups, all day

workshops on professional development days, classroom coaching, summer conferences, and Teachers as Scholars seminars. All of these programs already exist and are funded through the MSUNER budget from the University and NPS member dues to MSUNER. Special attention will be given to preparing preservice and new general education and special education teachers to use research and data to modify and improve classroom instruction. Faculty will address this multifaceted undertaking from multiple perspectives. They will incorporate the ability to read, understand, and use published research into coursework for pre-service teachers in the residency program; offer guidance for pre-service and novice teachers in designing high quality classroom student assessments and using the data from those assessments, as well as from standardized tests, to produce gains in student learning; and facilitate collaborative inquiry into teaching practices. In addition, the MSU math and science faculty will provide coaching to strengthen teachers' content knowledge and pedagogical content knowledge for both elementary and secondary teachers, but primarily for secondary teachers. Faculty with expertise in literacy will work with early childhood/elementary teachers to improve literacy instruction, focusing on incorporating the essential components of reading instruction. Faculty with expertise in learning disabilities will offer assistance to general education teachers for teaching students with disabilities. Faculty with expertise in teaching English language learners (ELLs) will work with teachers to help them develop their knowledge and skills for teaching ELLs. These activities will be designed for collaborative engagement by teaching residents, novice teachers and experienced, mentor teachers. Participant feedback and outside evaluation research will inform the ongoing development and improvement of these professional development activities.

Furthermore, the entire carefully designed, intensive, job-embedded professional development program to be implemented as part of the NMTRP, including National Board

certification for 100 teachers and action research groups in the schools, will build local capacity in the Newark Public Schools by expanding and developing teachers' repertoires of teaching knowledge and expertise to facilitate student achievement and by creating a culture of learning and improvement in the schools. This will also aid in the retention of the very best teachers in NPS because they will be sustained, nurtured, and professionally rewarded by their roles as teachers in Newark. National Board certified teachers become teacher leaders in their districts, supporting their colleagues' professional growth and development and elevating student achievement in their schools.

Networking Activities

In addition to the induction and professional development efforts organized for professional learning communities within individual schools, opportunities for networking will also be built into the proposed NMTRP (Lieberman & Grolnick, 1996). The annual Mentor Teacher Institute will be held to support the experienced, excellent teachers who are serving as mentors and coaches for preservice and novice teachers in the NMTRP. In addition, to build knowledge and skills for teaching in NPS, an annual NMTRP conference will be held for all project participants—apprentice teacher residents, new teachers (after the first two years), experienced teacher mentors/coaches, MSU faculty, school administrators. These conferences will be integrated into the annual conference held each summer for all participants in the Montclair State University Network for Educational Renewal (MSUNER), with special sessions set aside for NMTRP participants. The conference will be designed to give participants opportunities both to share their learning and accomplishments with each other and to learn from others outside the NMTRP who will be invited to facilitate conference sessions based on the recommendations and needs of NMTRP participants. In Year 3, a National Teaching Residency

Conference will be held to provide a forum for sharing the developing knowledge about teaching residencies from research, evaluation, and practice. Educators involved in teaching residencies from across the country will be invited to participate as presenters and attendees.

Online networking within NMTRP will also be built into the program through an online professional learning community using the social networking platform *ning.com*, which allows multiple formats for communication. Participants will use this community to form and facilitate special interest groups within NMTRP (e.g., residents, new teachers, mentors, coaches, MSU faculty) through which they can collaborate on projects, work on shared documents (e.g., lesson plans, instructional materials) and generally support one another through multiple means of communication (e-mail, discussion forums, live text chats). Through this community, email blasts can be sent to disseminate information about the project or to inform participants about various professional learning opportunities. A space will be made available where participants can share documents and information with each other (e.g., lessons, unit plans, instructional materials and activities).

Additional networking opportunities will come through our partnership with the National Commission on Teaching and America's Future (NCTAF). We are pleased to have been selected by NCTAF as a potential coalition partner and believe our participation in this leadership group will help us build and nurture a more powerful Teaching Residency and advance the innovative principles on which our design is founded. If funded, we will accept NCTAF's invitation to become part of a small group of *21st Century Teaching Residencies* brought together by NCTAF for technical assistance and collaborative knowledge building. NCTAF will link selected TQP Residency partnership projects together and act as a catalyst for cross-project learning for all sites. NCTAF has a national reputation for innovation in support of

teaching quality and has been a leading voice in support of Teaching Residencies for several years. As part of NCTAF's Residency Coalition, we will participate in webinars and online collaboration with other innovative Residencies, collectively sharing experiences and offering ideas and reflections that will keep our Residency creative, vibrant, and continually improving.

In addition, as part of the NCTAF Residency Coalition, we will also have access to NCTAF's emerging work on collaborative school cultures. The cross-generational teams currently in pilot by NCTAF are creating a new 21st Century teaching environment where all teachers—candidates, novices, and experienced teachers—can work in teams that build on the skills each brings. A 21st Century Teaching Residency built around this collaborative culture offers an environment that we believe will ultimately enrich the residency experience for all participants. In our residency model, learning, like teaching, is not a solo act.

Through our partnership with NCTAF, our Teaching Residents, mentors, and higher education faculty will also be participants in a Teachers Learning in Networked Communities (TLINC) online community of support. Building on what has been learned through NCTAF's TLINC grant with the Fund for the Improvement of PostSecondary Education (FIPSE), we will apply the TLINC framework for creating a blend of face-to-face and online collaboration that offers anytime, anywhere support. These online preparation communities immerse novice teachers in facilitated groups designed for reflective practice with support from peers, college faculty, and accomplished teachers in the districts where they will work. In addition they build proficiency with learning technologies and establish the habit of participating in a collaborative teaching culture that teachers will carry with them throughout their teaching careers.

Finally, as part of the NCTAF Residency Coalition, we will have the option to work with NCTAF in developing an application to become an AmeriCorps service provider. This would

make it possible to increase the number of Residents prepared with the Teaching Quality Partnership grant by including others supported through the AmeriCorps program. Drawing on the experiences of the Boston Teacher Residency program, which successfully incorporates an AmeriCorps program in their teaching residency model, we believe that creating an AmeriCorps partnership would add value beyond the stipends and tuition assistance provided to candidates. AmeriCorps has a strong track record of recruiting more diverse populations reflective of the local community, a strong asset to the communities we will serve.

Description of Coordination Strategies and Alignment with State and Student Academic Achievement Standards

As noted earlier in the proposal, the NMTRP is embedded in a well-oiled and multi-faceted partnership between Montclair State, the Newark Public Schools and the Newark Teachers Union. This fact makes the coordination of the NMTRP with existing teacher preparation and professional development programs seamless and natural. The schools in the PIE-Q partnership in NPS are *teacher-preparing schools* and are already sites for extensive preservice teacher education, induction and mentoring, and professional development programs and activities. PIE-Q schools will continue to serve as host fieldwork sites for the pre-admission courses in the traditional undergraduate teacher education program at MSU. MSU students will continue to attend community meetings, shadow teachers, and perform community service in these schools as they fulfill other course and teacher education program admission requirements. MSU students, including those who are not being certified to teach students with disabilities, mathematics, or science, will continue to be recruited to the Urban Teaching Academy. These students may conduct their community internships and fieldwork experiences in Newark-based

community organizations as well as PIE-Q and non-consortia schools, learning about urban education alongside their residency peers.

The NMTRP will benefit from, improve upon, and take advantage of these existing efforts including action research groups and teacher study groups, and on-site student teaching seminars taught by NPS clinical faculty and MSU faculty. Support for National Board Certification, embedded in the NMTRP program of professional development, is a natural extension of the professional development activities already underway in the PIE-Q partnership. The Leadership Council of the PIE-Q partnership oversees all of these activities and will take on the added role of coordinating NMTRP activities into the existing partnership.

The role of the MSUNER in NPS will be strengthened and deepened through its central role in the NMTRP. As a result, the NMTRP will establish a school norm that all new and veteran teachers in PIE-Q schools will become clinical faculty in the MSUNER. Clinical faculty will take on leadership roles in teacher study groups, action research teams, and incentive grant projects. Clinical faculty in NMTRP schools may also be asked to serve on the NMTRP Operations Committee on a rotating basis so that they can become more acquainted with the program and assist in supporting implementation.

Coordination between NMTRP and existing ESEA and IDEA funded programs in NPS will be achieved through the detailed and ambitious NPS Strategic Plan completed under the leadership of Superintendent Clifford Janey. The district's vision for excellence and continuous improvement of teaching and learning encompasses all of the existing federally funded programs in the district, as well as the features and components of NMTRP. Therefore, the activities of the PIE-Q partnership and the proposed NMTRP are completely consistent with the local district's

education reform activities aimed at promoting teacher quality and student academic achievement.

The presence of the NJDOE as a partner in NMTRP assures consistency of NMTRP activities with state efforts to promote teacher quality and student achievement. NJDOE officials will take part in NMTRP meetings and conferences, and the NJ Commissioner of Education Lucille Davy is very interested in how the NMTRP can inform state policy around teacher quality. As she mentioned in her letter of support (See Appendix D.6), it is fortuitous that Dr. Ada Beth Cutler, Dean of the College of Education and Human Services at Montclair State, will serve as the inaugural chair of the new State Program Approval Council, which is charged with making recommendations to the Commissioner and State Board of Education on teacher education and teacher quality policy. This will further ensure alignment between the activities of NMTRP and state efforts to promote teacher quality.

All teachers who complete teacher education programs at MSU and are recommended for licensure are Highly Qualified in their area of licensure. Like all MSU teacher education programs, the curricula for the program will be grounded in the MSU Standards for Candidates in Initial Teacher Programs, which are fully aligned with the NJ Standards Professional Teaching Standards, NCATE Standards (see alignment chart in Appendix D.2) and the New Jersey Core Curriculum Content Standards.

Assessment of the Resources Available

The NMTRP will benefit from the integration of funds from a number of sources focused on producing the same outcomes. A significant portion of these additional resources is directly attributable to the strong, existing partnership between NPS, NTU, and MSU. First, the Newark Public Schools has committed ARRA funds to pay half of the teaching residents' stipends in the

first two years of the grant and other district funds for this purpose for the remainder of the grant. NPS will provide facilities (with maintenance and security costs) for the NMTRP classes and other after school sessions as an in-kind contribution. The district will assure that mentor teachers will be released from their teaching duties for half day sessions with the residents. The district will also pay for part of National Board certification because it is an important part of NPS' new strategic plan for excellence. This commitment of resources in the form of significant money on the part of the Newark Public Schools speaks volumes about the district's trust in and respect for Montclair State University and its teacher education program.

The Newark Teachers' Union (NTU) has committed matching funds to pay for a celebratory dinner for mentors and other NPS staff as part of the Annual Conference at the end of June each year. This is a continuation of the funding they have been providing for the past few years for mentors and cooperating teachers in the PIE-Q partnership.

Montclair State University is committing matching funds from its regular budget for the MSUNER that provides an extensive professional development program in member districts. This includes carryover funds that came from the Geraldine R. Dodge Foundation for action research groups in the partnership. The University is also contributing portions of faculty and staff time, a portion of faculty fringe costs for the life of the grant, fully funded graduate assistants working with the PI and faculty in residence, and will waive a portion of fees in years 3-5 and 20% of tuition in Years 3-5 of the project, when we anticipate an improved economy and more stable funding for public higher education in New Jersey. In difficult economic times, the University's willingness to provide these funds and in-kind contributions for the project is indicative of the institution's commitment to NMTRP and its longstanding commitment to excellence and innovation in teacher education.

Private funding from the Prudential Foundation for the Prudential Teaching Scholars Program that is aimed at recruiting, preparing and helping to retain 45 new math and science teachers for NPS will serve as a match during at least the first year of the NMTRP and perhaps beyond. As indicated in a letter to the director of the Merck Foundation (attached in Appendix D.6), we anticipate receiving a multi-million dollar grant that will include funding for candidates in the NMTRP who are changing careers from the pharma industry in NJ. Although the Foundation board has not yet approved this grant, we are extremely optimistic that this will occur during the next few months, enabling us to use a portion of these funds for project match in years 3-5. If this does not happen, we have ample time in years 1-2 to seek external funding to meet the grant match requirement.

MSU also has substantial technology resources that will be integrated in the NMTRP. *The ADP Center for Teacher Preparation and Learning Technologies* at Montclair State University functions as a hub of curriculum research, instructional planning, and educational technology for everyone associated with teacher education at MSU, including students, university faculty members, and faculty in partner schools. The ADP Center mission is to improve the quality of education for teacher education students, practicing teachers, counselors, administrators, and others in professional careers in pre-K through secondary schools and post-secondary education by providing access to more than 30,000 curriculum and instructional technology resources as well as the requisite support in using them. The resources available to students, faculty, and P-12 educators for instructional and research purposes include 1,000 curriculum guides, 15,000 books, 400 videos, and 100 journals. The ADP Center also has an array of digital technology and resources, including instructional technology labs, more than 200 educational software titles, a podcasting lab, LCD projectors, and digital cameras. The ADP

Center maintains three state-of-the-art video conferencing rooms and highly mediated instructional spaces called Classrooms of the Future. While some of these resources require on-campus use, many are available digitally, so teaching residents can access them from off-campus and can visit the ADP Center in the evenings when it is open for teachers in partner schools. During summer course work, residents will spend time in the ADP Center Classrooms of the Future. The University's OIT and Library resources will also be available to participants throughout the project and beyond as part of the MSUNER and the PIE-Q partnership.

Other resources available to the partnership include matching funds from the Children's Literacy Initiative grant from the Geraldine R. Dodge Foundation to create model literacy classrooms in the PIE-Q elementary schools that are NMTRP sites. These funds will enable residents to participate in weekly coaching sessions and literacy professional development to supplement and complement instruction in the essential components of reading embedded in master's degree coursework. Finally, through our partnership with NCTAF, Pearson is making an in-kind contribution for the TLINC online network.

Matching funds are not the only resources that are integrated into the NMTRP. The University and NPS are making substantial commitments of time and participation to this project. These commitments grow out of the established partnership and are part of a shared vision for excellence in the teacher development continuum to produce high student achievement. These commitments will not end with the conclusion of this grant because PIE-Q will continue to be the hub of partnership between MSU and NPS. Furthermore, the history of Montclair State University with highly successful grants for teacher education is to institutionalize the proven innovations into our regularly funded teacher preparation programs.

EVALUATION PLAN

In response to the expectations of the RFP that the evaluation will *assist program staff in determining whether or not the funded project is making substantial progress towards meeting the approved project objectives*, RMC Research Corporation (RMC) has created an evaluation plan characterized by (1) an emphasis on sound, practical methodology and analysis; (2) a design that reflects the data requirements, informational needs, and programmatic interests of the key decision makers as well as field realities; (3) valid and reliable instruments; and (4) the maximum utilization of evaluation findings by careful attention to report presentation, readability, and audience priorities. Two overarching questions will guide the evaluation:

1. To what extent is the NMTRP model successful in preparing, recruiting, and retaining residents in the Newark Public Schools (NPS)—a high need LEA? (NMTRP Program Goals 1 and 2)
2. To what extent is the NMTRP model successful in creating professional learning communities and enhancing skills and knowledge of experienced teachers in NPS? (NMTRP Program Goal 3)

The evaluation director and evaluation team members will collaborate with a variety of stakeholders to design, implement, and continuously refine the evaluation questions, data collection methods, analysis procedures, and reporting processes. Multiple approaches will be used to develop instruments, collect and analyze data, and communicate findings and recommendations in the evaluation of this Teacher Quality Partnership Grant Program. For example, the use of logic models and detailed program timelines will enable the evaluation team and NMTRP administrators and staff to systematically capture the relationships between the program's participants, resources, activities, intended outcomes, and resulting impacts. Guiding

the evaluation design and evaluation team's roles and responsibilities will be a focus on building internal capacity to use of evaluation data to guide program implementation and long-term planning.

Data Collection Methods

The evaluation will utilize existing and/or create new (a) data systems for documenting program procedures, participant demographics, and performance outcomes; (b) observation and monitoring protocols for documentation of activities and experiences within and across participating schools; and (c) survey instruments and focus group/interview protocols for use with district and school administrators, residents, mentors, program staff, university liaisons/partners, selection committee members, and other stakeholders within the NMTRP.

In addition to review and analysis of data sources at the state, district, and school levels, and document review of program materials and products, quantitative and qualitative data will be collected from three primary sources: (1) residents, (2) mentor teachers, and (3) partnership members (including, program director and staff, district administrators, school administrators, committee members, university liaisons). The evaluation will use interview and focus group protocols to capture feedback and guidance from the program participants and partners on annual (and end-of-grant) goals, areas in need of improvement (processes, policies, data systems), barriers to implementation and progress towards goals, and documentation of outcomes and lessons learned. Questionnaires will be developed to evaluate curricular implementation, resource provision, the nature and impact of partnerships, and the documentation and communication of best practices.

The evaluation team will partner with the NMTRP's director and staff, operations committee, and other key stakeholders to design processes for conducting a select number of site

visits to the participating schools in years 2-5 of the grant, focusing on documenting resident and mentor relationships, curricular quality and innovation, professional development activities, collaborative action research activities, and student achievement procedures and outcomes.

To the extent possible, the evaluation will use existing data collection systems at state, district, and school levels to obtain information related to program goals, objectives, and performance measures. Additional data collection processes and data management systems will be developed in partnership with Montclair State University and Newark Public Schools to establish mechanisms for building the NMTRP's capacity for ongoing data collection to assess short-term and long-term impact, as well as provide formative feedback to enhance the program.

Residents – Individual level data will be collected on all residents in each cohort during the five year grant. Demographic and background information on residents' previous education and career experiences will be collected through program application documents or existing data sets. Additional data collected will include academic standing (courses completed, graduation, and achievement scores on state licensure exams) and employment status. Annual surveys will be used to collect perception data about the residency program, skills and preparedness for the classroom, collaborative action research projects, feedback on academic courses and clinical experiences, and mentor relationships. Classroom observation data on the teaching performance of the residents will be gathered in partnership with administrators and mentor teachers.

Descriptive analyses will be conducted to report on the achievement of residents and new teachers, and to track the academic and professional progress of residents and new teachers as they matriculate through the program. The demographic data will be used to report on recruitment and retention of residents and new teachers, and the percent of teachers hired by high-need LEAs, in the aggregate and by subgroups (underrepresented groups, elementary versus

secondary school levels, and high need academic areas in mathematics, science, and special education). In addition, demographic data will be used to track the number of residents recruited and number who complete NMTRP. Special attention will be paid to enabling the NMTRP to report on the GPRA Performance Measures 1-4 and the Title II Section 204(a) Performance Objectives (See Table 7).

Cohort and comparison group analysis will be conducted to identify changes in retention and achievement on certification exams. For example, to demonstrate resident achievement, comparisons can be made between program residents and non-program teacher-trainees in other MSU programs, and state scores can be compared between the NMTRP residents and the state averages. Summary of residents' feedback on the quality and impact of the NMTRP will be used to refine program curricula and clinical practices in the schools and to enhance opportunities for mentors and teaching residents to work collaboratively.

Mentor teachers – Individual level data will be collected on all mentor teachers paired with the residents in the NPS school district. Background information will be collected on mentors' educational training, teaching experiences and length of tenure in NPS, previous mentorship training and expertise, and reasons for participating in the NMTRP. Annual surveys will be used to gather information from mentors about their experiences in the program, relationships with residents and new teachers, and professional development training. Interviews and focus group discussions will be used to gather reflective information about their mentoring and coaching experiences, institutional resources and support, perceived impact on the nature of teaching and learning in NPS, as well as identify areas of need to be addressed. Some of the data collection will take place during the summer Mentor Institutes. Classroom observations will be used to document changes in leadership and teaching practices. Descriptive analyses will be used

to summarize progress of teacher mentors and coaches, benefits of professional development trainings, and changes in teaching practices, especially the use of data to improve instruction.

Partnership members – The evaluation will collect information from a variety of NMTRP stakeholders including, but not limited to, the NMTRP Program Director and staff, NPS district administrators, school administrators, program committee members, and Montclair State University liaisons. The focus of the data collection efforts will be two-fold: (1) to assess the quality and nature of the NMTRP from the perspectives of the individuals responsible for designing, implementing, and improving the program; and (2) to document the development of the collaborative partnership between Newark Public Schools and Montclair State University, the roles and responsibilities of the partners, and the capacity of the partnership to continue NMTRP beyond the five year grant.

Annual surveys of partners will be used to gather their perceptions about their roles and experiences in the program, their interactions and relationships with residents and mentors, and the impact of the program on the professional experiences of residents and mentors. Interviews and focus group discussions will be used to gather reflective information about the partnership roles and institutional resources and support, the nature of the collaborative interactions and strength of the partnership, perceived impact on the nature of teaching and learning in NPS, and identify areas of need to be addressed. Minutes of meetings, agendas, curricular and professional development materials, event and conference materials, and committee guidelines and reports will be analyzed to identify the variety of roles and responsibilities of partners, the breadth and depth of partner involvement in the design and implementation of NMTRP, and evidence of reciprocal learning and institutional improvement across the partnership.

Additionally, it is expected that teacher training and retention outcomes for NMTRP extend beyond the five-year grant period. Indicators of long-term success will include the extent to which the partnership uses evaluation processes developed during the grant period to gather and use information to guide improvement in NMTRP to support residents and new teachers, and engages in ongoing data collection to follow residents and new teachers in the program into their teaching careers beyond their first three years in the profession.

Reporting

The evaluation team of the Teacher Quality Partnership Grant Newark-Montclair Teaching Residency Program (NMTRP) will provide formative oral and written reports every six months that document progress in implementing the evaluation design, as well as end of year reports in each year of the grant (01-05). The evaluation is designed to gather data that will provide information for NMTRP as well as federal reporting requirements. Formative reports will provide an opportunity to work directly with the program administrators and staff to refine the evaluation questions, and evaluation design and data collection processes; address any barriers or obstacles to implementation of the evaluation; refine data analysis strategies; and outline data interpretation and final report needs. At the end of year 05, a final comprehensive report will be generated to inform the program's decision making and dissemination needs. In-person, phone, or web-conference presentations will also be completed as part of the final reporting process to ensure evaluation utilization and dissemination.

Evaluation Questions, Program Goals and Objectives

Table 7 outlines the Teacher Quality Partnership Grant Newark-Montclair Teaching Residency Program's three primary goals and related objectives, the guiding evaluation questions related to each goal, and data collection and analysis methods. As noted earlier, the

evaluation team will engage in ongoing collaboration with the NMTRP Project Director and staff, and other pertinent stakeholders, to refine the guiding evaluation questions, data collection processes, data analysis procedures, and reporting mechanisms throughout the five year grant.

Evaluation deliverables will include the following products and services: calendar of data collection activities and personnel; Program Logic Model; data set review protocols; document review protocols; data analysis design; consent forms for data collection processes within schools (as appropriate); observation protocols; survey and interview protocols; focus group protocols; formative report(s) and ongoing updates on evaluation; annual reports (years 01-05); and final comprehensive report (year 05).

Table 7: Overview of Evaluation Questions, and Methods Years 01-05

Goal 1: To prepare high quality prospective teachers for Newark Public Schools through a model teaching residency program for individuals without teaching experience but with strong academic backgrounds in math or science, and with strong academic backgrounds and interest in special education.

Evaluation Questions:

- To what extent is the program successful in recruiting residents and mentors?
- Did the program meet the recruitment targets for diversity and professional backgrounds for residents and mentors?
- How were selection criteria (for residents and mentors) developed and implemented?
- How many residents received stipends and were these sufficient to attract and retain residents?
- What percentage of residents were successful in completing the 12- and 18-month residency programs—including attaining licensure and a master’s degree? To what extent did the program meet the graduation targets for diversity and focal areas (mathematics, science, special education)? (*GPR A*)
- What percentage of the residents met the performance standards of the curricular themes (1-4) and performance measures for NPS? To what extent does this indicate an increase in prospective teacher performance? (*Title II performance measure 1*)
- What percentage of residents developed skills for using technology to collect, manage, and analyze data to improve teaching and learning? To what extent does this indicate an increase in these skills? (*Title II performance measure G(ii)*)
- What is the process for developing and integrating coursework and clinical experience to prepare residents?
- What is the process for preparing residents in their certificate areas?
- How were curricular materials developed and by whom? How successful was the implementation of the materials?
- How were professional development programs developed and by whom? How successful was the implementation of these programs?

What are the perceptions of program participants of the success of the model teaching residency program (residents, mentors, operations committee, selection committee, etc.) in each year of the program?

What mechanisms were used to review and make enhancements to the selection processes, program design, and performance measures (curricular themes, portfolio assessment, etc.)?

Goal 2: To improve the quality and retention of new teachers in NPS by involving them in an induction program, professional development, and networking.

Evaluation Questions:

How many residents were hired by NPS in each year of the program, and in which areas are they certified (elementary, secondary, mathematics, science, special education, etc.)? To what extent does this indicate an increase in hiring highly qualified teachers in these areas in NPS? (*Title II performance measure 4a, c, d, e*)

To what extent is the model successful in retaining residents in NPS? Are there patterns of success within and across participating schools in NPS? To what extent does this indicate an increase in retention? (*GPRA B, D, E and Title II performance measure 2*)

What is the process for developing and implementing induction program?

To what extent does the induction program meet the needs of residents and support teaching practices?

To what extent does professional development result in a change in practice?

What mechanisms were used to review and make enhancements to support programs for new teachers?

Goal 3: To deepen the knowledge, skills, and commitments of experienced teachers to improve student achievement in NPS by supporting teachers in becoming part of a community of mentor teachers, coaches, and teacher researchers who use data to improve instruction.

Evaluation Questions:

How were needs assessments conducted and the resulting data used to create the professional development activities?

To what extent does the program prepare effective mentor teachers?

What types of activities/elements comprise the Mentor Teacher Institute? To what extent do they reflect NBPTS certification standards?

What are the perceptions of the participants on the quality and impact of the Mentor Teacher Institute activities?

To what extent does participation in program increase knowledge in using data to improve instruction?

To what extent does participation result in transfer of practice in the classroom? How has the transfer of practice been documented?

To what extent do student achievement data reflect improved classroom practice?

Has student achievement improved in the focal areas (mathematics, science, and special education) during the grant period?

What mechanisms were used to review and make enhancements to the professional development programs?

How was the National Conference on Teaching Residences conceived? What were its activities/events, who participated, and what were the intended outcomes? How were learnings from the Teacher Residency Program used to shape the conference? How were learnings from the conference used to enhance the Teacher Residency Program?

Data Collection and Analysis Methods for All Three Goals:

Review and analysis of data sets at state, district, and school levels

- Demographic data on residents and mentors (*Title II performance measure 4b*)
- Persistence of residents by semester in residency program (*GPRA E(i)*)
- School achievement data from school, district, & state examinations (*Title II performance measure 1*)
- Numbers and types of residents in each participating school being trained in focal areas (*Title II performance measure 4c, d*)
- Numbers and types of residents graduating from program (*GPRA A*)
- Numbers and types of residents hired by and retained in each participating school in focal areas each year and longitudinally (*GPRA B, D, E (ii)* and *Title II performance measure 2, 4a, b, c, d, e*)
- NPS performance measures for new teachers (*Title II performance measure 1*)
- Numbers and types of teachers achieving certification by NBPTS
- Scores on state certification & licensure examinations (*GPRA C* and *Title II performance measure 3*)

Analysis: Frequencies and chi-square tabulations.

Documentation process and document review

- Program selection criteria and processes
- Program recruitment criteria, materials, and processes
- Stipend criteria and processes
- Curricular development processes and resulting materials
- Professional development materials
- Minutes of meetings, agendas, and activity reports
- NPS performance measure criteria and documentation of teacher progress (*Title II performance measure 1*)
- Personnel recruitment and hiring criteria and processes
- Induction program processes and materials
- Summit and conference agendas and activity reports

Analysis: Content analysis using professional curricular criteria (content, pedagogy) and teacher certification standards (curricular and licensure guidelines); financial tracking tabulations; rank and frequency statistics

Observation

- Teacher education courses and mentor training sessions
- Classroom teaching (*Title II performance measure 1*)
- Resident-mentor interactions
- Pupil-teacher interactions (*Title II performance measure 1*)
- Collaborative action research work (*Title II performance measure 1*)
- National conference events

Analysis: Frequencies from observation protocol scales and checklists; narrative analysis of case descriptions of mentor-resident interactions; critical review of collaborative research work reports (quality of research design, methodology, data analysis reporting of findings); expert review of professional portfolios (ranks, frequencies, means of standards-based rating/ranking scales)

Surveys

- Residents, new teachers, and mentors
- Program administrators and staff;
- District and school-level personnel
- University liaisons/partners

Analysis: rank, distribution, frequency and descriptive statistics; t-tests; narrative analysis for themes and categories.

Individual and focus group interviews

- Residents
- Mentors
- Principals
- Program administrators and staff
- University liaisons/partners

Analysis: Narrative analysis for crosscutting themes and categories; creation of case studies/illustrative stories related to program goals/outcomes.

Commitment to Participating in a National Evaluation Study

The Partnership is committed to participating in a national evaluation study and will fully participate in whatever way is required.

SIGNIFICANCE**Use of Needs Assessment to Determine Needs and How the Project Will Address those Needs**

The needs for the program were established by examinations of: (1) Newark Public Schools (NPS) student test scores, the need for highly qualified teachers overall and in particular subject areas, and the professional development needs of new and experienced NPS teachers; and (2) Montclair State University's (MSU) current processes related to the preparation, continuing education, professional development, and retention of teachers for NPS—in particular, the key features of major MSU initiatives identified by research as supporting the preparation and development of excellent teachers in urban schools. Through these two assessments, the following needs were identified:

1. Continued efforts to recruit, prepare, support, and retain well prepared and highly qualified teachers for NPS.
2. Strengthening professional development of NPS teachers across the teacher development continuum.
3. Taking “a systemic approach to professional learning” that is “tailored to the needs of each school and teacher” (p. 35) and that nurtures school cultures in which teachers at all stages in their careers learn with and from each other through professional development practices that are embedded in the school and its classrooms.
4. Collaboration of NPS with external partners to achieve the needed transformation in the professional preparation and development culture of the district.
5. Integrating all of the key successful features of prior initiatives at MSU to more tightly couple rigorous research-based teacher preparation with the concrete needs of NPS.
6. Providing preservice teachers with the contextualized knowledge of NPS that comes from being immersed in NPS schools and working directly in a clinical apprenticeship with expert, experienced teachers.
7. Ensuring that those novice teachers have a deep grounding in what it means to be a highly effective teacher in NPS.

Three program goals and the accompanying objectives for each of those goals were derived from these identified needs. Those goals and objectives, in turn, led to the integration of nine key components in the design of the proposed teaching residency program. (See the Needs Assessment above for the goals and objectives, and for a list and elaboration of the nine components.) The program components address the identified needs in the following ways:

1. A clinical apprenticeship, rigorous graduate coursework integrated with clinical practice (in schools and communities), and a cohort structure will address needs 1, 2, 3, 5, 6, and 7.
2. Strong connections between theory and practice will address needs 1, 2, and 5.
3. Collaboration focused on the continuous improvement of learning and teaching will address needs 3 and 4.
4. Focus on the teacher development continuum will address needs 1, 2, 3, 6, and 7.
5. A central role for collaborative inquiry and action research and the use of data, aided by technology, to examine and improve practice and produce gains in student learning will address needs 1 and 2.
6. Building on the foundation of a strong, long-standing partnership between and among the partners will address need 4.

How the Project will Affect Teaching and Student Achievement

The proposed teaching residency program will affect teaching and student achievement by providing rigorous, research-based preparation, professional development, and networking for preservice, novice, and experienced teachers (a detailed description of which is presented in the Project Design above) in a seamless web of program components. The *preservice program* will integrate rigorous coursework and clinical practice focused on continuous improvement of learning and teaching and will culminate in a master's degree and teacher certification for teacher residents. *Induction support* will focus on enhancing and supporting the new teachers' developing ability to collect, analyze, and use student data to improve their own practice and student achievement; design curriculum that is responsive to all the students in their classes; apply their beginning instructional repertoire, with special attention to differentiating instruction for students with diverse backgrounds and learning needs; and engage in inquiry about teaching

and learning with colleagues. Through their own learning communities, *experienced teachers* will deepen and refine their instructional repertoire; continue to deepen their knowledge of subject matter for teaching; refine their knowledge of their students and their students' communities, including teaching English language learners and students with disabilities; hone their skills for using standardized test data to improve instruction; expand their leadership skills and engagement with the larger profession of teaching; and continue to build their skills for mentoring and working collaboratively with other teachers. They will also receive support to work toward National Board of Professional Teaching Standards (NBPTS) certification. We expect these intensive, research-based, integrated activities to lead to measurable improvements in teachers' performance, as measured by performance assessments, NPS teacher evaluations, and the instruments used by the project evaluators. We also expect that the improvement in teachers' knowledge and skills for teaching in high-need schools will lead to increased student achievement, as measured by attendance rates, student test scores, and classroom assessments.

Building Local Capacity for Systemic Change Through the Project

The components of the NMTRP are all focused on building capacity and achieving system change in the Newark Public Schools by improving teacher quality and retention; creating and sustaining a culture of inquiry and continuous improvement among teachers and school communities; meeting the needs of NPS students through culturally responsive teaching practices, high expectations, and expert pedagogy; developing professional learning communities for all teachers; educating and supporting a cadre of teacher leaders who are National Board certified; and establishing instructional rounds in NPS that enable administrators and teachers to analyze and understand excellent teaching and learning. More specifically, a teaching residency program will bring about a major change in the nature of the preservice preparation of teachers for NPS and in the transition from preservice to novice teacher. Because of the amount and

quality of classroom experience and mentoring the teaching residents will have during their residency, they will enter their first classroom as teachers with a solid repertoire of pedagogical practices and with the contextualized knowledge that will help them successfully apply their knowledge in Newark. In addition, the institutionalization of action research in the NPS will fuel systemic change through the use of data to improve teaching and student achievement.

The induction support and professional development components of the proposed program will be sustained in the district because they will become institutionalized features of the partnership, funded by the MSUNER and the district itself. (Some elements of these components have already become part and parcel of the PIE-Q partnership and that fact provides evidence for this assurance.) We are confident that the efficacy of the Teaching Residency Program will be clear from outcome data and the evaluation study and Montclair State University will continue this post-baccalaureate strand of its program as it has done with other successful programs that were grant funded. (Examples include the MSU Urban Teaching Academy and the Teacher Education Advocacy Center in the Center of Pedagogy.) In addition, because the NMTRP is designed to respond to the current needs of Newark Public Schools, including those highlighted in the NPS Strategic Plan of 2009 (as discussed in the Needs Assessment above), the project's activities will support the central goals of the district. They will therefore be easily integrated into initiatives promoted and supported by the district leadership rather than appended to them. We will seek additional funding from private sources for some aspects of the program, but we plan to sustain the NMTRP with University and NPS support, even if future residents must contribute to tuition after the life of the grant, as they do in most teacher education programs.

MANAGEMENT PLAN

A project of this magnitude and complexity with so many partners who function in different institutional cultures needs a tightly structured management plan with consistent and regular channels for communication and collaboration. (**See Appendix D.4 for detailed Timelines by Cohorts, and by Objectives, Years, and Personnel.** See Appendix D. 7 for CVs of key project staff.)

Principal Investigator. Dr. Jennifer Robinson, Director of the MSU Center of Pedagogy (CoP), will have primary oversight responsibility as the Principal Investigator. As CoP director, Dr. Robinson is the Teacher Certification Officer for the university and is responsible for all aspects of initial teacher education at Montclair State University. She will convene meetings of the NMTRP Advisory Committee and will meet monthly with the Project Director and with other project staff as needed. As the chair of the PIE-Q Leadership Council, she has a history and record of respectful collaboration and cooperation with the NPS partners. She will also be the fiscal agent for the project, a role in which she has extensive experience with other federal, state, and foundation grants.

Project Director. Dr. Rosemary Steinbaum will be the full-time project director, reporting to Dr. Robinson as a member of the Center of Pedagogy (CoP) leadership team. Dr. Steinbaum has significant experience in urban schools and teacher education, especially in Newark, and has excellent leadership, managerial, and communication skills. She has served as the director of the Prudential Teaching Scholars Program and will continue to do so throughout the remainder of that program. Her dual role in NMTRP and PTS is very appropriate given the fact that Prudential Teaching Scholars will be residents in the NMTRP. She will participate in a weekly CoP Leadership Team meeting to ensure consistent communication and supervision.

She will also spend time in PIE-Q schools visiting and mentoring residents and will coordinate Operations Committee and Advisory Council meetings and professional development activities schedules, oversee the admissions process for residents and the selection process for mentors, teach as needed in the master's degree courses, evaluate residents' portfolios, and participate in action research groups. Dr. Steinbaum will be the liaison to the expert, outside evaluation team and will disseminate evaluation findings to NMTRP faculty and staff from MSU and NPS, the NJ DOE and NCTAF Coalition.

Advisory Council. The NMTRP Advisory Council will meet once each semester, including the summer, to review and provide input regarding program policy and practices.

Specific responsibilities include:

- Reviewing and recommending policies that advance the goals and objectives of the NMTRP.
- Insuring equitable representation among all project partners.
- Facilitating communication among partners and the community-at-large.
- Reviewing results of performance assessments of the teaching residents and evaluation research findings and making relevant recommendations for changes in the program.

The following will be members of the Advisory Council: the principal investigator (who is the Director of the MSU Center of Pedagogy), the project director (who is also the Director of the Prudential Teaching Scholars program), the NPS Director of Grants Development, the NPS Director of Innovation, the NPS Director of Instructional Staff Development, the principals of the partner schools, the Dean of the MSU College of Education and Human Services, the Dean of the MSU College of Science and Mathematics, the MSU faculty liaisons in residence, the Newark Teachers' Union representative, the chair of the Partnership for Instructional Excellence for Quality Education (PIE-Q) Leadership Council, and the Director of the MSU Network for

Educational Renewal (the school-university partnership involving MSU and 26 school districts, including NPS).

Operations Committee. The NMTRP Operations Committee will meet monthly to make decisions about the day-to-day program activities. Responsibilities will include developing program policies and procedures, problem-solving and team building, and planning and scheduling Mentor Teacher Institutes and NMTRP Summer Conferences as well as other professional development activities and programs. Membership will consist of the project director, the MSU faculty liaisons, other MSU faculty involved in NMTRP activities, NPS NMTRP liaisons, NPS Director of Instructional Staff Development, and one PIE-Q elementary principal and one PIE-Q high school principal.

NPS NMTRP Liaisons. One experienced teacher in each of the two hub schools will be designated the NPS NMTRP Liaison. These teachers will have time as part of their instructional load to attend meetings of the NMTRP Operations Committee and other program-related meetings and activities.

MSU NMTRP Faculty in Residence. Two MSU faculty members will be given time as part of their faculty assignments to serve as the liaisons between MSU and the schools. Dr. Cynthia Onore, professor in the Curriculum and Teaching Department, will be the Faculty member in Residence to the secondary cohorts, and Dr. Nancy Lauter, professor in the Early Childhood, Elementary, and Literacy Education Department, will be the Faculty member in Residence for the early childhood/elementary cohorts. These two MSU professors have been working in Newark schools for many years and have been deeply involved in the PIE-Q Network, spending part of their time in the schools. They are, therefore, very knowledgeable of the Newark schools and are already considered part of the community. They will have primary

responsibility for facilitating communication between the university and the schools. They will serve on the Operations Committee, Teaching Resident Selection Committee, and Mentor Selection Committee. They will provide leadership and ensure coherence for the academic work of the residents as well as professional development for novice and experienced teachers. They will teach courses, participate in professional development initiatives, and observe and conference with candidates.

CSAM and CEHS Faculty members. Several MSU faculty members will be involved in the NMTRP as instructors for courses and as university mentors for residents and their mentors. Dr. Mark Whitener, associate professor of Chemistry, and Dr. Ann Marie DiLorenzo, professor of biology, will serve as mentors and coaches for all program participants with regard to science content and pedagogical content knowledge. A mathematics faculty member (to be named) will undertake the same role for mathematics teacher residents. Other faculty members (named below) with expertise in pedagogy, reading, digital technologies and working with ELLs will work with preservice, novice, and experienced teachers. These faculty members, as well as the two MSU Faculty in Residence, will observe teachers and provide coaching and feedback; provide professional development and facilitate meetings focused on issues of concern to new and experienced teachers; facilitate and collaborate on data-driven inquiry and action research on questions about teaching and learning; and teach courses in the schools for pre-service teachers in the teaching residency MAT program. These faculty members include:

- Dr. Elizabeth Erwin, Early Childhood, Elementary and Literacy Education. Expertise in early childhood special education.
- Dr. Sumi Hagiwara, Early Childhood, Elementary and Literacy Education. Expertise in elementary science education in urban settings.

- Dr. Emily Klein, Curriculum and Teaching. Expertise in professional development and teacher leadership.
- Dr. Michele Knobel, Early Childhood, Elementary, and Literacy Education. Expertise in reading and digital literacies.
- Dr. Fernando Naiditch, Curriculum and Teaching. Expertise in the education of English language learners.
- Dr. Victoria Puig, Early Childhood, Elementary, and Literacy Education. Expertise in early childhood bilingual learning and teaching.
- Dr. Monica Taylor, Curriculum and Teaching. Expertise in teacher leadership and collaborative action research groups.
- Dr. Dana Wilber, Early Childhood, Elementary and Literacy Education. Expertise in literacy acquisition and the technology in universal design for learning.

Mentor Teachers and Coaches. Each school will have a cadre of highly qualified and carefully selected faculty members who will serve as mentors for teaching residents and mentor-coaches for novice teachers in their first two years after the residency program. As described in the proposal, these mentors will be selected and assigned to residents/novice teachers through a rigorous process.

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